

Warwick CTE

Early Years and Primary

PGCE

Subject-Specific

Coaching Prompts



Subject-Specific Coaching Prompts

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Prompts to support subject specific discussion in
ART

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
<p>Behaviour Management (TS1 and 7)</p>	<p>How did you create an effective learning environment and set routines that motivated children to see themselves as Artists?</p>	<p>Understanding the statutory requirements of the EYFS and NC The definition of art Teaching and learning activities to promote different artists and media Strategies for teaching and appreciation e.g. expressing/justifying opinions and answering/generating questions Sketchbooks - developing artistic skills Resources for adaptive teaching and progression of skills Produce artwork inspired by artists using a range of different media Artists as a stimulus for the classroom Sequencing learning for schemes of work Collaboratively planning an art sequence Planning assessment for creative arts subjects: questioning, success criteria, feedback and peer and self-assessment strategies</p>
	<p>How did your use of art specific language promote challenge and aspiration?</p>	
	<p>Discuss how you prepared children to work artistically and creatively? E.g. Exploring/gathering resources and materials; creating an environment for positive discussion; exploring and using a range of media; reviewing and modifying work In what ways did you encourage independence? E.g. children responsible for choosing, collecting and returning art materials and resources?</p>	
<p>Pedagogy (TS2, 4 and 5)</p>	<p>How did you take into account the children’s prior knowledge? e.g. What art experiences have they already encountered? What was learned in previous year groups? What range of artistic media have they previously used/explored?</p>	
	<p>How effectively were <i>models</i> used to scaffold development of artistic knowledge/understanding/art skills/art appreciation? e.g. recording personal responses, developing skills: shading, perspective, mixing colours, key vocabulary linked to skills.</p>	
	<p>Explain how you’ve adapted your planning and teaching. E.g. Questioning; multisensory observation; adaptive resources; use of culturally diverse art samples, artists and resources.</p>	
<p>Curriculum (TS3)</p>	<p>How did you use the school’s art curriculum (schemes, medium/long term plans) to prepare today’s lesson?</p>	
	<p>Discuss how your lesson promoted the development and retention of specific art knowledge and skills.</p>	
	<p>Consider the effectiveness of opportunities for critical discussion and evaluation. How did this support learners as artists?</p>	
	<p>How did you support learners in making links between their learning in art and learning in other areas of the curriculum?</p>	
<p>Assessment (TS 6)</p>	<p>How did you plan to gather assessment data in the lesson? How was feedback given and what was the impact of this? E.g. Did you model feedback using appropriate artistic vocabulary? Were children given opportunity for self/peer feedback?</p>	
	<p>What would you consider to be the next steps of learning? E.g. What skills might be introduced/developed next; how?</p>	
<p>Professional Behaviours (TS8)</p>	<p>How did you strengthen your own art pedagogy and art subject knowledge in preparation for this lesson?</p>	
	<p>How might you draw on the talents and expertise of other adults in wider school community to support motivation and learning success in art?</p>	
		<p>Key Books, Articles and Resources</p>
		<p>DfE (2023) Ofsted Art Curriculum Review Access Art: https://www.accessart.org.uk/ Barbe-Gall, F. (2005) How to Talk to Children About Art Frances Lincoln Publishers Deuchars, M. (2014) Draw Paint Print Like the Great Artists Laurence King Publishing Deuchars, M. (2011) Let’s Make Some Great Art Laurence King Publishing Carney, P. Learning Goals for Art and Design – Revised Blooms’ Taxonomy. Online at: Paulcarneyarts.com Renshaw, A. et al The Art Book for Children (2013) Phaidon Press The Art of Education: The Ultimate Guide to Assessment in the Art Room:</p>

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Prompts to support subject specific discussion in
COMPUTING**

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
<p>Behaviour Management (TS1 and 7)</p>	<p>How did you create an effective learning environment and set of routines which motivated and involved all pupils in their computing learning?</p>	<p>Session 1:</p> <ul style="list-style-type: none"> • What is computing now? • Computing in the EYFS and the National Curriculum • Being a Computational Thinker • Declarative and Procedural Knowledge • E-safety • Information technology • Computing in KS1 (BeeBots) • Unplugged programming • Inclusion <p>Session 2:</p> <ul style="list-style-type: none"> • Exploring different computer programming software (Scratch, Purple Mash, Lego WeDo etc) • Pedagogic approach: PRIMM (predict – run – investigate – modify – make) • Exploring the BBC micro:bit • Planning and progression in computing <p>Key Books and Articles:</p> <p>Ofsted. (2022) <i>Research review series: computing</i></p> <p>Burrett. M (2016) <i>Teaching Primary Computing</i></p> <p>Caldwell. H (2016) <i>Teaching Computing Unplugged in Primary Schools: Exploring primary computing through practical activities away from the computer</i></p> <p>Bird. J (2017) <i>Lessons in Teaching Computing in Primary Schools</i></p>
	<p>How did your use of computing-specific language promote challenge and aspiration?</p>	
	<p>Discuss how you prepared the children to be computational thinkers? For example:</p> <ul style="list-style-type: none"> • Abstraction • Decomposition • Algorithms 	
<p>Pedagogy (TS2, 4 and 5)</p>	<p>How did you take into account the pupils’ prior knowledge? E.g:</p> <ul style="list-style-type: none"> • Use of informational technology • Digital literacy 	
	<p>How did you model computing-specific skills. For example:</p> <ul style="list-style-type: none"> • Programming • Word processing • Use of image, sound and video 	
	<p>How did you identify and address misconceptions that occurred in the lesson? What do you think led to these?</p>	
	<p>Explain how you’ve adapted your planning and teaching to be inclusive for all learners within computing?</p>	
<p>Curriculum (TS3)</p>	<p>How did you use the school’s curriculum (i.e. textbooks, schemes, medium/long term plans) to prepare the lesson?</p>	
	<p>How did you establish a purposeful context for learning? E.g. careful application in relation to other curriculum areas</p>	
	<p>How did you support the pupils in mastering essential concepts, knowledge or skills in computing? For example:</p> <ul style="list-style-type: none"> • Applying fundamental principles/concepts of computer science • Evaluating and applying IT analytically to solve problems 	
<p>Assessment (TS 6)</p>	<p>How did you assess children’s understanding of prior knowledge? E.g. their digital literacy skills</p>	
	<p>Analyse the AfL strategies used in the computing lesson – what made these effective/less effective/challenging?</p>	
	<p>What involvement did the children have in their own learning? E.g. Being creative users of information and communication technology/creating programs, systems and a range of content</p>	
	<p>How did you ensure there was sufficient challenge for all pupils, including those with SEND and EAL?</p>	
<p>Pr of</p>	<p>How did you strengthen your computing pedagogical and subject knowledge prior to this lesson?</p>	

	Discuss and analyse how you prepared additional adults prior to the lesson? E.g. Which aspects of computing do they have strengths/areas for development?	
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<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
Behaviour Management	How do you help children to succeed in D&T? E.g. set high expectations, provide manageable instructions, check pupils' understanding.	<p>Recognise the value of D&T within the curriculum</p> <ul style="list-style-type: none"> • Understand what constitutes a genuine D&T activity • Become familiar with NC expectations and how D&T links to other curriculum areas • Practise practical D&T skills and engage with and analyse 'making' projects • Scrutinise and engage with D&T planning activities • Consider Health and Safety requirements, SEN provision and planning • Develop and analyse personal subject knowledge
	How can you create a safe and predictable environment for ALL children to practise D&T skills?	
	How can you keep children invested in D&T activities? How do you help them to master challenging activities/content?	
Pedagogy (TS2, 4 and 5)	Do you give children chance to practise and consolidate previously taught skills? E.g. through the structure of IEAs/FTs/DMAAs.	
	Have you provided children with worked examples which take children through the steps needed? E.g. is there access to working models and opportunity to disassemble?	
	Do you give children useful guidance and support in D&T which will increase their levels of success? E.g. in planning skills, children using different strategies (spoken, written, drawn, IT) to communicate ideas	
	How can you adapt lessons for D&T to be inclusive for ALL learners? E.g. through choice of presentation/communication	
Curriculum (TS3)	Do you explicitly teach the skills children needed for the children to succeed in D&T? Share some examples of when this was effective and why.	
	How can you further engender the importance and value of D&T skills in children? E.g. promotion of creative behaviours, problem solving /solution finding opportunities.	
	Do the children understand the importance of D&T as a subject and its relevance in today's world? How could you further promote this understanding?	
Assessment (TS 6)	Consider ways that you could assess and impact upon children's progress – E.g. how could you utilise: Teacher questioning – How will you? Tell me your thinking... What might happen if? How could you change it? How do/did you want it to look/work/move/fit? Which materials will you /did you use? Why? How effective were they? Teacher observing – learning behaviours, specific D&T skills, engagement Self and Peer assessment – responding on Post-It notes; use of feedback frames; use of success criteria	<p>Key Books, Articles and Resources</p> <ul style="list-style-type: none"> • D&T National Curriculum • 'In Search of a Pedagogy for Primary Design and Technology' by Alan Cross www.designtechnology.org.uk/for-education/primary • Primary Design and Technology resources STEM • Mastering Primary Design and Technology by Dr Gill Hope
	Professional Behaviours	
	How can you take responsibility for improving your knowledge/delivery of D&T? E.g.: <ul style="list-style-type: none"> • Joining the STEM community • Talking to and observing expert colleagues eg. D&T subject lead. • Involving expert support (local community) 	

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Prompts to support subject specific discussion 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)	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)
	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)
Pedagogy (TS2, 4 and 5)	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, graphical organisers, English working wall, or memory joggers)
	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. How do you think this might link with your knowledge of cognitive load theory? What about meaningful cross curricular links as and additional space to build their schema (Piaget) about that concept?)
	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? How does this link to the research that you have read at University about talk theories specific to English – Dialogic Talk – (Coultas); Book Talk - (Chambers); Dialogic Readers (Maine); Picture book Talk (Wilson)
	Explain the impact of your planning for SEND / Inclusion 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? What support have you offered EAL? What research led you to doing this? (The Bell Foundation)
Curriculum (TS3)	Which core knowledge in English is connected to the concept you taught today? (For example: Terminology for pupils linked to the grammar curriculum)
	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, are you offering a range of media in which to respond?)
	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? Are you sure that you have personalised this planning to suit the English needs of all of your children?)
	How did you take into account the pupils' prior knowledge? (For example: how do these skills in systematic synthetic phonics, grammar, writing, reading fluency, listening, speaking, drama and moving image, fit into a sequence? Is the sequence developmental and progressive in English skills? Does more time need to be spent on a specific aspect, such as text discussion for different assessment foci?)
Assessment (TS 6)	How did you identify and address misconceptions that occurred in the lesson? (For example: in systematic synthetic phonics, are mispronunciations dealt with effectively, are grammar misconceptions unpicked and explored? Do you support skills building on an individual basis, such as the nuances of handwriting proficiency?)
	Analyse the AfL 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)
	How did your AfL 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? Did you provide scaffolding and gambits for this type of talk and model it sufficiently using success criteria)
Professional Behaviours (TS8)	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)
	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?)
	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)

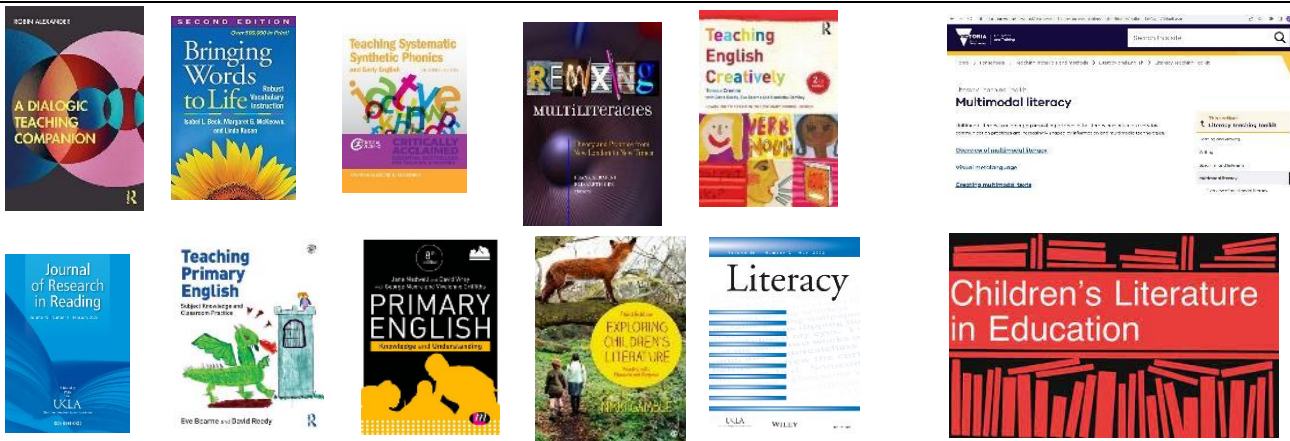
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Prompts to support subject specific discussion in
ENGLISH**

Overview of Topics Covered in University Sessions

<p>University Lectures 1 hour per session:</p> <p>Autumn term: Multimodality and Affordance The Writing Curriculum - sequencing and progression Spoken Language</p> <p>Spring Term: Spelling and Handwriting Assessment</p> <p>Optional Self-study:</p> <p>Systematic Synthetic Phonics Subject Knowledge - available all year</p> <p>Grammar Subject Knowledge – available all year</p>	<p>Early Years Seminars 2 hours per session</p> <p>Autumn Term - KS1 focus Appreciating Children’s Literature Teaching Reading Pedagogies Teaching Writing Pedagogies Creative Pedagogies - Non-fiction Planning for English</p> <p>Spring Term - FKS focus C&L: Speech and Language C&L: SSP phases 1 and 2 Lit: Storytelling Lit: Creative Pedagogies - Poetry C&L: Sustained Shared Thinking Lit: Early Writing Processes</p>	<p>Primary Seminars 2 hours per session</p> <p>Appreciating Children’s Literature Teaching Reading Pedagogies Teaching Writing Pedagogies #1 Teaching Writing Pedagogies #2 Planning for English</p> <p>Spring Term Developing Comprehension Creative Pedagogies – Non-Fiction Teaching Grammar Creative Pedagogies – Poetry Creative Pedagogies – Fiction</p>
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All trainees will attend a whole day focussed on Systematic Synthetic Phonics and Early Reading during the Autumn term in addition to completing the SSP and Early Reading Professional Practice Unit on every placement.

Key Books and Articles



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Prompts to support discussion in
EARLY YEARS**

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)	How do you create an effective learning environment which motivates and involves all children in the setting? (For example: by developing interesting use of physical space and helping children to develop socially and emotionally through child-initiated learning and more formal methods as appropriate)
	How well does the trainee encourage independent positive behaviour in all settings? (developing early attachments and supporting social development in line with the PSED prime area)
Pedagogy (TS2, 4 and 5)	How did you support sustained shared thinking through high quality language and providing space for learning in a range of activities led by adults and children? (For example: developing exploratory talk, children recognizing the views of others (from egocentrism to empathy): in the prime areas (Physical, Communication, PSED) and the wider EYFS areas)
	Explain the impact of providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. (For example: developing a balance between Teacher modelling and opportunities to practise new skills in all aspects of learning.)
	Explain how you have used your understanding of the children's development to inform 'in-the-moment' teaching and planning for adult-led and whole/ 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 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?)
	Explain the impact of your teaching (including choice of resources) and assessment on all children. (For example: did you select resources which are inclusive of children from different cultures and gender? Did your adaptive teaching approach have the desired impact? If you provided physical resources for outdoor learning, was this accessed and used? Why? Why not? Might another approach have been more suitable?)
Curriculum (TS3)	What knowledge of children's development informed practice in your early years' setting? (For example: as set out in 'Birth to 5 Matters' and/ or 'Development Matters')
	Have you used a range of classroom and outdoor learning opportunities in all Primary areas and the EYFS wider curriculum? (For example: outdoor learning opportunities with a range of natural materials to reinforce curiosity for learning, engagement and developing independence)
	How did you use/ adopt/ adapt the educational setting's approach to planning to ensure all children are able to achieve and maintain their interest in learning? (For example: Is early mark making and reading for pleasure encouraged through appropriate spaces/ opportunities in class?)
	How did you take into account the pupils' prior knowledge? (For example: how do you apply the 'Plan-Do-Review' sequence in planning for early reading/Phonics (SSP?)
Assessment (TS 6)	How did you identify and address misconceptions in children early conceptual development? (For example: in children's early play-based learning related to Knowledge and understanding of the World?)
	Analyse what you know about the children's developing learning and how that informs early years' provision. (For example: what is the development of children's gross and fine motor skills and how does this impact on physical coordination in movement (e.g. games involving balls and literacy/ early mark-making)
Assessment (TS 6) cont.	What guides you to make decisions about whether a child is performing at age related expectations? (For example: parent voice, staff voice, school trackers, Birth to 5/Development Matters documentation) How did your assessment approaches relate to the settings policy? (For example: what do you know about the statutory Early Years' Baseline assessment)
Professional Behaviours (TS8)	How did you strengthen your Early Years knowledge/ practice prior to this lesson? (Think about your understanding of the prime areas and wider EYFS areas)
	Discuss and analyse how you prepared additional adults prior to the lesson? (For example: have you been clear about the role of adults in adult-led and child-initiated learning? How did you manage the whole-setting beyond the activities in your immediate group/ adult activity, involving TAs/ Nursery nurses as appropriate)
	How do you communicate with parents? (for example, at the beginning and end of days/ sessions and as appropriate home visits)

**Centre for Teacher Education
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Prompts to support discussion in
EARLY YEARS**

Overview of Topics Covered in University Sessions

<p>Early Years seminars 2 hours sessions</p> <p>Framework Assessment Leadership Environment PSED: Birth to 3 development Well-being Engagement Self-regulation Physical Development: Birth to 3 development and the environment Gross Motor Fine motor Communication and Language: Speech and Language SSP Phases 1&2 Sustained shared thinking Mathematics: Nursery Numbers to 5 Shape and Space Fractions Understanding of the World: Forces Light and sound Plants and the environment Literacy: Storytelling Creative Pedagogies – Poetry Lit: Early Writing Processes Expressive Arts: Imaginative and expressive Creating Materials</p>	<p>Subject-specific lectures 1 hour sessions</p> <p><u>Autumn Term</u></p> <p>English Multimodality and Affordance The Writing Curriculum - sequencing and progression Spoken Language</p> <p>Mathematics Developing Mathematical mindsets Developing fluency and mental maths Talk in maths</p> <p>Science Introduction to Science Behaviour Management and organisation for science Questions and talk in science</p> <p><u>Spring Term</u></p> <p>English Spelling and Handwriting Assessment</p> <p>Mathematics Variation Assessment in maths</p> <p>Science Earth and Space Evolution and inheritance</p>	<p>Subject-specific seminars 2 hour sessions</p> <p>KS1 English (Autumn) Appreciating Children’s Literature Teaching Reading Pedagogies Teaching Writing Pedagogies Creative Pedagogies - Non-fiction Planning for English</p> <p>KS1 Mathematics (Autumn) Mathematical mastery Counting and place value Representation and Structure Planning primary maths</p> <p>KS1 Science (Autumn) Working Scientifically - observation Working Scientifically - predictions Life processes Materials Planning for progression in science</p>
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Key Books and Articles

Birth to 5 matters: <https://birthto5matters.org.uk/>
 Development Matters: [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
 Beckley, P (2018) *The Philosophy and Practice of Outstanding Early Years Provision*: Routledge
 Bottrill, G (2018) *Can I Go and Play Now?:* SAGE
 Clarke, J (2013) *Sustained Shared Thinking*: David Fulton Press

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Prompts to support subject specific discussion in
GEOGRAPHY**

<i>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.</i>		<i>Overview of Topics Covered in University Sessions</i>
Behaviour Management (TS1 and 7)	How did you create an effective learning environment and set of routines which motivates children to see themselves as geographers?	<ul style="list-style-type: none"> • Knowledge of the EYFS and the National Curriculum • Substantive and disciplinary knowledge • Geographical concepts • Prior knowledge and misconceptions • Locational Knowledge: the continents and oceans, The UK, longitude and latitude, time zones, English counties • Place Knowledge: the local area (Canley and Westwood Campus), a non-European comparative study (St Lucia) • Human and Physical Geography: weather and climate, the water cycle • Geographical Skills and Fieldwork: the globe and map projections, map reading, GIS systems,
	How did your use of geography specific language promote challenge and aspiration?	
	Discuss how you prepared children to work as a geographer? For example: <ul style="list-style-type: none"> • Fieldwork • Enquiry led learning 	
Pedagogy (TS2, 4 and 5)	How did you take into account the pupils' prior knowledge? For example: Locational knowledge, place knowledge, human/physical geography, geographical skills, fieldwork	
	How do model geography specific skills. For example: Map reading including coordinates; collect, analyse and communicate a range of data	
	How did you identify and address misconceptions that occurred in the lesson? Which aspects of geography did they include?	
	Explain how you've adapted your planning and teaching to be inclusive for all learners in relation to geography skills.	
Curriculum (TS3)	How did you use the school's curriculum (i.e. textbooks, schemes, medium/long term plans) to prepare today's lesson?	
	Discuss how your lesson aims to inspire in pupils within geography e.g. a curiosity and fascination about the world and its people.	
	How did you support the pupils in mastering essential concepts, knowledge or skills? For example: Interpreting a range of geographical information, communicating information in a variety of ways including through maps, numerical and quantitative skills and writing at length	
Assessment (TS 6)	How did you assess children's understanding and prior knowledge?	
	Analyse the AfL strategies used in the lesson. How well matched were they to assessing geography skills?	
	What involvement did the children have in their own learning? For example: <ul style="list-style-type: none"> • Creating questions to investigate • Choices they make about recording their learning 	
	How did you ensure there was sufficient challenge for all pupils, including those with SEN and EAL which focused on the skills focus for this geography lesson?	
Professional Behavior	How did you strengthen your geographical pedagogical and subject knowledge prior to this lesson?	
	Discuss and analyses how you prepared additional adults prior to the lesson? To what degree did they use correct vocabulary?	
		Key Books, Articles and Resources
		Ofsted. (2021) Research review series: geography
		Pickford et al. (2013) Primary Humanities – Learning through Enquiry
		Scoffham. S (2016) Teaching Geography Creatively
		Catling. S. J (2018) Understanding and Teaching Primary Geography
		Geographical Association Primary magazine and online resources

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Prompts to support subject specific discussion in
HISTORY**

<i>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.</i>		<i>Overview of Topics Covered in University Sessions</i>
Behaviour Management (TS1 and 7)	How did you create an effective learning environment and set of routines which motivates children to see themselves as historians?	<ul style="list-style-type: none"> • Knowledge of the EYFS and the National Curriculum • Substantive and disciplinary knowledge • Historical concepts • Prior knowledge and misconceptions • KS1: significant individuals, events beyond living memory (the Great Fire of London), significant historical events in the locality (the Coventry Blitz) • KS2: Ancient Egypt, the Early Islamic Empire, Central and South American history, the Vikings • Planning for historical enquiry
	How did your use of history specific language promote challenge and aspiration?	
	Discuss how you prepared children to work historically: For example: <ul style="list-style-type: none"> • Working with artefacts • Enquiry led learning 	
Pedagogy (TS2, 4 and 5)	How did you take into account the pupils' prior knowledge? For example: Historical concepts such as continuity and change, cause and effect and chronology	
	How do model history specific skills. For example: <ul style="list-style-type: none"> • Analysing historical sources • Asking perceptive questions • Critical thinking 	
	How did you identify and address misconceptions that occurred in the lesson? Which history skills or knowledge were these linked to? E.g. questioning/use of artefacts. Why do you think that is/was?	
	Explain how you've adapted your planning and teaching to be inclusive for all learners while still focusing on the key skills and knowledge in relation to the history curriculum.	
Curriculum (TS3)	How did you use the school's curriculum (i.e. textbooks, schemes, medium/long term plans) to prepare today's lesson?	
	Discuss how your lesson aims to help pupils gain a coherent knowledge and understanding about the past.	
	How did you support the pupils in mastering essential concepts, knowledge or skills in history? For example: <ul style="list-style-type: none"> • The process of change • The diversity of societies 	
Assessment (TS 6)	How did you assess children's understanding and prior knowledge? E..g Which aspects of history were they already secure with?	
	Analyse the AfL strategies used in the lesson – e.g. how did they help you assess history skills and knowledge?	
	What involvement did the children have in their own learning? For example: Creating questions to investigate; choices they made about recording their learning	
	How did you ensure there was sufficient challenge for all pupils, including those with SEND and EAL	
Professional Behaviours (TS8)	How did you strengthen your historical pedagogical and subject knowledge prior to this lesson?	
	Discuss and analyses how you prepared additional adults prior to the lesson. How effective was your deployment of additional adults?	
		Key Books, Articles and Resources
		Ofsted. (2021) Research review series: history
		Pickford et al. (2013) Primary Humanities – Learning through Enquiry
		Howorth. M (2015) Teaching Primary History
		Percival. J (2020) Understanding and Teaching Primary History
		Historical Association Primary magazine and online resources

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Prompts to support subject specific discussion in
LANGUAGES**

<i>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.</i>		<i>Overview of Topics Covered in University Sessions</i>
Behaviour Management (TS1 and 7)	<p>How did you ensure all learners were meaningfully engaged in an authentic languages activity as soon as possible?</p> <p>How did you motivate all learners to participate?</p> <p>Discuss how you enabled children to work in the target language? For example:</p> <ul style="list-style-type: none"> • Playing communicative games • Role play • Songs and rhymes 	<p>Session 1 (2 hours):</p> <ul style="list-style-type: none"> • NC requirements • Effective use of target language • Language learning cycle • Repetition • Interactive language games • Total physical response <p>Session 2 (2 hours):</p> <ul style="list-style-type: none"> • Use of rhymes and songs • Communicative approach • Active learning • Planning an interactive languages lesson • Assessing Languages • Resources
Pedagogy (TS2, 4 and 5)	<p>How did you make the language learning experience ‘active’? For example:</p> <ul style="list-style-type: none"> • Use of actions • Physical, verbal and written responses to activities • Use of songs and rhymes <p>How did you make the language learning experience ‘communicative’? For example:</p> <ul style="list-style-type: none"> • Use of simple taught vocabulary and ‘cognates’ to allow learners to formulate their own verbal responses • Use of substitution tables to communicate authentically in the target language in written form <p>How did you enable pupils to use correct pronunciation in spoken work?</p> <p>Explain how you enabled pupils to recall and retain new vocabulary.</p>	
Curriculum (TS3)	<p>How did you ensure you felt secure in your subject knowledge of the target language to feel confident in delivering the lesson? Which aspects were you least/most confident about? Why? What impact do you think that had on pupil progress and outcomes?</p> <p>Discuss how your lesson aims helped pupils move towards meaningful communication in another language.</p> <p>How did you support pupils in accessing the language independently? E.g. resources, paired work</p>	
Assessment (TS 6)	<p>How did you assess children’s understanding and recall of prior language learning? E.g. starter activities/games/group or paired work</p> <p>Analyse the AfL strategies used in the lesson – how are they specific to language learning?</p> <p>What feedback did you give during the lesson that improved outcomes for the children? E.g. enunciation/fluency/recall</p> <p>Discuss how you used any native/foreign language speakers in school or the wider community (colleagues, pupils, parents) to enhance your languages lesson?</p>	
Professional Behaviour	<p>How effective was the deployment of any additional adults? IN which areas did their input most support independent learning? E.g. spoken, written, reading activities</p>	
Key Books, Articles and Resources		

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Prompts to support subject specific discussion in
MATHEMATICS

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)	How does your use of language promote challenge and aspiration in mathematics? (E.g., avoiding describing tasks as easier/harder, tasks are low entry/high ceiling for all pupils)
	How did you acknowledge and praise pupil effort to promote a Mathematical Mindset? (For example, effort is acknowledged/praises/rewarded even if the response is incorrect, incorrect answers are not just dismissed)
	How do you create a positive learning environment which promotes a Mathematical Mindset? (E.g.: nurturing a mindset that everyone can achieve in mathematics, valuing mistakes as a learning opportunity, pupils are comfortable when they are stuck or wrong. For more information see Boaler – www.youcubed.com)
	How did you use concrete-pictorial-abstract (CPA) to model, explain and scaffold new learning? (E.g., were practical resources used and modelled to the children? Did all children have access to the same resources? Was the model clear for everyone to see? Was mathematical language used effectively to complement the model? Was understanding of abstract concepts checked?)
Pedagogy (TS2, 4 and 5)	How did you identify and address mathematical misconceptions that occurred in the lesson? (E.g., was the trainee aware of potential misconceptions – were these record on the learning plan? Were hinge questions used? Were all children assessed, if so how?)
	How did you promote relational understanding over instrumental understanding to promote long term understanding? (E.g., did the teacher facilitate children’s exploration of the maths so they could identify patterns and rules themselves? Did the teacher avoid rote-style learning? For more information, see Skemp, R. 1976)
	How did you promote fluency, reasoning and problem solving? (E.g., did all children have opportunities to develop reasoning and problem solving? Were different methods and insights sought from the class?)
	Analyse the range of questions you used in your lesson to extend and challenge pupils (E.g., mixture of open and closed questions to promote fluency and reasoning. Were diagnostic questions used to explore potential misconceptions? (see assessment in maths lecture))
	How did you ensure that you promoted the use of accurate and consistent mathematical language by all learners? (E.g., modelling mathematical language, encouraging pupils to say the whole number sentence rather than just the answer, opportunities for partner/group discussions)
	Explain how you adapted your lesson to meet the needs of pupils with SEND/EAL in this mathematics lesson. (E.g., assessable resources for all pupils, key vocabulary identified, mixture of open/closed questions, rapid response to identified misconceptions for individuals, groups or whole class – mini plenary)
	How did you challenge pupils who had grasped the concept quickly? (E.g., richer and more sophisticated problem solving – Nrich, open-ended investigation, inverse questions – see NCETM Primary Assessment Materials)
Curriculum (TS3)	Which core knowledge in mathematics are connected to the concept you taught today? (E.g., number facts, times tables, number bonds, place value, etc.)
	How did you secure the pupils’ knowledge of mathematical facts to develop fluency? (E.g., promoting relational understanding through encouraging reasoning, exploring different strategies for answering the same question, for more information see Baroody, J. 2006)
	How did you use the school’s curriculum and resources to prepare today’s lesson? (E.g., textbooks, schemes, teacher guide for the lesson) How did you adapt these resources to meet your pupils’ needs?
	Which common mathematical misconceptions were you anticipating today? (See – Hansen, A 2020)
Assessment (TS 6)	How did your questions differentiate between identifying mathematical mistakes and mathematical misconceptions (see Barton, 2018 – diagnostic multiple choice questioning)
	How did your assessments probe children’s reasoning as well as their factual recall? (E.g., pupils are encouraged to describe, explain, convince justify, prove)
Professional Behaviours	How did you strengthen your mathematical pedagogical and subject knowledge prior to this lesson? (E.g., university taught sessions, NCETM CPD resources, speaking to class teacher/subject lead, maths texts)
	How could you communicate pupils’ learning in mathematics to parents? (E.g., notes home to communicate successful maths, phone calls home, speaking to parents when they collect their children)
	How could you communicate pupils’ learning in mathematics to parents? (E.g., notes home to communicate successful maths, phone calls home, speaking to parents when they collect their children)

**Centre for Teacher Education
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Prompts to support subject specific discussion in
MATHEMATICS**

Overview of Topics Covered in University Sessions

University Lectures - 1 hour

Autumn Term

Mathematical Mindset Lecture (1 hour)

Introduction to Mastery and Counting and Place Value (4 hours)

Fluency Lecture (1 hour)

Representation and Structure – 4 operations (4 hours)

Talk in Maths Lecture (1 hour)

Planning Primary Mathematics (2 hours)

	Primary	Early Years
Before Autumn Placement	Fractions, Decimals, Percentages, Ratio and Proportion (4 hours) Variation Lecture (1 hour) Reasoning and Problem Solving (2 hours)	
Before Spring Placement	Assessment in Maths Lecture (1 hour) Teaching Measures (4 hours)	Variation Lecture (1 hour) Nursery Numbers to 5 (2 hours) Shape and Space (2 hours)
Before Summer Placement	Algebra Geometry Statistics	Assessment in Maths Lecture (1 hour) Fractions (2 hours)
Optional Self-Study Materials	Algebra Geometry Statistics	

Key Books and Articles

Askew, M., 2016. *A Practical Guide to Transforming Primary Mathematics*. Routledge
 Baroody, A.J. 2006. Phases of basic number fact mastery
 Barton, C., 2018. *How I Wish I'd Taught Maths: lessons learned from research, conversations with experts, and 12 years of mistakes*. Woodbridge: John Catt Education Ltd
 Boaler, J., 2015. *Elephant in the Classroom London: Souvenir Press*
 Boaler, J., 2016. *Mathematical Mindsets*, San Francisco: Jossey-Bass
 Hansen, A., 2014. *Children's Errors in Mathematics*. London: SAGE
 Haylock, D., 2019. *Mathematics Explained for Primary Teachers London (Sage) 6th Edition*
 Skemp, R., 1978. Richard R Skemp; Relational understanding and instrumental understanding. *Arithmetic Teacher*, 26 (1978), pp. 9–15.

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Prompts to support subject specific discussion in
MUSIC**

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
Behaviour Management (TS1 and 7)	How did you create an effective learning environment which motivated children to see themselves as Musicians?	<p>Understanding the statutory requirements of the EYFS and NC for Music Developing subject knowledge/pedagogy Exploring diversity of musical genres, musicians and composers; how these can be used as a stimulus in the classroom Subject specific vocabulary and use of musical terms Understanding key musical elements Collaborative learning and composition Exploring graphic and rhythmic notation Learning behaviours and behaviour management for working collaboratively, performing, being an audience member. Resources and inclusive approaches as a support for children/progression of skills</p> <p>Analysing music schemes of work Planning a sequence of learning in music Planning assessment for creative arts subjects: questioning, success criteria, feedback and peer and self-assessment strategies</p>
	How did your use of music specific language promote challenge and aspiration?	
	How did you prepare children, in terms of their learning behaviours, for working musically? E.g. Listening and analysing; rehearsing musical skills development with instruments; performing or being an audience member; planning and composing collaboratively.	
	How far were children encouraged to be independent, respectful and responsible when selecting, collecting and returning instruments?	
Pedagogy (TS2, 4 and 5)	How did you take into account pupils' prior musical knowledge? E.g. the musical experiences children have explored in previous years; application of musical vocabulary taught in previous lessons.	
	How were <i>models</i> used to scaffold development of skills/knowledge/understanding/appreciation? E.g. understanding specific musical concepts; playing/performing music; listening to, analysing/discussing music; confidence and enthusiasm	
	How did you adapt planning/teaching to support all learners? E.g. Questioning; multisensory observation; use of adapted instruments; culturally relevant music and resources.	
	How were pupils supported in mastering essential musical elements? E.g. Dynamics, Timbre, Tempo, Pitch, Duration, Texture, Structure.	
Curriculum (TS3)	How did you use the school's curriculum and the Model Music Curriculum (2021) to plan your lesson? How did the lesson support school in meeting the requirements of the National Plan for Music Education?	
	Discuss how your lesson promoted active music and sound making.	
	How did you support learners in making links between learning in music and: the wider curriculum, 'life learning'/experiences?	
Assessment (TS 6)	How was feedback given within the lesson to support progress in music and what was the impact? E.g. Did you model feedback using appropriate musical vocabulary? Did you plan opportunity for self/peer feedback?	
	Consider the music learning outcome, what is the success criteria for music success? E.g. How far has your lesson supported children in developing creative behaviours? To what degree have the children developed music skills so that they can create and compose music authentically?	
	How did you develop your music subject knowledge in preparation for this lesson?	
Professional Development	In what ways do you think that music and the learning opportunities that you plan can impact on the wider life of the school (ref <i>A National Plan for Music Education 2022</i>)	
		<p>Key Books, Articles and Resources</p> <p>Burnard et al, <i>Teaching Music Creatively (2nd Edition) (2017)</i> Routledge Daubney, A. (2017) Teaching Primary Music Sage Publishing DfE, Model Music Curriculum: Key Stages 1 to 2 Non-statutory guidance for the national curriculum in England (June 2021) Ofsted Research Review Series – Music Research review series: music - GOV.UK (www.gov.uk) DfE, The power of music to change lives. A National Plan for Music Education (June 2022)</p>

**Centre for Teacher Education
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Prompts to support subject specific discussion in
PHYSICAL EDUCATION**

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
Behaviour Management (TS1 and 7)	How did you create an effective learning environment and set of routines which motivates children to engage in physical education?	<p>Session 1:</p> <ul style="list-style-type: none"> • Understanding Physical Literacy • Understanding Physical activity • Understanding Physical Education • Teaching gymnastics across KS1 and KS2 • Subject and curriculum knowledge • Plan and teach well-structured lessons
	How did your use of PE specific language promote challenge and aspiration?	
	Discuss how you might prepare children to become physically confident in a way which supports a healthy lifestyle.	
Pedagogy (TS2, 4 and 5)	How did you assess the pupils' prior knowledge/skills? E.g.: children demonstrating skills, explaining understanding.	<p>Session 2:</p> <ul style="list-style-type: none"> • Understanding of fundamental movement skills. • Teaching games across KS1 and KS2 • Development of subject and curriculum knowledge • Planning and teaching well-structured lessons <p>Session 3:</p> <ul style="list-style-type: none"> • Teaching gymnastics across KS1 and KS2 • Subject and curriculum knowledge • Plan and teach well-structured lessons • Assessment of PE
	How did you model PE specific skills? For example:	
	<ul style="list-style-type: none"> • A = Agility • B = Balance • C = Coordination 	
Curriculum (TS3)	Explain how you've adapted your PE planning and teaching to be inclusive for all learners.	<p>Key Books, Articles and Resources</p> <p>Association for Physical Education: https://www.afpe.org.uk/physical-education/</p> <p>Ofsted 2022 Research Review Series: PE</p> <p>Youth Sport Trust website https://www.youthsporttrust.org/</p>
	How did you utilise and adapt the school's curriculum (published schemes, medium/long term plans) to prepare today's lesson?	
	Discuss how your lesson aims to help pupils build character and embed values such as fairness and respect. For example:	
Assessment (TS 6)	<ul style="list-style-type: none"> • Collaborating with others • Playing honestly to the rules of the game 	
	<ul style="list-style-type: none"> • How did you support pupils in mastering skills in P.E? E.g. • Running, jumping, throwing and catching • Playing competitive, tactical games • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns 	
Professional Behaviours (TS8)	How did you assess children's understanding of prior knowledge? How did you assess their varying skill levels?	
	Discuss your assessment of the pupil's physical development, physical activity, physical literacy	
	How did you ensure there was sufficient challenge and support for all pupils, including those with SEND and EAL?	
Professional Behaviours (TS8)	How did you strengthen your PE pedagogical and subject knowledge prior to this lesson?	
	Discuss and analyses how you prepared additional adults prior to the lesson. Which skills were they more/less confident with?	

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Prompts to support subject specific discussion in
PERSONAL, SOCIAL & HEALTH EDUCATION

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
<p>Behaviour Management (TS1 and 7)</p>	<p>How did you create an effective learning environment which promotes an open and inclusive mindset? <i>For example, how do you promote respectful discussion and debate, celebrating individuality, articulating opinion in a positive way</i></p>	<p>Session 1: Understanding the (non) statutory requirements for the teaching of PSHE in Primary Schools (PSHE is a non-statutory subject but schools are still obliged to teach it). Relationships and Sex Education Character Education and identification of values. School Ethos Metacognition (and growth mindset) Subject knowledge Coverage of social/emotional issues: Grief, friendship, relationships (inc LGBTQ+), immigration, consent, FGM. Teaching and learning strategies for PSHE and to promote discussion and reflection</p> <p>Session 2 Subject knowledge Health and Economic education: Fraud, gambling, hygiene, dental hygiene, sun care, drugs and alcohol, periods How to plan in PSHE. Assessment strategies in PSHE and different forms of assessment when planning Resources and first-hand learning opportunities when planning Planning for progression in PSHE</p> <p>Key Books, Articles and Resources: DfE (2019) <i>Relationships Education and Sex Education (RSE) and Health Education</i> Dweck C. (2012) <i>Mindset: How You Can Fulfil Your Potential</i> Robinson Maslow (1943) <i>A theory of human motivation</i> Psychological Review, Vol 50(4) (p.370-396)</p>
	<p>How did your use of <i>social and emotional</i> language promote challenge and aspiration?</p>	
	<p>How did you acknowledge and praise pupil effort to promote a <i>growth mindset</i>? How did you encourage children to consider and articulate their <i>values and character</i>?</p>	
<p>Pedagogy (TS2, 4 and 5)</p>	<p>How did you take into account the pupils' prior knowledge in this unit? <i>For example, did you build on subject specific language such as emotional literacy? Did you recognise the specific needs of children in your community?</i></p>	
	<p>How did you effectively model, explain and scaffold new learning? <i>For example, did you model respectful discussion and debate through circle time? Did you develop metacognitive skills by demonstrating effective listening skills and explain to the children what you are doing to be an effective listener etc.</i></p>	
	<p>How did you identify and address misconceptions that occurred in the lesson? Were any of these challenging? Why? <i>Consider the Equality Act (2010) – what issues do you recognise around inclusion (e.g protected characteristics including gender, sexuality, disability etc).</i></p>	
<p>Curriculum (TS3)</p>	<p>How did you use the school's planning document (For example schemes, medium/long term planning expert staff inc. PSHE coordinator) to prepare today's lesson? (see essential RSE - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>	
	<p>Discuss how you considered the school's planning documents to consider sequencing PSHE lessons? (<i>For example, did you consider progression, next steps</i>)</p>	
<p>Assessment (TS 6)</p>	<p>How did you assess children's understanding of prior knowledge? <i>E.g. how to be respectful of one another</i></p>	
	<p>Analyse the AfL strategies used in the lesson.</p>	
	<p>How did your questions enable engagement and support all learners the confidence to contribute? Which pupils struggled to contribute effectively today? Why might this be?</p>	
<p>Professional Behaviours (TS8)</p>	<p>How did you strengthen your PSHE pedagogical and subject knowledge prior to this lesson?</p>	
	<p>Discuss and analyse how you prepared additional adults prior to the lesson? What questions did they have about the lesson?</p>	
	<p>How effective was the deployment of additional adults? How did it support learning in PSHE?</p>	

**Centre for Teacher Education
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Prompts to support subject specific discussion in
RELIGIOUS EDUCATION**

<p><i>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.</i></p>		<p><i>Overview of Topics Covered in University Sessions</i></p>
Behaviour Management (TS1 and 7)	<p>How did the learning motivate the children to see themselves as theologians? (Depending on the lens of learning this may also relate to them being sociologists, philosophers or historians too.)</p> <p>Discuss how you prepared children to learn respectfully in RE. Eg: expressing ideas; listening/observing others; questioning; discussing and debating; handling sacred texts/artefacts; understanding and adhering to cultural/religious guidelines eg. when visiting a place of worship or meeting a religious leader.</p>	<p>Lecture Understanding the statutory requirements for the teaching of RE in Primary Schools Pedagogical developments in Religious and Worldview Education Subject knowledge – religions, worldviews and disciplinary lenses RE as a key part of children’s Social, Emotional, Spiritual and Cultural development and the promotion of British Values Teaching and learning strategies for RE and to promote respectful discussion and reflection</p> <p>Seminar: Planning for progression in RE – exploring and adapting SACRE planning. Using high-quality texts in RE Respectful use of artefacts and first-hand learning opportunities when planning RE Building ethical dilemmas into RE lessons Assessment of R.E.</p>
Pedagogy (TS2, 4 and 5)	<p>How did you take into account the pupils’ prior knowledge in RE? E.g. Which religions and world views have they already encountered? What is their progression of understanding ‘about’ and ‘from’ religion explored in previous years? What experience do they have of looking at worldviews through disciplinary lenses (theological, sociological, philosophical, historical)?</p> <p>How effectively were <i>models</i> used to scaffold the development of RE skills/knowledge and understanding/application of learning? E.g. interpretation, analysis, explanation of learning sources; communication of knowledge/understanding and applying vocabulary; consideration of ‘ultimate’ questions and ethical issues.</p> <p>How did you identify and address misconceptions? Consider British Values, promotion of SMSC, school’s responsibilities around The Prevent Duty and the Equality Act 2010.</p> <p>Describe adaptations to planning and teaching- how did you challenge all learners? E.g., Questioning, resources, consideration of children’s own faith, worldviews and cultural backgrounds to support and enhance learning when planning.</p>	
Curriculum (TS3)	<p>How did you support learners in making links between their learning from RE and their own world views and life experiences?</p> <p>Discuss how you created opportunities for the application and evaluation of RE disciplinary skills.</p> <p>How might you plan for children to develop and communicate their own ideas in relation to questions about personal identity, belonging, meaning, purpose, truth, values and commitments?</p>	
Assessment (TS 6)	<p>To what degree do your assessment strategies measure children’s ability to reason, weigh up, analyse and interpret information as well as recall information? (Are assessment strategies linked to specific disciplinary lenses?)</p> <p>How far do the outcomes of an individual RE lesson relate to the children’s progress towards answering the Ultimate Question foci of your medium-term plan/unit of work?</p>	
Professional Behaviours (TS0)	<p>How did you develop your Religious Education and Worldview subject knowledge in preparation for this lesson?</p> <p>How might you draw on the expertise of other adults in the school community and beyond to support learning success in Religious and Worldview Education?</p>	
Key Books, Articles and Resources		
<p>Ofsted (2021) Research review series: Religious Education British Journal of Religious Education Volume 44, Issue 4 (2022) Chater.M (2020) Reforming RE Power and Knowledge in a Worldviews Curriculum. John Catt Publication Howard, C. <i>Investigating Artefacts in Religious Education</i> (2009) Religious and Moral Education Press Ofsted (2021) Research review series: Religious Education RE: Online: http://www.reonline.org.uk RE Today: https://www.retoday.org.uk Natre: https://www.natre.org.uk SMSC Quality Mark: www.smscqualitymark.org.uk</p>		

**Centre for Teacher Education
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Prompts to support subject specific feedback in
Science**

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)	How do you create an effective learning environment which motivates children to see themselves as scientists and science as relevant to everyday life? (For example: Introduction to early/ primary science lecture ; Archer et al.; Nag Chowdhuri et al.)
	How does your use of science specific vocabulary promote challenge and aspiration? (For example: Bianchi et al. ; Ofsted)
	How did you organise access to resources for working scientifically? Were children responsible for choosing, collecting and returning relevant equipment? Explain how the resources supported effective teaching and learning (For example: 'Behaviour Management and Organisation for Science' lecture; Bianchi et al.; Wellcome)
Pedagogy (TS2, 4 and 5)	Explain how you take into account the pupils' prior science learning or previous experiences. How do you support learners to make links to other science topics or across the curriculum? (For example: development of scientific concepts from earlier years (substantive and disciplinary) ; links to other science topics ; University 'Planning for progression'; McMahan et al.; Harlen)
	How effective were any models / concrete examples used to scaffold understanding of specific science concepts? Evaluate any online resources used to support your teaching and the children's learning (For example; CFE research ; McMahan; Ofsted; Wellcome; various University sessions)
	What common scientific misconceptions were you anticipating? How did you identify and address those that occurred? (For example: Bianchi et al. ; Ofsted; various University sessions)
	Which type of scientific enquiry was incorporated? (Observing over time ; pattern seeking ; identifying, classifying and grouping ; comparative and fair testing (controlled investigations) ; researching using secondary sources). Were children encouraged to use their own curiosity? How? Were children collecting, analysing or presenting data? (For example; Working Scientifically University sessions ; Bianchi et al. ; Ofsted)
	How do you make effective use of the local environment to support learners to develop scientific knowledge about the world? (For example: ASE guide ch 19 ; Plants and the Environment session)
	Explain how you adapt your science planning and teaching to be inclusive, engaging, personalised, child centred, with effective challenge for all learners. What was the impact of this? (For example, drawing on children's interests ; use of questions, multisensory opportunities, culturally relevant ; Archer et al.; Bianchi et al.; Nag Chowdhuri et al.; Wellcome; various University sessions)
Curriculum (TS3)	Which core knowledge in science is connected to the concept you taught today? How does it link to other science concepts and topics the children have (For example: Big Ideas , Harlen)
	How did you use the school's science curriculum (e.g. schemes, medium-term planning) to prepare? How did you adapt these resources to meet the needs of the learners?
	How did you promote secure understanding and scientific reasoning (substantive & disciplinary)? Was effective use made of demonstrations, illustrations, models and worked examples? (For example: McMahan et al ; various University sessions)
Assessment (TS 6)	How did you assess children's prior knowledge and understanding? Did your assessment effectively probe children's scientific reasoning and application of concepts? (For example: University lecture , Questions and Talk in Science lecture ; ASE ch 22; CFE; Wellcome. Consider discussion scaffolds e.g. Odd One Out, PMI and Big Questions – Explorify and PSTT Bright Ideas)
	Analyse the AfL strategies used in the lesson. How effective were they?
	Discuss your assessment of 'working scientifically' and disciplinary knowledge (For example: Assessing Science University session ; TAPS focused assessment resources)
Professional Behaviours (TS8)	How did you strengthen your science pedagogical and subject knowledge prior to this lesson? (For example: University taught sessions ; self-study ; science CPD (e.g. PSTT and Reach Out))
	Discuss and analyse how you prepared additional adults prior to the lesson? How effective was the deployment of additional adults?

**Centre for Teacher Education
University of Warwick
Prompts to support subject specific discussion in
SCIENCE**

Overview of Topics Covered in University Sessions

University Lectures -1 hour	Seminars – 2 hours	
	Early Years	Primary
<p>Autumn term: Introduction to early/primary science Behaviour Management and Organisation for Science Questions and Talk in Science</p> <p>Spring term: Earth and Space Evolution and Inheritance</p>	<p>Autumn term KS1: Working Scientifically #1 observation Working Scientifically #2 prediction Life Processes Materials Planning for progression</p> <p>Spring term EY: The Natural World #1 Forces</p> <p>Summer term EY: The Natural World #2 Light and Sound The Natural World #3 Plants and the Environment</p>	<p>Autumn term: Working Scientifically #1 observation Working Scientifically #2 prediction Life Processes Materials Planning for progression</p> <p>Spring term: Forces Electricity Assessing science (focus Light & Sound) Working Scientifically #3 full investigation Plants and the environment</p>

Key Books and Articles

Archer Ker, L., DeWitt, J., Osborne, J. F., Dillon, J. S., Wong, B., & Willis, B. (2013). ASPIRES Report: Young people's science and career aspirations, age 10 –14. King's College London.

Bianchi, L., Whittaker, C. and Poole, A. (2021) The 10 key issues with children's learning in primary science in England; The University of Manchester and The Ogden Trust.

CFE research (2023) Evaluation of Explorify: Interim report for STEM Learning and the Primary Science Teaching Trust; CFE research.

Harlen, W. (Editor) (2015) Working with Big Ideas of Science Education; iap.

Harlen, W. (Editor) (2010) Principles and big ideas of science education: The Association for Science Education.

McMahon, K., McKay, D. and Lee, A. (2021) The Learning Sciences and Primary School Science; Wellcome / Bath Spa University.

Nag Chowdhuri, M., King, H. & Archer, L. (2021) The Primary Science Capital Teaching Approach: teacher handbook. London: University College London.

Ofsted (2023) Finding the optimum: the science subject report; Crown copyright.

Serrett N. and Earle S. (Editors) (2018) ASE Guide to Primary Science Education; The Association for Science Education.

Wellcome (2021) Primary science education beyond 2021 – what next? Wellcome Trust.

Centre for Teacher Education - University of Warwick
Overview of Topics Covered in University Sessions
PROFESSIONAL ENQUIRY

NB. Related coaching prompts are found on the subject-specific pages.

Professional Enquiry develops trainees' understanding of current research-informed and evidence-based pedagogy. It develops trainees' abilities to creatively apply theory to resolve practical issues in complex professional environments i.e. the primary classroom.		Some Key Books, Articles and Resources
TERM ONE	How Children Learn	<p>Aubrey, K. and Riley, A (2022) Understanding and Using Educational Theories (3rd edition)</p> <p>Coe, R. et al. (2020) Great Teaching Toolkit Evidence Review available online at: https://www.greatteaching.com/</p> <p>Crossley, N and Hewitt D. (2021): Inclusion: a principled guide for school leaders.</p> <p>Wiliam, D. (2018) Embedded formative assessment (2nd edition).</p> <p>Deunk, M., et al. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education Educational Research Review (24) pp31-54</p> <p>EEF (2019) Improving Behaviour in Schools: six recommendations for improving behaviour in schools online at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Ellis, S. and Tod, J. (2018) Behaviour for Learning: Promoting Positive Relationships in the Classroom</p> <p>OECD (2012) The Nature of Learning – Using research to inspire Practice online at: https://www.oecd.org/education/cefi/50300814.pdf accessed 21.8.23</p> <p>Ofsted (2019) Education inspection framework Overview of research available online at: https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p> <p>Perry, T. et al. (2021) Cognitive Science in the Classroom: Evidence and Practice Review London: Education Endowment Foundation (EEF) available from: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf</p> <p>The Bell Foundation (2023): Guiding learners using EAL through the school transition process online at https://www.bell-foundation.org.uk/</p> <p>Wigelsworth, M et al (2020) Identifying effective, evidence-based social and emotional learning strategies for teachers and schools. Education Endowment Foundation</p>
	Curriculum	
	Child Development	
	Principles of Inclusion and SEND	
	Assessment for Learning	
	Behaviour to Learn (IPPU)	
	Adaptive Teaching	
	SEMH	
	Equalities Act & Social Justice	
	Cognitive Science in the classroom	
	Deployment of TAs	
	Introduction to Teaching pupils learning EAL	
Learning Theory Presentations		
TERM TWO	Social Justice, Intellectual Curiosity, Creativity and Critical Practice	
	Assessment for Learning#2	
	Behaviour to Learn #2	
	Anti-bullying	
	PEn Assignment	
	Self-regulation and metacognition	
Memory & Cognitive Science in the classroom		
TERM THREE	Assessment of Learning Carousel: Introduction to Assessment of Learning School A: Assessment and tracking of pupil progress School B: Assessment and tracking of pupil progress	
	Disadvantage, Underperformance and Social Justice	
	Communicating with Parents	



Centre for Teacher Education - University of Warwick

Overview of Topics Covered in University Sessions

PROFESSIONAL PRACTICE

NB. Related coaching prompts are found on the subject-specific pages.

Professional Practice develops trainees' understanding of the expectations for teachers' professional behaviours and how to apply them in schools.		Some Key Books, Articles and Resources
TERM ONE	Building appropriate professional relationships with University colleagues	<p>AnitBrown, K. (2018) Bullying: A review of the evidence Education Policy Institute available online at: https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/</p> <p>Brookfield, S. (2017) Becoming a Critically Reflective Teacher Second Edition San Francisco: John Wiley & Sons Inc.</p> <p>DfE (2012) Teachers' Standards https://www.gov.uk/government/publications/teachers-standards</p> <p>DfE (2023) Keeping Children Safe in Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf</p> <p>Freeman, N. (1999) Morals and Character: The Foundations of Ethics and Professionalism, The Educational Forum, 63:1, 30-36</p> <p>Kolb, D. (2015) Experiential Learning: Experience as the Source of Learning and Development Second Edition New Jersey: Pearson Education</p> <p>The Jubilee Centre https://www.jubileecentre.ac.uk/2938/projects/virtues-in-the-professions/integrating-practical-wisdom</p> <p>Twiselton, s. (2004) The role of teacher identities in learning to teach primary literacy Educational Review 56:2 pp157-164</p>
	Professionalism & Ethics	
	Character Education	
	Mindfulness and Teacher Wellbeing	
	An Introduction to Safeguarding #1	
	Reflective Practice & Reflexivity	
	Warwick Teacher Values & Teacher Identity	
	Safeguarding #2: Prevent & British Values	
	Autumn Placement Briefing	
	Trainee Mental Health and Wellbeing	
	Safeguarding Update #3	
	Record Keeping, Evaluations and the CRD	
Target Setting and Expectations for Block Placement		
TERM TWO	Supported Reflection 1	
	Safeguarding Update #4	
	Applications & Interviews #1 Spring Placement Briefing	
	Introduction to Spring PPU	
	Personalised Provision #1	
	Applications & Interviews #2	
	Supported Reflection 2	
TERM THREE	Safeguarding Update #5	
	Personalised Provision #2	
	Supported Reflection 3	
	Introduction to Summer PPU	

