**PGCE Secondary Progress Matrix – University 2 / Placement 2**

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| ***P1 Mentor feedback: summary of strengths and targets from Progress Report*** | ***Tutor feedback (Blackboard comments on Progress Matrix, summary of tutorial discussion) with contextualised targets for P2*** |
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| **Core Area 1: Teacher Expectations** | | | |
| **High Expectations** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection and eg. ITAPs, and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Our expectations for and of young people can influence their achievements and life outcomes.  We are key role models who can influence pupils’ attitudes, values and behaviours.  Positive pedagogical relationships based on mutual trust and respect help young people to grow.  As teachers, our values, behaviours and mindset can affect pupils’ wellbeing, motivation and social engagement.  We can influence pupils’ growth and belief in themselves, by creating opportunities for them to feel valued and experience meaningful success.  We should question our assumptions about young people whose life experience differs from ours.  Having appropriately high expectations requires skill, effort and professional judgement, and is part of maintaining a positive classroom and school climate. | *Build pedagogical relationships based on mutual trust and respect.*  *Use intentional and consistent language, including body language, that promotes challenge and aspiration.*  *Acknowledge and praise pupil effort and progress over time (task, lesson, topic, term…)*  *Create a positive classroom climate, where mistakes are seen as opportunities for learning.*  *Communicate a belief in every pupil.*  *Set goals and tasks that appropriately challenge and stretch all pupils.*  *Adapt lessons so that all pupils have the opportunity to meet expectations and experience success within a rich curriculum.*  *Use questioning strategies that convey high expectations of all pupils and give all pupils opportunities to think and answer.*  *Notice and support the ways that pupils are extending their sense of themselves growing towards adulthood.* |  | **University 2 (December / January)** |
| Inclusion and Inspiration conference:  Related university subject sessions:  Tutorial discussions: |
| **Placement experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What have you learned so far in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

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| **Behaviour for Learning** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to these following reflection and*  *ongoing feedback from mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Positive reinforcement of routines and expectations can create an effective learning environment.  Maintaining a predictable and secure environment benefits all pupils but is particularly valuable for pupils with some special educational needs.  Building effective relationships is easier when pupils believe their feelings will be considered and understood.  Young people are motivated by extrinsic factors (especially perceived reward), and by intrinsic factors (their dispositions and values). Intrinsic factors can be shaped by extrinsic factors, over time.  Pupils’ investment in learning is influenced by their prior experiences and perceptions of success and failure.  The ability to self-regulate one’s emotions affects pupils’ ability to learn, and their achievement and life outcomes. | *Positively reinforce established school and classroom routines.*  *Have and teach clear behavioural expectations (e.g., active participation, concentration).*  *Maintain a supportive, mutually respectful and inclusive learning environment, with a consistent system of reward and sanction and clear boundaries.*  *Use early and least-intrusive interventions as an initial response to low-level disruption and apply sanctions without giving attention.*  *Be consistent in response to pupils’ behaviour, in line with the wider system of behaviour for learning.*  *Give manageable, specific and sequential instructions, using consistent language, and check pupil understanding before a task begins.*  *Seek opportunities to develop positive relationships with parents and carers and engage them in the education of their children (e.g., proactively highlighting successes).* |  | **University 2 (December / January)** |
| Inclusion and Inspiration conference:  Related university subject sessions and ITAPs:  Tutorial discussions: |
| **Placement experience** |
| *Plans, routines, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
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| **Core Area 2: Subject and Curriculum Knowledge** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to these following reflection and eg. ITAPs, and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Our subject knowledge as teachers is vital for effective planning and teaching.  Curriculum knowledge depends on, but is not limited to, subject knowledge.  Building our pupils’ confidence in using foundational concepts and ‘big ideas’ is highly productive.  Anticipating common misconceptions can facilitate well-planned lessons.  Knowledge and skills often need to be explicitly taught, to support pupils’ learning.  Pupils can think critically when they have familiarity with foundational concepts and knowledge, and work in a facilitative classroom environment.  As teachers, we must improve all pupils’ literacy by explicitly teaching reading, writing and oral language skills within our subject.  Young people value meaningful curricular opportunities to engage with issues which affect them, their families, communities and the planet. | *Identify essential concepts, knowledge, skills and principles of the subject.*  *Make space for pupils to learn essential concepts, knowledge, skills and principles of the subject, without a fear of making mistakes.*  *Accumulate a collection of analogies, examples, explanations and demonstrations.*  *Carefully sequence content, using resources and materials aligned with the school curriculum.*  *Be aware of common misconceptions and discuss with expert colleagues how to help pupils become confident in using important concepts.*  *Draw explicit links between new content and the core concepts in your subject.*  *Provide tasks that support pupils to learn key ideas securely.*  *Model reading comprehension by asking questions, making predictions and summarising when reading.*  *Model and expect high quality oral language; explicitly teach and revisit unfamiliar vocabulary.*  *Show young people the wider significance of your subject.* |  | **University 2 (December / January)** |
| Subject knowledge audit:  Related university subject sessions:  Tutorial discussions:  LTA assignment: |
| **Placement experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
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| **Core Area 3: Planning and Teaching** | | | |
| **Classroom Practice** | | | |
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| Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning, and their attitudes towards themselves and others.  As teachers, we must create more inclusive lessons by our selection of examples and contexts, broadening representation and critiquing the assumptions in existing materials.  Effective teachers introduce new material in steps, linking new ideas to previous lesson content and learning.  Questioning is a vital tool for eliciting pupils’ prior knowledge, assessing understanding, breaking down problems, linking ideas and experiences.  Modelling can help pupils understand new processes and ideas, by making abstract ideas concrete and accessible.  Guides, scaffolds, worked examples and opportunities to practise can help pupils apply new ideas, and should be gradually reduced as their expertise increases.  Teaching pupils to plan, monitor and evaluate their progress - subject-focused metacognitive strategies - helps them to become more independent learners.  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their language and understanding.  Paired and group activities promote high-quality talk, if pupils have sufficient guidance, support and practice on how to work together.  Relevant, well-planned homework can improve pupil outcomes. | *Plan activities around what you want your pupils to think hard about - new ideas and concepts, big ideas, applications and connections.*  *Use modelling, explanations and scaffolds, and recognise that most of your pupils will initially need more structure.*  *Enable critical thinking by first teaching the necessary foundational content knowledge.*  *Remove scaffolding only when your pupils are achieving a high degree of success in applying previously taught material.*  *Select examples and contexts which promote critical awareness of diversity and injustice.*  *Give pupils the chance to consolidate and practise applying new knowledge and skills, with others and individually.*  *Begin explanations at the point of current pupil understanding.*  *Combine a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*  *Narrate thought processes when modelling to make explicit how experts think (e.g. draw your pupils’ attention to links with prior knowledge).*  *Make opportunities for your pupils to talk through their ideas, in whole class teaching and in small groups.*  *Expose potential pitfalls and explaining how to avoid them.*  *Include a range of types of questions in class discussions to extend and challenge your pupils (e.g. by modelling new vocabulary or asking your pupils to justify answers).*  *Provide appropriate wait time between question and response, to encourage more extended and considered responses.* |  | **University 2 (December / January)** |
| Inclusion and Inspiration conference:  Related university subject sessions:  Tutorial discussions:  LTA assignment: |
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| **How Pupils Learn** | | | |
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| Learning involves a lasting change in pupils’ capabilities, skills, attitudes, values and understanding.  Learning is a social and cognitive process involving interaction with others.  Pupils learn by integrating new ideas with prior knowledge: committing some key facts to long-term memory supports more complex problem-solving.  Pupils are less likely to develop misconceptions if new ideas are well-scaffolded, and there are worked examples that take pupils through each step of a new process.  Working memory is less likely to become overloaded with careful planning.  Routines can support learning in the classroom: regular purposeful practice of what has been previously taught; quizzing pupils to retrieve information from memory; spacing practice so that pupils revisit ideas after a gap. | *Find out what your pupils already know and link it to what is being taught (e.g. explain how new content builds on prior knowledge).*  *Break complex material into smaller steps (e.g. use partially completed examples to focus pupils on the specific steps).*  *Model approaches to reduce the load on working memory.*  *Use group and pair work as a context for exploring new ideas and skills, and for practising steps.*  *Encourage your pupils to share emerging understanding and points of confusion, and then address their misconceptions.*  *Balance your use of examples, repetition, practice and retrieval of critical knowledge and skills.*  *Increase challenge through practice as knowledge becomes more secure (e.g., by removing scaffolding, or lengthening spacing).* |  | **University 2 (December / January)** |
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| **Placement experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |
| **Adaptive Teaching** | | | |
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| All pupils must have access to a rich curriculum, but  pupils learn differently and need varying levels of support from teachers at different times.  As teachers we must seek to understand pupils’ differences, such as different levels of prior knowledge and potential barriers to learning.  Responsive teaching means providing support to pupils who are struggling. This may involve flexible grouping of pupils for particular tasks, to improve engagement and motivation.  Inclusive teachers develop their understanding of relatively disadvantaged groups and individuals, in part through discussions with pupils and their families, and with other colleagues. | *Make use of formative assessment: e.g., identifying who needs new content further broken down; who needs further challenge; who has important ideas and experience to contribute.*  *Respond to pupils who are struggling, intervening with individuals or small groups.*  *Plan to connect new content with your pupils' existing knowledge, using formative assessment.*  *Make use of well-designed existing resources.*  *Build in additional practice or remove unnecessary examples; provide pre-teaching where necessary.*  *Target and reframe your questions to provide greater scaffolding or greater stretch.*  *Apply high expectations to all groups of pupils. Avoid artificially creating distinct tasks or setting lower expectations for different groups of pupils.*  *Monitor your pupils’ work during lessons, including checking for misconceptions.*  *Work with the Special Educational Needs Co-ordinator (SENCO) and the Designated Safeguarding Lead (DSL), and work proactively with teaching assistants and other adults in the classroom.* |  | **University 2 (December / January)** |
| Inclusion and Inspiration conference:  Related university subject sessions:  Tutorial discussions: |
| **Placement experience** |
| *Plans, lessons, monitoring, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

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| **Core Area 4: Assessment** | | | |
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| Assessment must be purposeful: it should inform the decisions we make in our teaching.  Effective assessment provides teachers with critical information about pupils’ understanding and needs - and may contradict impressions formed in the classroom.  Feedback to pupils can be verbal or written; it should be accurate and clear, encourage further effort, and provide specific guidance on how to improve. Over time it will help pupils monitor and regulate their own learning.  Working with colleagues to identify efficient approaches to assessment is important to avoid a disproportionate impact on workload. | *Make inferences about learning by looking at patterns of performance over a number of assessments.*  *Plan formative assessments linked to lesson objectives, to check for prior knowledge and pre-existing misconceptions, and to indicate understanding.*  *Prompt your pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding****.***  *Monitor your pupils’ work during lessons, including checking for misconceptions.*  *Feed back with specific next steps for your pupils, and providing time for them to respond to feedback.*  *Scaffold self-assessment by sharing model work with pupils.*  *Prioritise verbal feedback during lessons over written feedback after lessons.*  *Mark efficiently (e.g., by using abbreviations and codes in written feedback). Focus more on misunderstandings than on careless mistakes.* |  | **University 2 (December / January)** |
| Related university subject sessions:  Tutorial discussions:  LTA assignment: |
| **Placement experience** |
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| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

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| **Core Area 5: Professional Behaviours** | | | |
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| Effective professional development is likely to be sustained, based on reflective practice, and involve expert support and collaboration.  Reflective practice should be supported by observation and feedback from experienced colleagues, professional debate, and educational research.  Each school community depends on staff developing and maintaining effective professional relationships with colleagues.  Each school community can thrive when there is acknowledgement and acceptance of diverse staff identities, as well as what staff hold in common.  Critically reflective teachers can make important contributions to their department, to the wider school community, to local communities and to wider societal issues such as environmental sustainability and climate justice.  All staff in school (inc. SENCOs, pastoral leaders, careers advisors, teaching assistants, business managers, maintenance and cleaning staff, school meals staff and lunchtime supervisors) have significant expertise and perspectives, and can contribute to teachers’ professional development through conversations, training and dialogue. | *Strengthen subject, curriculum and pedagogic knowledge through wider networks.*  *Collaborate with colleagues to share the load of planning and preparation and make use of shared resources (e.g., textbooks).*  *Contribute positively to school life.*  *Extend subject, curriculum and pedagogic knowledge as part of the lesson planning process.*  *Seek feedback from mentors and other colleagues, with an openness to constructive critique.*  *Reflect on your progress, strengths and weaknesses, and identify next steps for the further development of your practice.*  *Engage critically with relevant educational research, on subject-specific and wider educational issues.*  *Know when and how to pass on any safeguarding concerns, and have a clear understanding of what behaviours, disclosures and incidents to report.*  *Commit to supporting young people in responding to wider societal challenges such as mental health and climate crisis.*  *Commit to anti-racism and to acknowledging and celebrating diversity in your practice.* |  | **University 2 (December / January)** |
| Related university sessions(subject and EPS):  Tutorial discussions:  LTA assignment: |
| **Placement experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |