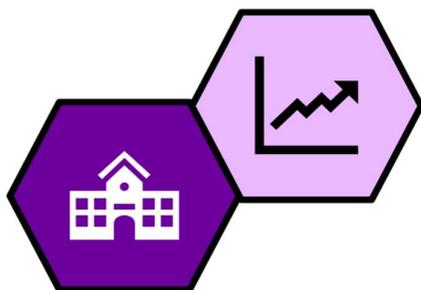




Primary PGCE

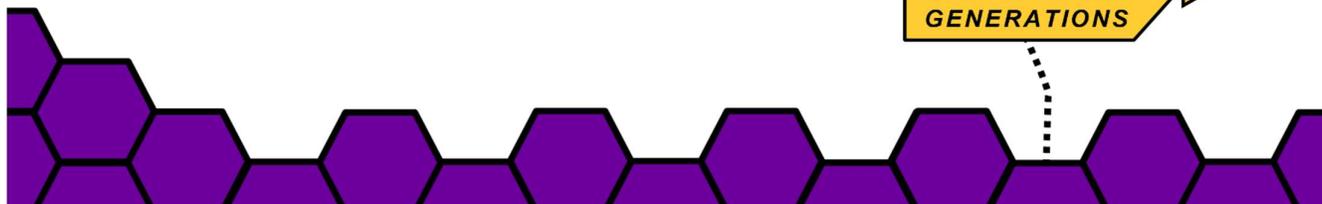
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Professional development booklet

2021-22



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PROFESSIONAL DEVELOPMENT TASKS

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Introduction – Professional Development Tasks

The role of a teacher extends far beyond planning and teaching lessons. As part of your professional development, we have devised some focused activities to aid your professional development and broaden your understanding of some of the other aspects of the role of a teacher. Use your taught course curriculum and the expertise of your mentors and other school staff to build your understanding of these areas and how they impact upon pupils and you as a teacher.

The activities outlined below can be completed at any stage of school experience, with the exception of the tasks relating to Assignment A (Educ units) and the SE2 assessment task activities. However, suggested completion points have been provided as guidance for you. **All activities** should be completed by the end of the programme. It is your responsibility to track the completion of these and liaise with mentors if you need assistance with any aspect of completing them.

You can print out copies of the proformas and complete these by hand for your file or you could make notes and type them onto the document and then save them into your electronic file (see school experience handbook for details)

All tasks should be dated and clearly labelled e.g. Task A – obs 1, maths (10.11.21), Task A – obs 2, geography (20.03.22) and kept in task order within the relevant section of your task section of your placement file.

SE BLOCK 1 – orientation week tasks

These tasks should be completed during the week of 11th-15th October

** Task1-3 proformas can be used in an appendix for Assignment A.

| Task focus/ strand | To be used for/ stored | Task expectations |
|---|-------------------------------|--|
| Task 1 | Assignment A | Observe 3 lessons in your chosen Assignment A curriculum subject area. Use Appendix 1 to make notes that you can then analyse and evaluate in relation to the background reading you have done for Assignment A |
| Task 2 | Assignment A | Interview the subject co-ordinator and/or class mentor for the subject areas selected for your Assignment A focus. Use Appendix 2 to plan your questions and to record notes. Consider your chosen question, the ideas/what you are exploring and devise 4-6 some short questions* to find out more about how the school approaches/policies in your chosen area. This will allow you to compare and contrast your reading and evidence based literature with schools in reality. <i>*Questions should be open and should not 'lead' the interviewee to providing the answers that you are hoping for or believe yourself.</i> |
| Task 3 | Assignment A | Teach 2-3 consecutive small group activities using the identified approach for that curriculum subject. Use Appendix 3 to plan each lesson and then evaluate the outcomes, so you can use this to analyse and contrast with your literature and background reading on your chosen question. |
| Task 4 Getting to know the pupils and systems (Strand A - BM) | Prof dev task section of file | Spend time getting to know the children in your class and the organisation features that are used e.g. groupings, classroom layout, assigned partners. Compare this to your taught curriculum so far. Also look at how the teacher manages positive behaviour during lessons and any classroom/school systems in place. You may also get involved by supporting groups during lessons, taking the register, dismissing/welcoming children. Use Appendix 4 to make notes to help you with these aspects as you begin to teach. Complete Appendix B during your first 2 weeks and keep in your placement file. |
| Task 5 Book scrutiny (Strand B/D – PP and A) | Prof dev task section of file | Look at the books of different groups in your class across a range of subjects. Make some general notes for yourself about differences and expectations for each. How are different needs supported? Build upon your taught course input in each subject so far. Familiarise yourself with schemes, planning and specific approaches used and ask your mentor about anything that is unfamiliar to you. Use Appendix 5 to make notes. |
| Task 6 Planning and the school curriculum (Strand C- CSK) | Prof dev task section of file | Observe/discuss with your expert mentor or year group team how they plan and prepare for their curriculum each week. Consider how this fits into the medium/long term school curriculum (ask to see any overviews/documents) Then observe your mentor teaching to see this in reality and how pupils respond. Things to ask may include: <ul style="list-style-type: none"> - How is the NC broken down across this year group and across the school? - How are key themes and topics organised and sequenced? - How do they sequence lessons? - How do they build on prior knowledge? - How do they plan for and incorporate skills of recap and recall? - What learning approaches do they use/ why? E.g. talk partners, collaborative work - What schemes of work/resources are used and how? Make notes on Appendix 6 |

PROFESSIONAL DEVELOPMENT TASKS

These tasks should be completed by the end of the programme, but guidance is given to when each would be best completed in line with our curriculum and your development

| Task and focus area (Strand) | Suggested completion period | Task expectations and evidence required |
|--|--|---|
| Task A Behaviour management and classroom ethos (Strand A – BM) | Early Block 1 and 2 (1 obs on each) | Observe two lessons, in different subjects, focusing upon strategies to support effective behaviour management. Complete Appendix A in the task handbook for each observation. |
| Task B Inclusion (Strand B - PP) | Early Block 1 | Observe two different lessons - consider the specific strategies (e.g. questioning, groupings, lesson structure, resources, support) that the teacher/additional adults use to engage and meet the needs of different groups of learners. How are higher attainers challenged? Reflect upon how this may influence your own planning and lesson approaches Complete Appendix B . |
| Task C * Assessment - marking and feedback (Strand D – A) | *Only to be done in Block 1 | <ul style="list-style-type: none"> a) Find out about how your school assesses pupils. Complete Appendix C. b) Ask for a copy of the school marking and feedback/assessment policy. Highlight the key information that you will need to use during your placement e.g. marking codes or systems, feedback policy and marking expectations. c) Collect 3 samples of pupil work from your lessons across the placement to demonstrate your use of the school marking policy to support next steps. |
| Task D * Assessment – tracking pupil progress (Strand D – A) | *Only to be done in Block 2 | <p>Profile and monitor two pupils' progress across the duration of your time in their class. NB: one of the two pupils selected should be a higher attainer. Complete Appendix D for each pupil.</p> <ul style="list-style-type: none"> - <u>Initial baseline task</u> – ask your mentor for any assessment data about the two pupils at the start of your time with them e.g. KS1 SATs results, any termly assessment data, other relevant assessment information. Look at their books and make notes about their strengths and potential target areas - <u>Weekly</u> – Where possible, collect at least one sample of each pupil's work each week e.g. photocopy work in book or save a copy/take a picture of a submitted piece online. - Keep regular informal dated notes on each pupil as points of interest, progress or gaps arise e.g. post it notes, observations from a lesson or feedback from TA, such their contribution, difficulties, support needed, exceeded expectations etc. - <u>Final assessment of progress</u> - In your final week, complete a report (Appendix D) for each pupil. Outline the progress made since the baseline and which suggested targets and next steps. Share and discuss these with your mentor as if they were the pupil's next class teacher. Ask your mentor for feedback on your assessments. |

| | | |
|--|--------------------------------------|---|
| | | <i>NB: All evidence for this task should be kept in the appropriate sections of your Placement File</i> |
| Task E Video clip reflection – teacher presence and engaging learners Strand A and E – BM and PB | Block 1 (week 2/3 and then week 5/6) | Arrange to film two 10-minute video clips of you teaching a lesson at different points in the school experience (use an iPad, school technology, but not your own personal device). The recording should focus upon you, not the children, but you can reflect upon some of the children’s responses, behaviours and interactions to add to your reflection and analysis. (NB: you must seek permission from your school mentor. The recording must be deleted after analysis). Each time complete Appendix E , reflecting upon your delivery such as <i>your teacher presence, pupil engagement, clarity of explanation and behaviour management</i> . Identify your strengths and target areas. Where possible, show and discuss the clip with your mentor and agree the targets. |
| Task F Video clip reflection – pupil engagement, assessment and progress Strand B and D – PP and A | Block 2 (week 3/4 and then week 6/7) | Arrange to film two 10-minute video clips of you teaching a lesson at different points in the school experience (use an iPad, school technology, but not your own personal device). The recording should focus upon you, not the children, but you can reflect upon some of the children’s responses, behaviours and interactions to add to your reflection and analysis. (NB: you must seek permission from your school mentor. The recording must be deleted after analysis). Complete Appendix F <u>Video 1 focus</u> – Teaching for impact. Make notes on the following: -The clarity of your learning objective/success criteria and how this was shared/delivered - Assessment for learning – how did you find out what the children knew/understood and how frequently? - How actively involved were the children? How much was teacher led? What was the impact of this? - Questioning – how often was this used? How effective was this? Did it meet the needs of different learner stages of development? How did you challenge the higher attainers? <u>Video 2 focus</u> – Inclusion and progress. Make notes on the following: – Have you addressed your targets identified from the last video? What impact has this had on learners and learning? - Did you support/challenge different groups of learners (e.g. SEND, high attainers?) If so, how? - what evidence of progress do you have to support this? - Which groups of learners may you need to plan more specifically for? - How much could you assess in terms of learning and progress from the clip? How secure was this? |
| Task G Classroom display Strand E - PB | Any | Under guidance from your mentor, identify a focus or theme on which to plan and create a display or working wall within the classroom. Mount and complete the display before you complete your time in school. Take a photograph as evidence of completion. |
| Task H | Both SE blocks | Ask to attend and observe as many of the following as is possible and engage with professional discussions with different experts to improve your knowledge and understanding of systems, processes and impact. |

| | | |
|--|---|---|
| <p>Inclusion and wider professional responsibilities</p> <p>Strand D and E – A and PB</p> | | <ul style="list-style-type: none"> - Parents evening - Pupil progress meeting - A book scrutiny or moderation exercise within a subject - A SEND review meeting or parent meeting - A meeting between external professionals and the mentor e.g. SALT, Ed Psych, transition secondary school - Any meetings relating to assessment and reporting - Any other activities relating to inclusion and supporting pupils <p>Clearly log any opportunities taken in your 'professional development and mentoring' section in your TP weekly logs</p> |
| <p>Task I</p> <p>Wider school life</p> <p>Strand E - PB</p> | <p>Both SE blocks</p> | <p>Try to help and/or get involved with as many of the following as possible (only do so if this does not conflict with Covid-19 guidelines and school safety procedures):</p> <ul style="list-style-type: none"> - Staff meetings and/or training - New school initiatives or events - School assemblies - PTA or fundraising events - School trips – planning, risk assessments, organisation - Visitors or themed days in school e.g. world book day - Assisting with an after school or lunch time club <p>Clearly log all opportunities you have in the 'wider experiences in school' column in your TP weekly logs.</p> |
| <p>Task J</p> <p>Science elicitation</p> <p>Strand B and D – PP and A</p> | <p>Any</p> | <p>Gather evidence from a class or a small group of children to determine and consider how their views compare to a generally held scientific concept or idea. See Appendix G for more details and complete the form)</p> |
| <p>Task K</p> <p>Subject progression and development</p> <p>Strand C - SCK</p> | <p>Any</p> <p>*Ideally one subject per SE block</p> | <p>Select 2 foundation subjects that you feel less knowledgeable about or have less experience of teaching.</p> <p>Speak to the subject coordinator about how the subject and curriculum is planned, sequenced, taught and monitored across the school. Find out about resources, schemes and progression of skills, knowledge and understanding. Complete Appendix H each time.</p> |
| <p>Task L</p> <p>Modern languages</p> <p>Strand B - PP</p> | <p>Any</p> | <p>Plan and teach a 10-15 minute game in a foreign language of your choice for the class or a large group. Complete Appendix I.</p> |

Appendix 1 – Lesson observation – Assignment A focus area

Use this proforma to make notes on 2/3 lesson in the area that you are focusing on for assignment A. Consider what you observe (teacher and pupil actions) and then make some note/observations that you can then use to compare/contrast with literature and other sessions.

| | |
|---|---------------------------|
| Lesson 1 Year: | Lesson L.O/focus: |
| Context of lesson (e.g. new topic, 2nd lesson of 5) | |
| LESSON CONTENT | NOTES/OBSERVATIONS |
| | |
| Lesson 2 Year - | Lesson L.O/focus: |
| Context of lesson (e.g. new topic, 2nd lesson of 5) | |
| LESSON CONTENT | NOTES/OBSERVATIONS |
| | |

| | |
|---|---------------------------|
| Lesson 3 Year: | Lesson L.O/focus: |
| Context of lesson (e.g. new topic, 2nd lesson of 5) | |
| LESSON CONTENT | NOTES/OBSERVATIONS |
| | |

Appendix 2 – Interview with subject coordinator – Assignment A

Devise some questions to ask either the subject co-ordinator or your mentor in relation to your chosen Assignment A focus. Consider the area of focus and what would be useful to know and understand from a school perspective.

Please note – your questioning should not be leading or demonstrate researcher bias, for example, avoid questions such as would you agree that...(leading) , why do you think that xxx is effective....(assumption that it is). Instead go for open questions like “why do you choose/think/plan... what impact does that approach have on.

| Question | Notes |
|----------|-------|
| | |
| | |
| | |
| | |
| | |

Appendix 3 – Small group activities – Assignment A focus

Plan 2 or 3 small group activities linked to the area of focus you have selected for your Assignment A. Consider what you want the children to learn, how you will deliver this and how you will involve the pupils. Following this, make notes to reflect upon and evaluate any outcomes or points of interest that may be a useful addition to your analysis in your assignment.

| | | | |
|--|--|-------------|--|
| Class | | Date | |
| Subject area | | | |
| Lesson objective | | | |
| Success criteria <i>(differentiated where appropriate)</i> | | | |

| Activity timings | Activity development | Questions/prompts I will use to group/pairs/ individuals to encourage active learning |
|--|----------------------|---|
| | | |
| Notes/evaluation/ assessment after the lesson | | |

| | | | |
|--|--|-------------|--|
| Class | | Date | |
| Subject area | | | |
| Lesson objective | | | |
| Success criteria <i>(differentiated where appropriate)</i> | | | |

| Activity timings | Activity development | Questions/prompts I will use to group/pairs/ individuals to encourage active learning |
|--|-----------------------------|--|
| | | |
| Notes/evaluation/ assessment after the lesson | | |

| | | | |
|--|--|-------------|--|
| Class | | Date | |
| Subject area | | | |
| Lesson objective | | | |
| Success criteria <i>(differentiated where appropriate)</i> | | | |

| Activity timings | Activity development | Questions/prompts I will use to group/pairs/ individuals to encourage active learning |
|--|-----------------------------|--|
| | | |
| Notes/evaluation/ assessment after the lesson | | |

Appendix 4 – Getting to know my school setting and class

Make notes about what you have learned from observing, speaking with your mentor and other staff in the classroom and how this will impact on you as you begin teaching. Reflect on how this supports, adds to or draws on your curriculum coverage so far in taught sessions.

| Notes | How does this link to, support, build on or demonstrate your curriculum coverage so far? |
|--|---|
| Physical classroom organisation | |
| Groupings and ways of working in different subjects | |
| Behaviour systems and management | |
| Inclusion – provision, support and systems | |
| Other systems (e.g. lunch/start or end of day, homework) | |
| Other observations or notes | |

Appendix 5 – Book scrutiny and school systems

Look at books for different groups and subject areas. Look at things such as marking/feedback, levels of attainment, differentiation and recording conventions and expectations. Make notes to help you as you begin to plan and teach a wide range of subjects.

| Notes | Implications for me when planning, delivering, marking or assessing |
|--------------|--|
| | |

Appendix 6 – Planning and the curriculum

Observe your expert mentor and work with them and any other year group team members to develop your understanding of how they plan and ensure progression across the year.

| | |
|--|--|
| How is the NC broken down across this year group and across the school? | |
| How are key themes and topics organised and sequenced? | |
| How do you begin to sequence lessons and progression of skills/knowledge? | |
| How do you build on prior knowledge from prior year groups? (data use?) | |
| How do they plan for and incorporate skills of recap and recall? | |
| What learning approaches do you most often use and why? E.g. talk partners, collaborative work | |
| What schemes of work/resources are used and how? | |
| If not a one form entry school, how do you manage planning across the year group? | |
| Other notes about this year group and planning | |

Appendix A – Lesson observation – behaviour for learning

Consider the strategies and techniques used to embed behaviour for learning. How is the behaviour policy embedded in each class? You should have two behaviour for learning observations in total.

| DATE: | CLASS: |
|---|--|
| FOCUS | OBSERVATIONS |
| Identify and reflect on key routines and organisational strategies that support positive behaviour. | |
| Outline any reward systems in place (school /class). How do the pupils respond? Analyse the effectiveness of each strategy. | |
| Comment on lesson structure and its impact on behaviour. How does the teacher manage transitions between different parts of the lesson? | |
| How does the teacher manage any particularly challenging behaviour? (additional strategies) | |
| Identify three ideas from this lesson which you might use or adapt in your own practice. | <ol style="list-style-type: none"> 1. 2. 3. |
| Identify elements of a whole school consistent approach to behaviour management. | |
| What strategies does the teacher use for: movement around the school, lining up, going out to play, going to the hall, changing for PE etc. | |
| How will these observations impact on your own practice? | |

Appendix A – Lesson observation – behaviour for learning

Consider the strategies and techniques used to embed behaviour for learning. How is the behaviour policy embedded in each class? You should have two behaviour for learning observations in total.

| DATE: | CLASS: |
|---|--|
| FOCUS | OBSERVATIONS |
| Identify and reflect on key routines and organisational strategies that support positive behaviour. | |
| Outline any reward systems in place (school /class). How do the pupils respond? Analyse the effectiveness of each strategy. | |
| Comment on lesson structure and its impact on behaviour. How does the teacher manage transitions between different parts of the lesson? | |
| How does the teacher manage any particularly challenging behaviour? (additional strategies) | |
| Identify three ideas from this lesson which you might use or adapt in your own practice. | <ol style="list-style-type: none"> 1. 2. 3. |
| Identify elements of a whole school consistent approach to behaviour management. | |
| What strategies does the teacher use for: movement around the school, lining up, going out to play, going to the hall, changing for PE etc. | |
| How will these observations impact on your own practice? | |

Appendix B – Lesson observation - Inclusion

Focus on identifying inclusion strategies and techniques throughout the lesson and consider how this will impact upon your own planning and lesson delivery.

| CLASS: | DATE: | SUBJECT: |
|---|-------------------------------|----------|
| FOCUS | OBSERVATIONS | |
| <p>How was the lesson structured?</p> <p><i>(e.g. initial whole class input, small group work, TA extracting a focus group, mixed ability tables)</i></p> | | |
| <p>How were the class active/involved in the learning?</p> <p><i>(e.g. paired discussions, whiteboards)</i></p> | | |
| <p>What strategies did the teacher use to support different groups/learner needs?</p> <p><i>(e.g. resources, mixed ability pairings, targeted questions, lesson structure, different levels of difficulty, challenge)</i></p> | | |
| <p>What areas of difficulty emerged during the lesson?</p> <p>Who did these difficulties affect?</p> | | |
| <p>How did the teacher respond to emerging needs?</p> <p><i>(e.g. focus group, more examples, peer mentors, modelling)</i></p> | | |
| <p>How did the teacher utilise additional adults (if relevant)?</p> | | |
| <p>How will this observation impact on your own practice and/or planning?</p> | | |
| <p>Identify three ideas from this lesson which you might use or adapt in your own practice.</p> | <p>1.</p> <p>2.</p> <p>3.</p> | |

Appendix B – Lesson observation - Inclusion

Focus on identifying inclusion strategies and techniques throughout the lesson and consider how this will impact upon your own planning and lesson delivery.

| CLASS: | DATE: | SUBJECT: |
|---|--|----------|
| FOCUS | OBSERVATIONS | |
| <p>How was the lesson structured?</p> <p><i>(e.g. initial whole class input, small group work, TA extracting a focus group, mixed ability tables)</i></p> | | |
| <p>How were the class involved in the learning?</p> <p><i>(e.g. paired discussions, whiteboards)</i></p> | | |
| <p>What strategies did the teacher use to support different groups/learner needs?</p> <p><i>(e.g. resources, mixed ability pairings, targeted questions, lesson structure, different levels of difficulty, challenge)</i></p> | | |
| <p>What areas of difficulty emerged during the lesson?</p> <p>Who did these difficulties affect?</p> | | |
| <p>How did the teacher respond to emerging needs?</p> <p><i>(e.g. focus group, more examples, peer mentors, modelling)</i></p> | | |
| <p>How did the teacher utilise additional adults (if relevant)?</p> | | |
| <p>How will this observation impact on your own practice and/or planning?</p> | | |
| <p>Identify three ideas from this lesson which you might use or adapt in your own practice.</p> | <ol style="list-style-type: none"> 1. 2. 3. | |

Appendix C – Assessment and feedback

Discuss the following with your mentor, based on a typical school year. Please note some of this may change or be adapted in light of Covid-19.

| CLASS: | DATE: |
|--|--------------|
| FOCUS | OBSERVATIONS |
| How does the school track the progress of children? (e.g. SIMS) | |
| What type of data is collected? (e.g. reading age, writing assessments, teacher assessment, test results) | |
| How often is data collected/recorded? | |
| What vocabulary/terms are used to make judgements about progress and attainment? How does that relate to the N.C? | |
| What evidence is drawn upon to make assessments? (e.g. statutory, teacher assessments, specific scheme) | |
| How is the data used? | |
| How will the school respond to gaps in learning/data as result of Covid-19? | |
| Trainee section | |
| Look at any data you can about your class. Highlight children who were underachieving, exceeding or have an unusual set of data. Discuss these individuals with your mentor so you understand their gaps and next steps. | |
| How will this data inform your practice? What do you need to consider when planning? | |

Appendix D - Assessment and tracking pupil progress – baseline pupil A

| | | |
|---|----------------------|--------------------|
| PUPIL: A | Gender: M / F | Year group: |
| Initial contextual and baseline information | | |
| Background notes – Summarise <u>factual</u> background notes about this pupil. e.g. behaviour/ engagement, social and emotional needs, attitudes, physical development, aptitude for subjects, SEND information, EAL, PP, attainment | | |
| Summary of current attainment in English (refer to strengths, areas of difficulty, N.C reference, sources: teacher judgements; tests and summative/end of KS test results) | | |
| Summary of current attainment in Maths (refer to strengths, areas of difficulty, N.C reference, sources: teacher judgements; tests and summative/end of KS test results) | | |
| Summary of current attainment and performance in foundation subjects (refer to any curriculum area strengths, areas of difficulty, N.C reference, teacher judgements, evidence from books) | | |

Appendix D cont. - Final report of pupil progress over time - Pupil A

| | | | | | | | | |
|---|--|--|---|--|--|--|--|--|
| PUPIL: A | | | Gender: M / F | | | Year group: | | |
| Progress/strengths in English | | | Attainment (e.g. N.C. age related expectations) (consider each aspect of the subject) | | | Suggested next steps/target areas | | |
| Progress/strengths in Maths | | | Attainment (e.g. N.C. age related expectations) (consider different broad areas of the subject e.g. number) | | | Suggested next steps/target areas | | |
| Progress/strengths in foundation subjects | | | Attainment (e.g. N.C. age related expectations) (identify strengths/weak subjects) | | | Suggested next steps/target areas | | |
| Other progress and comments (e.g. social, emotional, behaviour, relationships) | | | | | | | | |

**Appendix D - Assessment and tracking pupil progress – baseline assessment
pupil B**

| | | |
|---|----------------------|--------------------|
| PUPIL: B | Gender: M / F | Year group: |
| Initial contextual and baseline information | | |
| Background notes – Summarise <u>factual</u> background notes about this pupil. e.g. behaviour/ engagement, social and emotional needs, attitudes, physical development, aptitude for subjects, SEND information, EAL, PP, attainment | | |
| Summary of current attainment in English (refer to strengths, areas of difficulty, N.C reference, sources: teacher judgements; tests and summative/end of KS test results) | | |
| Summary of current attainment in Maths (refer to strengths, areas of difficulty, N.C reference, sources: teacher judgements; tests and summative/end of KS test results) | | |
| Summary of current attainment and performance in foundation subjects (refer to any curriculum area strengths, areas of difficulty, N.C reference, teacher judgements, evidence from books) | | |

Appendix E - Video reflection task – teacher presence and engaging learners

Arrange to film a 10 minute video clip of you teaching (use iPhone, iPad or school technology) (NB: you must seek permission from your school mentor and the recording should be deleted following your reflection).

1. Watch and make reflective notes below around areas such as your teacher presence (volume, body language, class position) routines, pupil responses/engagement and behaviour management. **For video 2**, review and comment on your video 1 target areas.
2. Where possible, arrange a time to meet with your mentor and observe the video clip together. Share your reflection with the mentor and use this as the starting point for your discussions and to help you set some clear targets to work on each time.

| | | |
|---|-------|-------------------|
| Name: | Year: | Date of clip/wk.: |
| <u>Briefly set the context of video clip lesson</u> (e.g. first lesson on shape, L.O, top set, week two of book study): | | |
| <u>Trainee notes and independent reflection</u> (things that worked well, what you noticed and things to think about): | | |
| <u>Additional notes and feedback following mentor and trainee discussion</u> (where possible): | | |
| <u>Two targets set as a result of reflection and analysis:</u> | | |
| 1. | | |
| 2. | | |

Appendix E - Video reflection task – teacher presence and engaging learners

Arrange to film a 10-minute video clip of you teaching (use iPad or school technology) (NB: you must seek permission from your school mentor and the recording should be deleted following your reflection).

1. Watch and make reflective notes below around areas such as your teacher presence (volume, body language, class position) routines, pupil responses/engagement and behaviour management. **For video 2**, review and comment on your video 1 target areas.
2. Where possible, arrange a time to meet with your mentor and observe the video clip together. Share your reflection with the mentor and use this as the starting point for your discussions and to help you set some clear targets to work on each time.

| | | |
|---|-------|------------------|
| Name: | Year: | Date of clip/wk: |
| <u>Briefly set the context of video clip lesson</u> (e.g. first lesson on shape, L.O, top set, week two of book study): | | |
| <u>Trainee notes and independent reflection</u> (things that worked well, what you noticed and things to think about): | | |
| <u>Additional notes and feedback following mentor and trainee discussion</u> (where possible): | | |
| <u>Two targets set as a result of reflection and analysis:</u> | | |
| 1. | | |
| 2. | | |

Appendix F - Video reflection task 2 – pupil engagement, assessment and progress (SE Block 2)

Arrange to film a 10-minute video clip of you teaching (use iPad or school technology) (NB: you must seek permission from your school mentor and the recording should be deleted following your reflection).

1. Watch and make reflective notes below using the questions in the task overview as prompts for your thinking. .
2. Where possible, arrange a time to meet with your mentor and observe the video clip together. Share your reflection with the mentor and use this as the starting point for your discussions and to help you set some clear targets to work on each time.

| | | |
|--|-------|-------------------|
| Name: | Year: | Date of clip/wk.: |
| <u>Briefly set the context of video clip lesson</u> (e.g. first lesson on shape, L.O, top set, week two of book study): | | |
| <u>Trainee notes and independent reflection</u> (use task question prompts, plus things that worked well and things to think about): | | |
| <u>Additional notes and feedback following mentor and trainee discussion</u> (where possible): | | |
| <u>Two targets set as a result of reflection and analysis:</u> | | |
| 1. | | |
| 2. | | |

Appendix F - Video reflection task 2_ – Pupil engagement, assessment and progress

Arrange to film a 10-minute video clip of you teaching (use iPad or school technology) (NB: you must seek permission from your school mentor and the recording should be deleted following your reflection).

1. Watch and make reflective notes below using the questions in the task overview as prompts for your thinking. .
2. Where possible, arrange a time to meet with your mentor and observe the video clip together. Share your reflection with the mentor and use this as the starting point for your discussions and to help you set some clear targets to work on each time.

| | | |
|--|-------|-------------------|
| Name: | Year: | Date of clip/wk.: |
| <u>Briefly set the context of video clip lesson</u> (e.g. first lesson on shape, L.O, top set, week two of book study): | | |
| <u>Trainee notes and independent reflection</u> (use task question prompts, plus things that worked well and things to think about): | | |
| <u>Additional notes and feedback following mentor and trainee discussion</u> (where possible): | | |
| <u>Two targets set as a result of reflection and analysis:</u> | | |
| 1. | | |
| 2. | | |

Appendix G - Science Elicitation - finding out about children's ideas in science

We all have informal ideas about scientific concepts. Children come to school with ideas about why and how things happen. The constructivist view of science teaching suggests that as teachers we will have little success unless we take account of these ideas.

Task - you should gather evidence from a class or a group of children to determine and consider how their views compare to the generally held scientific ideas. You may select any science concept. You might choose the topic the children are learning now or a future one. Design a simple practical activity where children will be able to explore the concept and you will be able to elicit responses which reveal the level of their understanding. You will need to think about which elicitation strategies you are going to use. You may use more than one e.g. oral discussion, questions, writing, drawing pictures, drawing cartoons, concept cartoons, concept mapping, annotated drawings etc.

Time required (guidance) - 20 minutes preparation (table below), 30-40 minutes in school, 40-45 minutes' reading/analysis/making notes.

Follow-up – Complete the table below to reflect upon your findings and keep a few samples/copies of the children's work behind this task booklet.

| | |
|--|--|
| Class context e.g. age, size of group you are working with, previous science work in this topic/area | |
| What is the scientific concept that you are going to explore? | |
| How will you go about your elicitation? What resources will you need/use? | |

Notes after the science elicitation exercise

Did any of the children demonstrate misconceptions and were these shared or individual?

How effective were the strategies you used for elicitation?

Were the children engaged in practical activity?
Did this work for all?

Did any of their ideas/responses surprise you?
Why?

What effect would these ideas have on your subsequent teaching plans?

Any other notes/points of interest

Appendix H - Foundation subject curriculum, progression and assessment

Speak to the subject coordinator to find out more about how the subject is organised, progression within the NC and how it is tracked and monitored. You may use these headings to help guide discussions.

| Subject - | Notes |
|---|-------|
| Sequence of skills, knowledge and understanding for progression | |
| Overview of coverage across the school | |
| Monitoring of the subject | |
| Assessment | |
| Support and challenge | |
| Schemes of work/specific resources | |
| Other notes | |

Appendix H - Foundation subject curriculum, progression and assessment

Speak to the subject coordinator to find out more about how the subject is organised, progression within the NC and how it is tracked and monitored. You may use these headings to help guide discussions.

| Subject - | Notes |
|---|-------|
| Sequence of skills, knowledge and understanding for progression | |
| Overview of coverage across the school | |
| Monitoring the subject | |
| Assessment | |
| Support and challenge | |
| Schemes of work/specific resources | |
| Other notes | |

Appendix I - Modern Language Game

Plan, teach and reflect upon a game (for approx. 10-15 minutes) in a foreign language of your choice (e.g. French, Italian, German or Spanish). Suggestions for games may be provided during your modern language training or you can choose the context of the game (e.g. colours, numbers, animals etc.).

| Game Plan | Reflection on game |
|--|---|
| <p><u>Learning Outcome (Children will learn how to...):</u></p> <p><u>Key Vocabulary:</u></p> <p><u>Game(s):</u></p> <p><u>Resource(s):</u></p> <p><u>Assessment (Most children will be able to / Some children will be able to):</u></p> | <p><u>What went well:</u></p> <p>✓</p> <p>✓</p> <p>✓</p> <hr/> <p><u>Even better if:</u></p> <p>➤</p> |
| Recommended resources (books/scheme/website/practical equipment) to share with tutor group: | |
| | |

**SHORT SCHOOL EXPERIENCE BLOCK
RESOURCES**

Introduction - short school experience blocks

The short block focus areas aim to provide you with time and opportunities to explore some different elements of the role of a teacher and some specific areas of learning within primary schools.

The SEND focus will allow you time consider and reflect upon what effective inclusion is and how pupils with specific needs can be effectively supported to make good progress. This should also impact upon your own teaching approaches and good practice for all pupils. This is an essential element of your role as a teacher and so this focused placement will support your development in this area.

During the Early Years Foundation Stage (EYFS) experience, it is essential that you learn about the EYFS framework content, structure and assessment and how this feeds into Year 1 and the National Curriculum. Many of our trainees secure teaching posts in the Early Years so knowledge of the phase is essential for all. It is also essential to understand all phases of the school if you become a subject coordinator at any point.

Whilst there are suggested timescales for these experiences, you must be flexible around the needs and capacity of your placement school. If you do not manage to complete all tasks then you may be able to complete missing tasks at another point or during another placement block if you do not have the opportunity to complete them all.

The short blocks are not just about completing the tasks. You are expected to use your initiative and fully engage with all opportunities and support the class where you can in order to improve your own curriculum knowledge and expertise. Do seek opportunities to support and work with staff e.g. supporting groups, working with individuals. You should also try to maximise opportunities to develop any areas that you have identified as your own development points or targets from previous experiences e.g. lead small groups to improve your questioning skills or teacher presence.

Personal reflection and professional development is key during these blocks as you will have less pressure around planning and teaching and more time to really develop your knowledge and understanding of teaching and learning. Whilst some tasks have specific forms to complete, many are about your own engagement with and reflection on the specific focus.

Logging your learning and reflection

There is a general form available for you to use to aid your learning and reflection (**Form SB1**). This is optional and can be used to make notes or record findings for any task that has not got a specific form attached. Some of you may prefer to keep notes or a journal in your own format to record your professional learning from experts and experiences.

As with every school experience, you will get out of it what you put into it. These shorter placements are valuable, focused learning opportunities that will positively impact upon and enhance your curriculum and critical evaluation of practice.

SHORT BLOCK A

Inclusion/SEND focus - Placement Overview

During your Inclusion/SEND focused placement, you will work within a classroom setting to develop and enhance your understanding of the distinction in the pedagogy to support effective inclusion and to meet specific special educational needs. You will apply learning from the taught course and your first school experience and spend time observing and discussing with teachers and teaching assistants. Complete the tasks and take opportunities to develop your practice and knowledge by learning from expert mentors.

| Learn that: | | |
|-------------|-----|--|
| Strand | CCF | |
| A | 1.3 | Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential |
| A | 7.2 | A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs |
| B | 4.1 | Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning |
| B | 5.2 | Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching |
| B | 5.7 | Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential. |
| B | 5.1 | Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (Making links to the overarching principles of EYFS) |
| D | 6.1 | Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs |
| E | 8.4 | Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success |

| Learn how to: | | |
|---------------|-----|---|
| Strand | CCF | |
| A | 1.2 | Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. |
| B | 4.9 | Exposing potential pitfalls (in new learning) and explaining and considering how to avoid (or remove) these. |

| | | |
|---|------|---|
| B | 5.1 | Develop an understanding of different pupil needs |
| B | 5.4 | Work closely with the SENDCo, specialist educational professionals and expert colleagues |
| B | 5.5 | Provide opportunities for all pupils to experience success by observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations |
| D | 6.1 | Draw conclusions about what pupils have learned following expert input |
| E | 8.10 | Following, expert mentor input, build understanding of how to work with the SENDCo and other professionals to support pupils with additional needs, including how to make links between interventions delivered outside of classroom lessons with classroom teaching. |

NB: **Form SB0** can be used at any time to record evidence of your engagement with tasks that do not have a specific proforma or you can use your own notetaking method.

SEND and inclusion task guidance

- **Tutorial/alliance task (essential)** - Find out more about at least one specific SEND need e.g. autism, ADHD, speech and language difficulty, hearing impairment during your placement. This can be through discussions with experts, observation and your own research/reading.

Following this, create a user-friendly **A4 resource/toolkit sheet** (this can be presented in any user-friendly way e.g. poster, table, notes, paragraphs/pictures) about common needs and/or barriers and proactive suggestions to support and overcome these. **NB: This will be shared with fellow trainees at a tutorial or at an alliance led training day (SD) after this placement so needs to be of a professional standard.** You can make initial notes on Form **SB0** then use time out with the placement to do further research.

- Case study - select one child with identified needs to observe across several sessions/subjects during the week (*refer to them as child A to maintain anonymity*). Make notes about interesting things that you observe e.g. their motivation and engagement in specific lessons, interactions with peers, specific strategies that work for them, support systems/resources used, subjects or working modes that the pupil does or does not respond well to. Build a picture of how their individual needs, how teachers adapt and how the child is included in the classroom then reflect on some of these and how this has informed your understanding and knowledge. (NB: This chosen pupil may/may not link to your chosen focus for your SEND presentation) – **Form B1**
- Observe lessons in different curriculum areas and note how teachers include and remove barriers for children with specific SEND needs in lessons e.g. differentiation, resources, adult support, visual timetables and make notes of how this information may impact upon your own inclusive planning and teaching – you can design your own log or use the **SB0** proforma.

- Reflect on at least 2 'significant learning moments', relating to any SEND child/group, for you when observing or focussing upon inclusion and SEND needs e.g. strategies used to get a SEND child refusing to engage to re-engage, a specific teaching approach - **Form B2**
- Discuss with the SENDCo how the school provides support for SEND learners, how IEPs and EHC plan referrals actioned and how parents are involved in the SEND processes in school – **Form B3**
- Discuss with class teacher(s) and other experts the daily adjustments and support that is made to include and meet the needs of specific SEND learners – make notes to aid your own future planning and teaching strategies
- Seek any opportunities, in any classroom, to increase your knowledge and understanding of effective inclusion and inclusive pedagogy and practise.
- Look at examples of paperwork and support plans relating to specific needs e.g. EHC plan, IEP, personalised learning plans. Familiarise yourself with how these are created, tracked and monitored. Speak to your expert mentor about these and how the school/class staff are involved in implementing them.

Form SB0 – Professional learning and reflection form (general)

*This form should be duplicated and used as required for each short block placement

| Date | Focus of notes (e.g. discussion with..., observation of..., working with...) | Context/setting |
|---|---|------------------------|
| Notes | | |
| My reflection and learning (including any actions required following this) | | |

Form A1 – Case study - observations of a child with an identified need

(Duplicate this page if writing by hand, so you have a range of observational notes)

| Child context (do not name) e.g. specific need, support given, strengths | |
|---|----------------------------------|
| Notes/observations and context (subject/task/support) | My reflection/learning from this |
| | |

Form A2 – Reflecting upon ‘significant learning incidents’ (SEND focus)

| | |
|--|---|
| <p>Key learning episode 1 (What? – briefly describe)</p> | <p>Reflection on key episode 1 – (How has this impacted upon you? What did you learn? How will this impact on you? Now what?)</p> |
| <p>Key learning episode 2 (What? – briefly describe)</p> | <p>Reflection on key episode 2 – (How has this impacted upon you? What did you learn? How will this impact on you? Now what?)</p> |

Form A3 – SENDCo interview

| | |
|---|--|
| Setting contextual information e.g. School type/context, No. on role, catchment areas, No. classes, No. of pupils with SEND, No. with EHCP, No. of staff, No. of 1:1 staff, setting support services e.g. in house SALT | |
| What SEND needs are most common in this setting? | |
| How are needs assessed? | |
| What are the biggest challenges in this setting, in terms of supporting SEND pupils? | |
| How do you ensure consistency of approach and support for children's needs? | |
| Are there any specific intervention programs that are used within the school? | |
| How do you support the educational needs of an SEND child if they are working significantly below their peers and age related expectations? (inclusion) | |

| | |
|--|--|
| <p>What is the process used and timeframes around creating and implementing an IEP?</p> | |
| <p>What is the process followed and time frames for an EHC plan referral and/or review?</p> | |
| <p>How do you involve parents of SEND pupils with:</p> <ul style="list-style-type: none">- Day to day- Reviews- IEPs/EHC plan- Support generally? | |

SHORT BLOCK 2

EYFS focus - Placement Overview

During your EYFS placement you will work within an EYFS setting to develop an understanding of the distinction in the pedagogy from your main school placements in KS1 and KS2. You will apply the learning from the taught course and, spend time with your expert mentor observing and discussing. Following expert input, you will use the task guidance to take the opportunity to develop your practice, receive feedback and reflect on your progress.

| Learn that: | | |
|-------------|-----|--|
| Strand | CCF | |
| A | 1.2 | Teachers are role models, who can influence the attitudes, values and behaviours of their pupils |
| B | 2.4 | Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. (<i>Consider in line with expectations for younger children within EYFS setting</i>) |
| C | 3.9 | To access the curriculum, early literacy provides fundamental knowledge; synthetic phonics is the most effective approach for teaching pupils to decode. |
| B | 4.7 | High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary |
| B | 5.1 | Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching (Making links to the overarching principles of EYFS) |
| D | 6.1 | Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs |

| Learn how to: | | |
|---------------|-----|--|
| Strand | CCF | |
| A | 1.2 | Create a positive environment: enabling <i>active learning</i> and <i>critical thinking</i> to take place |
| B | 2.4 | Break tasks down into smaller steps (following input from expert mentor) |
| C | 3.9 | Develop pupils' literacy by observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics. |
| B | 4.7 | Combine verbal explanation with relevant graphical representation/concrete equipment |
| B | 5.1 | Develop an understanding of different pupil needs |
| D | 6.1 | Draw conclusions about what pupils have learned following expert input |

EYFS school experience task guidance

NB: Form SB0 can be used at any time to record evidence of your engagement with tasks that do not have a specific proforma or you can use your own notetaking method.

- ① Observe how the indoor and outdoor environments are planned and operate during a typical day. **Form B1**
- ① Observe teaching within the EYFS setting and make notes about the teaching strategies used to support young learners
- ① Observe and consider how adults are deployed in the setting – how do they enable learning, encourage independence, aid assessment and progress? (Observe expert colleagues.)
- ① Observe a range of phonics lessons being taught: if possible, visit other classes in school from Nursery to Y2 to see the variety between year groups (Use **form B4** to guide your observation of the structure of the session and inform the planning of your taught sessions)
- ① Support and work with small groups to help them access specific areas or tasks, practising the skills and approach used by your expert colleagues
- ① Take opportunities to plan and deliver some activities and/or short sessions to small groups or whole class (e.g. story time, topic session, outdoor game) this should include one Literacy and one Mathematics focused session– **use Form B4 for each lesson**
- ① Following expert input, plan and deliver a series of at least 2, ideally 3, consecutive phonic sessions to a group **Form B5**
- ① Create an effective learning environment by planning for one of the learning areas/ areas of continuous provision **Form B2**
- ① Create a case study on 2 children on 2 separate occasions. **Form B6**
- ① Develop an understanding of different pupils' needs by considering how the setting meets the needs of all children, including those with identified SEN **Form B7**
- ① Consider how the setting assess and monitor the pupils in relation to the EYFS framework – daily, termly, overall **Form B3**
- ① Find out how progress and assessment is recorded and used in school and shared with parents **Form B3**
- ① Transition – EYFS to KS1 - Find out how the EYFS and Year 1 staff work together to manage the transition into year 1. What information is shared and why? How do Year 1 teachers support learners who have not met expectations in the EYFS framework? How do the staff ensure continuity and progression in learning/attainment

Form SB0 – Professional learning and reflection form (general)

*This form should be duplicated and used as required for each short block placement

| Date | Focus of notes (e.g. discussion with..., observation of..., working with...) | Context/setting |
|---|---|------------------------|
| Notes | | |
| | | |
| My reflection and learning (including any actions required following this) | | |
| | | |

Form B1: Observe how the indoor and outdoor environments are planned and operate during a typical day

| | |
|--|---|
| Date: | Context: <i>e.g. number of adults, number of children, time period observed, key cohort details</i> |
| Key areas of setting (describe the different aspects of the provision). | |
| How does the class teacher plan for the setting? | |
| How does the setting operate on a typical day? (<i>E.g. how are staff deployed</i>) | |
| How does the deployment of the adults in the setting impact on learning? | |
| Which areas of the EYFS curriculum are evident in the setting? | |
| Can you make any links to the National Curriculum subjects in the learning seen? (<i>E.g. Science, Geography, Maths.</i>) | |
| How does the environment support the children's learning? (<i>Consider the development of independence and the characteristics of effective teaching & learning</i>) | |
| How does the learning environment support early Literacy/developing language? | |

Form B2 Planning for one of the areas of learning/continuous provision within EYFS setting

Consider a focus on the EYFS overarching principle of **enabling environments with teaching and support from adults.**

| | | |
|--|--|---|
| Theme or topic | | |
| Area | | |
| | | EYFS area of learning this would support, link to and allow assessment in |
| Resources in the area | | |
| Communication & Language – <i>How can you ensure that the environment is language rich?</i> | | |
| Opportunities for learning – child initiated | | |
| Opportunities for learning – adult led | | |

Form B3 EYFS assessment and reporting

Speak to the EYFS Lead or a teacher in the setting about assessment and reporting

| | |
|---|--|
| How do you assess and monitor the children on a daily basis? How is this logged/recorded? | |
| How do you make assessments from child-initiated play vs adult-led interactions? | |
| What role do your TAs/additional adults play in assessment? | |
| How do you use daily assessments to build the picture of progress against the EYFS framework? | |
| How do your assessments inform your planning? | |
| What do you do if a child is not making expected progress? | |
| How do you report and share progress with parents – in writing, orally? | |
| How do you report assessment at the end of EYFS? | |
| How is this final assessment information used? Are there any other key data collection points in the school year? | |

Form B4 Session **planning proforma for EYFS**

NB: If handwritten, please enlarge boxes to ensure that adequate space is available to record key aspects of planning

| Class | Date | Week No. | Lesson context | Lesson of |
|---|------|----------|----------------|-----------------------|
| Area of learning | | | | |
| Area of setting to be used and any adaptations/additional resources needed | | | | |
| Lesson objective | | | | |
| Success criteria: (differentiated where appropriate) | | | | |
| Key Vocabulary | | | | |

Please expand these sections if filling in by hand

| Lesson section and timings Please label e.g. introduction, group input, key questions, independent/paired task, how task will link to resourcing in setting (resources available after session, follow-up task in an area etc.) | Lesson development (Use the planning bookmark to ensure that all aspects of an effective lesson are considered and planned) |
|---|---|
| | |
| | |
| | |
| | |

Assessment of progress achieved (after lesson)

Assess children's progress against your lesson S.C. to inform you of their progress and achievement of the L.O. Assessments and observations could also be added to setting's assessment system.

| General Observations <i>include any pertinent comments by children or significant learning (remember to consider all the areas of learning e.g. PSED)</i> | | |
|--|---|--|
| Success criteria <i>(cut and paste from S.C box above)</i> | Names of those below (-) or exceeding (+) only | Action required? (Now what?) What do you need to do to respond to your assessment and children's emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support? |
| | (-) | |
| | (+) | |
| | (-) | |
| | (+) | |
| | (-) | |
| | (+) | |
| | (-) | |
| | (+) | |

Form B5 Phonics lesson plan (form B1c in SE handbook)

| Date | Focus phoneme | Focus words | Notes to help you plan your session |
|------|---------------|-------------|-------------------------------------|
|------|---------------|-------------|-------------------------------------|

| | |
|--|--|
| <p>Revisit and Review</p> <ul style="list-style-type: none"> • What will be consolidated in this session? • Plan an activity to practise previously learnt phonemes/tricky words | |
| <p>New objectives</p> <ul style="list-style-type: none"> • Which new phoneme/tricky words will be taught? | |
| <p>Teach (<i>How are you going to teach the new objective?</i>)</p> <ul style="list-style-type: none"> • Outline the main teaching points • Identify teaching strategies | |
| <p>Key Questions</p> <ul style="list-style-type: none"> • List the main questions you will ask during the main teaching session. | |
| <p>Practice (<i>Pupil Activities What will the children do?</i>)</p> <ul style="list-style-type: none"> • Plan pupil activities linked to the new objective • Indicate if independent, paired or group work • Plan opportunities for blending and or segmenting phonemes | |
| <p>Apply</p> <ul style="list-style-type: none"> • Plan an opportunity for children to apply the phonic knowledge they have learnt in this session. E.g. Read or write a caption / sentence using the new sounds/words taught, contextualise learning | |
| <p>Assessment</p> <p>What have the children learnt in this session?</p> | |

Reflection

- What worked well?
- What would you change?
- What have you learnt in terms of your own progress as a teacher of phonics?

Form B6 Case study

Choose 2 focus children to observe in the setting on 2 separate occasions for approximately 10 minutes. Try and capture their learning and activity in contrasting situations e.g. outside v inside; during child-initiated learning v adult-led learning. Note what the child does; where they go; how they interact with others (peers and adults) and any comments they might make. Reflect on how they interact with the learning environment and others within the setting. How is the setting supporting their learning? What assessments can you make against the EYFS framework? What would you suggest as their next steps/targets?

NB: If handwritten, please enlarge boxes to ensure that adequate space is available to record all information.

Child A Session 1

Child A Session 2

Child B Session 1

Child B Session 1

Form B7 Review Inclusion and any adaptations within setting

Speak to the EYFS Lead or a teacher in the setting about SEN and Inclusion. Consider a focus on the EYFS overarching principles of every child as **a unique child** and the importance of **learning and development**.

| | |
|---|--|
| <p>How have you adapted the setting and the curriculum for this cohort of children?</p> | |
| <p>What are the processes for the early identification of SEN?</p> | |
| <p>How do you support children who are not making age-appropriate progress/meeting expected levels of attainment?</p> | |
| <p>Are there any key groups of children that are at greater risk of not reaching the expected level at the end of Reception? (e.g. summer born, boys, disadvantaged pupils) How does the setting adapt to this?</p> | |
| <p>What are the systems to support children at the early stages of learning English?</p> | |