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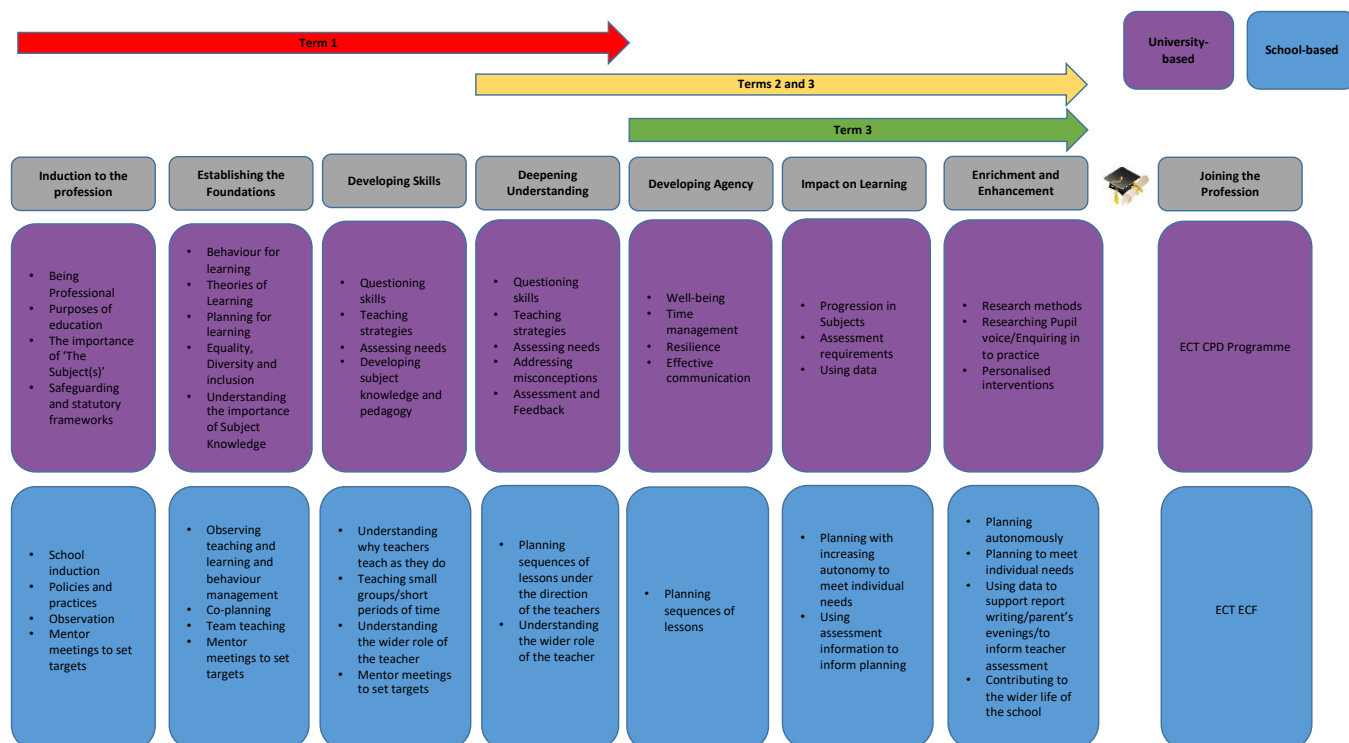
Secondary PGCE Modern Languages

Trainee Handbook

The University of Manchester Initial Teacher Education (ITE) Partnership

The University of Manchester ITE partnership strives for excellence through its high expectations from recruitment, through training, and into employment. This echoes the [purpose, vision and values of the University of Manchester](#), as well as the vision, values and principles outlined by the [Universities' Council for the Education of Teachers](#) (UCET, 2020).

As a well-established provider of ITE, the University of Manchester recognises that teaching is a challenging, complex, intellectual and ethical endeavour, which is: underpinned by strong professional collaboration; makes a positive, transformational contribution to communities; makes a positive contribution to the development of more socially just and sustainable societies.



The University of Manchester ITE partnership is recognised as outstanding by [Ofsted](#) (2018) because excellent leadership in both phases leads to an extremely high-quality training experience for all trainees, and our carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that our trainees flourish and emerge as highly trained teachers who are sought after within partnership schools, the local region and beyond. Long-standing and trusting relationships are at the heart of our highly successful partnership, and the genuine collaboration that exists between the University and school-based colleagues contributes significantly to the outstanding nature of our provision. All partners embrace their vision of 'empowering future generations' and promoting social justice and inclusion.

The University of Manchester Secondary PGCE Curriculum and Programme

Our University of Manchester Secondary PGCE Curriculum has been carefully co-created with our wider school partnership to ensure that you experience the activities detailed in the ITE Core Content Framework (CCF) through University seminars and Education Professional Studies (EPS), school-based placements, and academic work. You will find an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet your personal and professional needs, and encourages research and critical thinking, whilst addressing local and national priorities and needs. Our curriculum builds on the substantial evidence base about teaching and teacher education, and draws on a body of knowledge embedded in ethical practice, providing you with the opportunity to develop:

Knowledge of: <ul style="list-style-type: none">• Secondary and post-16 Curricula and Assessment requirements (according to phase of training)• Progression in subjects• Progression across age phases• Subject Knowledge• Knowledge of how children learn• Pedagogical Knowledge• Behaviours for Learning• Theories of teaching and learning• Inclusion and Diversity• Statutory Frameworks• Health and Wellbeing	Skills to: <ul style="list-style-type: none">• Meet the Professional Teachers' Standards (2012)• Be reflective practitioners• Undertake scholarly activity• Teach creatively and innovatively• Be resilient teachers, whilst managing a workload and work life balance• Be an effective communicator• Work collaboratively
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Our programme encourages a lifelong commitment to the education profession, and pays careful attention to the factors that promote a healthy learning environment for teachers and learners, thereby producing:

Teachers who are: <ul style="list-style-type: none">• Competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.• Epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.• Able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas.• Responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.
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Education Professional Studies (EPS)

EPS is a tightly constructed course within the PGCE which addresses critical issues for all teachers including Child Safeguarding, Special Educational Needs and Disabilities, Relationships and Sex Education, and education and disadvantage, which link with sessions in schools. EPS is taught across subjects, and is highly regarded by trainees. and links with sessions in schools:

"The EPS sessions have been a tremendous help with my development as a teacher, as opposed to specifically a science teacher. The sessions on behaviour management in Pupil Referral Units, the importance of discussing issues surrounding diversity and equality, and the need for decent PSHE education helped me develop a view of a teacher's role in the lives of their students, rather than just their development as a young scientist, geographer, linguist, etc. This is especially important to my development as I see myself more as a teacher of young people rather than a teacher of science, so being aware of all these issues will aid in this development".

Secondary PGCE Assessment of Trainees

Throughout the programme, you will be assessed formatively in accordance with the University of Manchester curriculum through your Record of Achievement and Development (RoAD) and School Experience Folders. At the end of your PGCE programme, you will be assessed against the Teachers' Standards.

The Record of Achievement and Development (RoAD)

The RoAD is the central record of your achievements and progress towards QTS. The RoAD is electronic and should contain:

- Subject Mentor/class teacher observation notes for each lesson observed;
- Notes on meetings with Subject Mentors;
- University Tutor observation notes;
- An end-of-placement Progress Report from your Subject Mentor for each placement;
- A completed Progress Matrix for each placement.

The School Experience Folders (SEF)

You will keep an electronic SEF for each placement and share it with your University Tutor and Subject Mentors when required. Your SEF should contain:

- Your own Schemes of Work for one Key Stage 3 and one Key Stage 4 class (Placements 2 and 3);
- A lesson plan for each lesson taught together with associated resources;
- A lesson evaluation for each lesson taught;
- An assessment portfolio for each placement.
- Background information about the school or college;
- Copies of relevant departmental Schemes of Work;
- Copies of key policy documents;
- Background information about your department;
- Notes from school/college-based professional studies sessions;
- Details of pastoral responsibilities;
- Details of extracurricular activities.

The Teachers' Standards

The Teachers' Standards, which define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status (QTS). The University of Manchester curriculum is designed to enable you to develop the skills, knowledge and dispositions required to meet the Teachers' Standards with support from your University Tutor and school-based Subject Mentors.

Teachers' Standard (S1):

'A teacher must set high expectations which inspire, motivate and challenge pupils'

The University of Manchester Modern Languages curriculum consistently supports trainees to be able to plan exciting lessons which use a range of activities that motivate pupils; to use a range of interesting and differentiated objectives that challenge all pupils to make progress; to model high expectations by being well planned, research the topic well and make sure the Modern Language being taught is pitched appropriately.

Teachers' Standard (S2):

'A teacher must promote good progress and outcomes by pupils'

The University of Manchester Modern Languages curriculum consistently supports trainees to track the learning and progress being made by pupils, such as using a test and a mark book; marking pupils work for either homework or classwork, and giving feedback that celebrates successes and offers advice for pupils to improve their learning.

The Secondary PGCE Modern Languages Course

The Secondary PGCE Modern Languages course has been carefully structured to enable you to engage with, and experience, the full richness of Modern Languages teaching. Within the broader aims of the Secondary PGCE programme, we are dedicated to developing your expertise, and we believe passionately in the value and importance of Modern Languages and the benefits of creative, motivating and engaging language lessons. In our seminars, good pedagogy is modelled by highly experienced and motivated University Lecturers/Tutors, who combine experience as outstanding teachers with academic knowledge of innovative, current and relevant educational research. We encourage interaction and discussion, and you will engage in wider debates around education, to develop your understanding of education from sociological and political position, and:

- The importance of Modern Languages and the complexities of the subject as taught in schools;
- The importance of your own subject knowledge in high-quality teaching and learning;
- How young people make sense of language learning;
- How to plan, teach, assess and reflect on teaching and learning experiences;
- How to develop a range of pedagogical practices which are suited best for pupils' progression;
- The complexities in attainment variation across certain groups of young;
- Research-informed practice, theoretical underpinnings, and reflective and intellectual enquiry.

We have established partnerships with a wide variety of schools; comprehensive schools, grammar schools, special schools and sixth form colleges, allowing us to personalise your placement experiences to your individual training needs.

This is an example of how the CCF has been interwoven into the Modern Languages course:

Core Area 1: High Expectations		
University of Manchester Curriculum Statements	Practice Statements	Through our Secondary PGCE Modern Languages course, you will learn....
As teachers, our own attitudes, values and behaviours affect the wellbeing, motivation and wider social engagement of young people.	<i>Using intentional language that promotes challenge and aspiration.</i>	How and why your expectations affect your pupils' outcomes.
As teachers, we should Interrogate our own assumptions about young people whose life experience differs from ours.	<i>Creating a positive environment where making mistakes and learning from them is expected and accepted by everyone.</i>	How to communicate high expectations to your pupils both verbally and non-verbally.
Positive pedagogical relationships help young people to grow.	<i>Seeking opportunities to engage with parents and carers in the education of their children (e.g., proactively highlighting successes).</i>	How to reward your pupils in lessons where a culture of positive reinforcement is used as a way of learning.
As teachers, we are key role models who can influence the attitudes, values and behaviours of our pupils.	<i>Having and teaching clear behavioural expectations.</i>	How to motivate and engage all of your pupils through lesson planning, especially those who could become disengaged.
Having appropriately high expectations of pupils requires skill, effort and professional judgement, and is part of developing a positive classroom and school culture.	<i>Building pedagogical relationships based on mutual trust and respect.</i>	Discuss with experienced colleagues what high expectations look like.
	<i>Applying rules, sanctions and rewards in line with school policy.</i>	Observe experienced teachers to see what high expectations look like.
	<i>Acknowledging and praising your pupils' effort.</i>	

Roles and Responsibilities

The University of Manchester Secondary PGCE programme is committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. We have clear expectations of our partners in terms of the school generally, School Mentors, and ITE co-ordinators who may be supporting them. This is essential to ensure you receive a high-quality experience, the best support, training and outcomes, and are well prepared for the demands of the profession. Your role is exceptionally important because you will need to follow direction from your University Tutor and school-based Subject Mentors to achieve your PGCE and recommendation for QTS at the end of the programme.

University-based Roles and Responsibilities

Who?	Key roles
Programme Director	<ul style="list-style-type: none"> Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or Subject Mentors
School Liaison Officer	<ul style="list-style-type: none"> Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements Monitor and QA the partnership, report back to Programme Director, advisory boards and, where necessary, specific school partners Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership Support schools, University Tutors, Subject Mentors, and trainees to resolve any issues that may be a barrier to a trainee making successful progress
University Tutor	<ul style="list-style-type: none"> To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements Support schools, Subject Mentors, and trainees during school placements including documentation checks and meetings with Subject Mentors /trainees Support trainees and/or Subject Mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans Oversee the assessment of trainees in line with the UoM Curriculum and the Teachers' Standards
Trainee (see details below)	<ul style="list-style-type: none"> Meet the expectations outlined in the Secondary PGCE Programme Handbook and Secondary PGCE Modern Languages Handbook, in terms of professionalism, teaching and record keeping To be responsive to feedback and open to being mentored in order to improve their professional skills Represent the university and the expectations of the course to a high standard

The Secondary PGCE Modern Languages University Lecturers/Tutors

We take pride in our support being consistently cited by our trainees and colleagues as one of the strongest aspects of the programme, and it is our aim to enable you to become a confident, reflective and effective Early Career Teacher who inspires the next generation of lifelong language learners.

Joanne Taberner is the Secondary PGCE Modern Languages Subject Leader. She is a former Deputy Headteacher with 17 years' teaching experience in Lancashire, when she taught German, Spanish, French, Mathematics and English to a range of classes from Key Stage 2 to Key Stage 5. Joanne also contributed to General Studies, Key Skills and Extended Professional Qualification programmes, and has experience as Charities Co-ordinator, Head of Year, Assistant Head, and Designated Safeguarding Lead. Her interests have focussed on developing pupils' personal learning and emotional resilience and improving support for pupils with Special Educational Needs and Disabilities. Joanne has a long association with the University of Manchester, initially as Subject Mentor and latterly as Professional Mentor. Since moving into Higher Education, Joanne has led modules on 'German Communication Studies' and 'Teachers and the Law', written an online training programme for Child Safeguarding, acted as Admissions Tutor, and sat on Secondary Education and ITE Academic Boards. Joanne has been awarded the status of Fellow of the Higher Education Academy, which recognises outstanding learning and

teaching, she is a member of the British Psychological Society (MBPSs), was awarded the Platt Prize for outstanding achievement on the MEd in Psychology of Education, and is studying for a PhD in Education.

Karen Roberts taught German and French at New Mills School and Sixth-Form Centre, where she was Head of Modern Foreign Languages. During this time, she was a teacher governor, examiner for the GCSE Edexcel German Speaking exam, and Subject Mentor for PGCE trainees from the University of Manchester. She spent a year learning Spanish (and Welsh!) in South America. Karen has been PGCE Secondary Admissions Tutor and Chair of Examiners for the PGCE Secondary programme. She has worked closely with the School of Languages, Linguistics and Culture, delivering workshops for Key Stage 3 pupils from local secondary schools. Karen's main research interests lie in the teaching of ML in primary schools and on the transfer from Key Stage 2 to Key Stage 3, looking at primary and secondary ML teachers' conceptualisations of language teaching. She has also been a research fellow with the Teacher Education Research Network, researching identity issues in education. Previous additional experience includes being a member of the Association for Language Learning's (ALL) National German Language Committee, and Chair of the Manchester Branch of ALL, organising professional development sessions for ALL members in the North West. She has been an External Examiner for the PGCE Modern Languages courses at the University of St Mark and St John, Plymouth and Oxford Brookes University.

Andy Rose joined the University of Manchester Secondary PGCE ML team in 2019, having taught Modern Languages to learners aged seven to seventy, Andy Rose. He brings with him a wealth of experience, having spent nineteen years as the Head of Modern Languages in a renowned secondary school in North-West England. He has assisted numerous colleagues on their way to senior positions in the world of education, while overseeing numerous changes to the Modern Languages curriculum during his tenure. Under his leadership, the department contributed to Sir Ron Dearing's Languages Review in 2007, and Andy himself was invited to mediate with Ofqual on the vexed issue of severe grading of Modern Languages at A Level. Whilst Head of Department, Andy had a state-of-the-art digitised language laboratory installed, which placed his school firmly at the forefront of information technology innovation. In his capacity as Head of Department, Andy was asked by a well-known CPD provider to deliver courses on how to lead a Modern Languages Department, and he is still an Item Assessor for A-Level German for one of the big public examination boards. However, despite his wide array of experiences in the English education system, perhaps his most noteworthy career highlight is to be found near the very beginning of his teaching career when he was appointed Headteacher at a prestigious preparatory school in Kenya... at the age of twenty-four. The trajectory of his career since then is open to debate!

Your Role and Responsibilities as a Modern Languages Trainee

As a trainee, you are expected to:

- Arrive in good time and attend for the whole of each school/college day;
- Set a good example to your pupils through your personal presentation and professional conduct;
- Carry out tasks required by the Headteacher, Subject Mentor and University professionally;
- Respect confidentiality of both young people and colleagues, exercising tact at all times;
- Establish professional and effective relationships with colleagues, parents/carers, pupils;
- Plan and prepare good quality lessons and resources in advance, in liaison with your Subject Mentor;
- Mark work promptly in accordance with school policy;
- Understand your pastoral responsibilities, including the health and safety of your pupils, and dealing with bullying, safeguarding or equal opportunities issues as they arise;
- Become involved in the wider life of the school, attending staff meetings and school events by invitation, including parents' evenings;
- Maintain your RoAD in an up-to-date fashion, and establish and maintain a SEF for each placement;
- Listen to and act on constructive advice to the best of your ability;
- Take responsibility for your own professional development;
- Seek to further your experiences, respond to targets and evaluate your own performance honestly;
- Demonstrate, and collect evidence of, your progress by completing relevant sections of your RoAD;
- Return any resources or materials belonging to the school at the end of each placement;
- Be aware of the wider context of education and that learning takes place both in and out of school.

School-based Roles and Responsibilities

Who?	Key roles
Headteacher	<ul style="list-style-type: none"> • Provide overall commitment and structure to facilitate effective ITE in school or college
Professional Mentor	<ul style="list-style-type: none"> • Ensure the key aspects of the partnership agreement are adhered to • Oversee trainee placements and work with the University to resolve any issues should they emerge • Select Subject Mentors who are experienced and able to give trainees effective support and mentoring • Ensure Subject Mentors attend training sessions • Offer moderation observations, support and guidance where needed to both Subject Mentors and trainees
Subject Mentor	<ul style="list-style-type: none"> • Attend Subject Mentors training, in order to be prepared for and complete the expectations and requirement of the placement • Offer time and support to trainees to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element • Model good practice and work collaboratively with trainees to coach their development
Other school staff	<ul style="list-style-type: none"> • Be willing to be approached by trainees if they have a subject or specific leadership role that may support trainees' progress or subject knowledge • Model good practice and encourage trainees to learn from their experience and/or expertise

The Subject Mentor's Role and Responsibilities

Amongst the most important relationships you will develop during the year are those with your school-based Subject Mentors. All of our Subject Mentors are all experienced and committed teachers, who are particularly interested in developing beginning teachers, attend regular training sessions, and are very much aware of the course and our expectations of you and themselves. Your Subject Mentor will support and guide you on a day-to-day basis, acting as a critical friend from your first teaching episode through to the end of your PGCE programme, whilst maintaining oversight after the pupils in their own and their colleagues' classes.

At times, it may seem that much of the feedback you are receiving is rather negative, however this can be the case when you are doing really well and your Subject Mentor can see your potential. For some trainees, it will perhaps be the first time they have ever received negative comments about their performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult, and everyone needs to work hard from the outset, even to be able to do a satisfactory job. Of course, we do ask Subject Mentors to give you some positive feedback for every lesson they observe, but some trainees overlook this praise and become fixated on the negative. We therefore ask you to try to make sure you have a balanced view. You should expect to have a timetabled weekly meeting with your Subject Mentor, lasting approximately one hour, so that quality time is set aside each week to focus on individual development. We feel that it is important that this meeting has some structure that is set out or agreed at the outset, otherwise it is easy to fill the time focussing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. The Progress Matrix (in the RoAD) can usefully form the basis of discussions to help you and your Subject Mentor to co-construct targets for development, and your Subject Mentors are aware of the tasks you are expected to do and will expect you to discuss with them. An important question you should continually be asking is, "What can I learn in general from my experiences and how can I apply this across all of my teaching?"

Guidance for School-based Placements

During your Secondary PGCE programme, you will gain experience of teaching and learning across the Key Stages. You will start by observing Key Stage 2 and completing an assignment for your **Primary School Practice (PSP)**. During your **main placement** (Terms 1 and 3) and your **contrasting placement** (Term 2), you will experience teaching a range of Key Stage 3, Key Stage 4 and possibly Key Stage 5 classes (depending on whether your schools is 11-16 or 11-18). Your second placement is intended, as far as is practicable, to provide a contrasting environment to that of your main placement. Towards the end of the PGCE programme, you will complete a **transition placement**, when you will spend four days in your employing school. If you have not been appointed to a teaching post by that time, alternative placements may be discussed with your University Tutor.

Your School Timetables

There will be a gradual build-up of teaching load, and you should start with some team teaching. There should be provision for you to observe lessons throughout the placement, both within ML and in other curriculum areas, to allow you to focus on your emerging targets/areas for development. If you are on the 11 to 18 track you will need to evidence a minimum of 6 hours' A-level planning, teaching and assessment across your placements. If you wish to teach a lesson in another subject (e.g., History, Music), please discuss this with your Subject Mentor.

Main Placement (Term 1)

You will teach 6 to 8 hours per week by the end of the placement, including one lesson as a Teaching Assistant and group work. There will be a gradual introduction to your full teaching timetable as follows:

Induction Phase

Observe classes and teach one or two starter activities/parts of lessons, before moving on to teach one or two lessons

Week 1: Preliminary teaching

Teach 2 to 4 hours, including some team teaching

Week 2: Preliminary teaching

Teach 4 to 6 hours, including some team teaching

Week 3: Continued school experience

Teach 6 to 8 hours, depending on trainee progress

Week 4: Continued school experience

Teach full timetable (maximum 8 hours)

Contrasting Placement (Term 2)

You will teach 10 to 12 hours per week by the end of the placement, including experience of teaching PSICHE and, where possible, working with pupils who have been diagnosed with SEND or pupils for whom English is an additional language. During the induction phase, you will observe the classes you will be working with, and plan and discuss Schemes of Work with your Subject Mentor and class teachers. You will have a gradual introduction to your full teaching timetable as follows:

Induction Phase

Observe classes and create Schemes of Work (one for KS3 and one for KS4). Possibly teach one or two starter activities

Week 1: Preliminary teaching

Teach 4 to 6 hours, including some team teaching

Week 2: Preliminary teaching

Teach 8 to 12 hours, depending on trainee progress

Week 3: Continued school experience

Teach full timetable (maximum 12 hours)

Main Placement (Term 3)

You will teach 12 to 14 hours per week by the end of the placement. Teaching-related activities, such as compiling a database of resources for the department/supporting small KS4/5 groups, are also regarded as teaching and may be included in the 14 hours' requirement. Up to two of the hours could also be working outside the subject area, e.g., teaching PSICHE, working with the SEND department. Even though you will normally return to your Placement 1 school/college, you will still need a period of induction, to observe the classes you will be teaching, and to plan and discuss Schemes of Work with your Subject Mentor and class teachers. We recommend that you observe all the classes that you will be teaching at least once.

Week 1: Induction phase and Preliminary teaching

Observe new classes and create Schemes of Work (one for KS3 and one for KS4).

Teach classes already taught during Placement 1 as appropriate

Week 2: Preliminary teaching

Teach 4 to 8 hours, depending on trainee progress

Week 3: Continued school experience

Teach 12 to 14 hours, depending on trainee progress

Week 4: Continued school experience

Teach full timetable (maximum 14 hours)

Planning Expectations

You should plan all your lessons using the ML Lesson Plan template for the specific placement, as well as reflecting on each lesson using the ML Lesson Evaluation template. It is a requirement that you send your lesson plans and PowerPoint to the class teacher at least 48 hours (working days only) before each lesson, to allow time for feedback to be given and acted upon. Expectations for planning may be reduced in Placement 3 unless this is a target for development.

University Tutor Support and Feedback

The minimum expectation is that your University Tutor will arrange an online meeting with you and your Subject Mentor once a placement to discuss feedback on a lesson recently taught and progress more generally. Your University Tutor will also provide feedback on your RoAD and School Experience Folder.

Absence Procedure

If you are absent from University seminars, you must email your University Tutor and complete the absence survey on Blackboard. If you are absent during a school placement, you must email your University Tutor and your school-based Subject mentor, and complete the absence survey on Blackboard. You must set cover work if you are well enough do so. When you are ready to return, you should contact your Subject Mentor to discuss when you can resume teaching and what to teach. If you have missed too much school experience, then you may be asked to extend your school placement. This would be discussed with good notice and in collegiate manner.

Addressing Problems

If school/college-based problems arise, the first point of contact is your Subject Mentor. You may, however, feel more comfortable talking with another colleague, perhaps the Professional Mentor. For university-based issues, you should first speak with your University Tutor. If problems remain unresolved, you should approach the Subject Leader. If you feel that an issue is starting to overwhelm you or causing you to worry, please talk to someone about it immediately. It really does help. We will provide support and assistance to alleviate the immediate stress, as well as helping you to address the issues where appropriate, and signposting [additional support](#).

Guidance for Using Social Media

Some schools and colleges use social media as a teaching tool and as a means of extending learning, and use Facebook to communicate with pupils and parents. However, some institutions ban social media completely.

Before engaging with any social media in class, you must check the school's Child Safeguarding policy and speak to your Subject Mentor about any institution-specific protocols.

We also ask that you are wary of your own use of social media, and consider your security settings carefully - young people are increasingly savvy with the internet world, and will try to find your online presence. Schools and Colleges increasingly do similar searches as part of their recruitment process.

Guidance for Observing Colleagues

Observing other teachers is a key part of your ongoing professional development, so you should aim to observe staff both within and outside of the department, at least once per week. Your Subject Mentor and Professional Mentor will be able to offer guidance in this respect.

Planning, Teaching and Learning

- How do teachers enthuse their learners and promote a love of learning?
- What evidence is there of high expectations in the classroom? Is there explicit verbal communication? Is there non-verbal communication e.g., body language? What evidence is there that teachers have high expectations of themselves?
- What are the learning goals and how are they communicated to learners?
- How quickly do the learners and teacher get through activities? Is this pace too slow/too fast or about right for learning to take place? How do you know?
- How is questioning used? Does the teacher use open or closed questions? How does the teacher ensure most of the talking that is done by the learners?
- What methods does the teacher use to engage learners?
- Is there a recap of the previous lesson and a review of the learning goals? How does each activity build on the previous activity?
- How often does the teacher check understanding? How does the teacher do this e.g., questioning, reading written answers, peer assessment?
- How does the teacher ensure students all feel comfortable to make contributions? How does this link to behaviour for learning?
- Which behaviour for learning strategies does the teacher employ? How ordered and structured are the activities? What evidence is there that the teacher knows their pupils?
- How does the teacher use their knowledge of their pupils' current progress, achievement, home circumstances to inform planning?
- How long does each part of the lesson last? How does one section link to another?
- What adjustments are made for students with a learning difficulty/disability?
- Do examples reflect the diversity of the class in terms of e.g., social class, religion and ethnicity?

Assessment

- Methods of assessment- which ones are used in class and why?
- Feedback and measures to secure progress- how is 'precise praise' ensured and how do students know they are making progress?

Pupil Progress

- How does the class teacher know pupils are making progress?
- How do they use the assessment evidence gained in class to help make this decision and how does this influence future planning?