



Primary PGCE

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SE1



SE1 booklet

for trainees
and mentors



**EMPOWERING
FUTURE
GENERATIONS**

2022-23

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MENTOR AND TRAINEE GUIDANCE



MENTOR GUIDANCE

The multifaceted role of the expert mentor is essential in supporting the good progress and outcomes of our trainees.

"A good mentor teaches you how to think, not what to think."
(Anon)

MENTOR RESOURCE WEBSITE

Our mentor resource site is for both new and experienced mentors and provides a broad range of training and support, including training videos, example and training documentation and relevant research. Mentors are expected to engage with the content of the site regularly, as part of good mentoring practice and knowledge, to ensure trainees are given a high quality and supportive mentoring experience.

Website link:

<https://www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/>

QR code:



OUR CURRICULUM

Our core values

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national needs and priorities.

Our vision of excellence

The partnership strives for excellence through its high expectations from recruitment, through training and into employment.



'Empowering future generations'

Linking the ITT Core Content Framework to our curriculum

All ITT providers are required to design their curriculum to encompass the content of the Core Content Framework (CCF) as a minimum. Our curriculum is ambitious and goes beyond this. We have five strands, linked to the CCF that we develop across our curriculum and programme. Our taught course content and sessions are aligned to the appropriate strand so trainees are aware of the context of their professional learning.

Strand of UoM curriculum		CCF alignment	Teacher Standards alignment
Strand A	Behaviour management (BM)	S1: High Expectations S7: Managing Behaviour	S1: Set high expectations which inspire, motivate and challenge pupils S7: Manage behaviour effectively to ensure a good and safe learning environment
Strand B	Pedagogy and Planning (PP)	S2: How pupils learn S4: Classroom practice S5: Adaptive teaching	S2: Promote good progress and outcomes by pupils S4: Plan and teach well-structured lessons S5: Adapt teaching to respond to the strengths and needs of all pupils
Strand C	Subject and Curriculum Knowledge (SCK)	S3: Curriculum	S3: Demonstrate good subject and curriculum knowledge
Strand D	Assessment (A)	S6: Assessment	S6: Make accurate and productive use of assessment
Strand E	Professional Behaviours (PB)	S8: Professionalism	S8: Fulfil wider professional responsibilities Part Two: Standards for professional and personal conduct

Our Curriculum so far

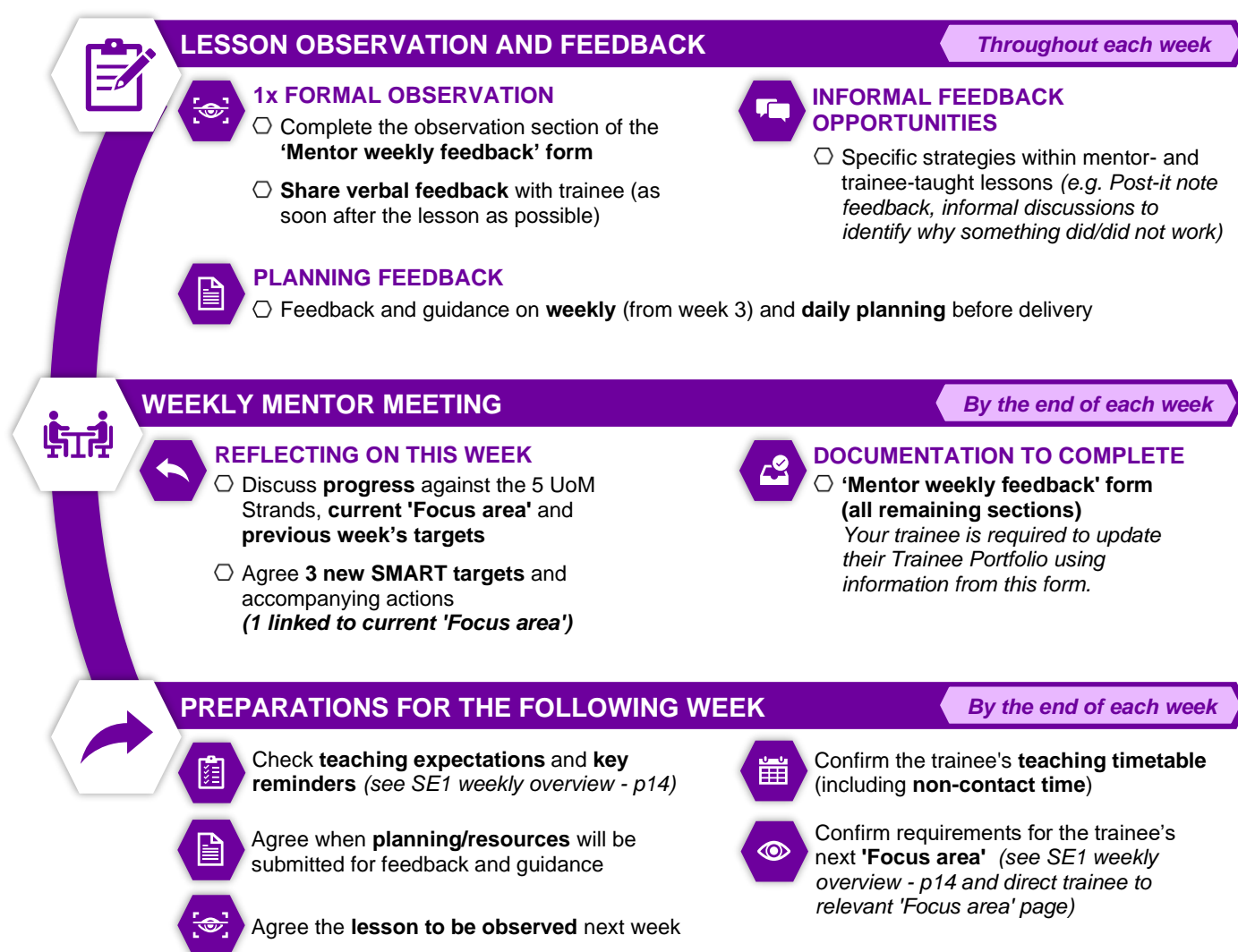
This is a brief overview of the session titles delivered as part of our curriculum so far in Semester one. School Experience mentors are asked to provide their trainee with opportunities to practise, receive expert feedback and improve their knowledge and understanding in as many of these areas as possible.

Professional studies	English	Maths
<ul style="list-style-type: none"> ⬢ Introduction to the profession, the UoM PGCE curriculum and CCF ⬢ Professionalism for teachers ⬢ The Teachers' Standards – introduction and how they are used to assess trainees ⬢ Your Trainee Portfolio – introduction and expectations ⬢ Introduction to safeguarding ⬢ Online safeguarding training ⬢ Great teaching, great learning: how teachers teach, how children learn ⬢ Adults in the school community. ⬢ Developing your teacher identity and educational philosophy ⬢ Behaviour management; high expectations ⬢ Disadvantage and poverty; understanding school communities ⬢ School and community contexts – trainee research and presentations ⬢ Introduction to SEND and the Code of Practice ⬢ Lesson planning principles ⬢ Lesson planning in practice ⬢ Assessment – principles of formative assessment ⬢ Supporting pupil mental health - online training 	<ul style="list-style-type: none"> ⬢ Using talk for learning ⬢ Scaffolding talk to lead in to writing ⬢ Embedding grammar for purpose in lessons ⬢ Teaching reading through SSP in KS1 & guided reading KS1/2 ⬢ Teaching poetry ⬢ Using drama in English 	<ul style="list-style-type: none"> ⬢ Aims of the national curriculum ⬢ Concrete, Pictorial and Abstract approaches ⬢ Counting and mental calculation ⬢ Calculation methods and policy ⬢ Problem solving ⬢ Proportional reasoning

Foundation subjects (NB: School Direct will have different content from our Core trainees, dependent on their alliance led training calendar)	Science	Initial School Based Learning (ISBL and Intensive Teaching and Practise (ITAP))
<p>Trainees will have had training in each of the foundation subjects prior to SE1. Content for each curriculum area includes:</p> <ul style="list-style-type: none"> ⬢ Starting to develop an understanding of the subject curriculum and the principles for planning, teaching and assessing in the subject area. ⬢ The key aims and objectives for each subject for KS1 and KS2 and the essential knowledge that is required to be taught. ⬢ The subject specific vocabulary should be used in context and taught in lessons within the subject area. ⬢ Specific subject related approaches and pedagogy to support the N.C aims and objectives. 	<ul style="list-style-type: none"> ⬢ Purpose of study/aims ⬢ Scientific knowledge and conceptual understanding ⬢ Nature, processes and methods of science ⬢ Spoken language ⬢ School curriculum 	<ul style="list-style-type: none"> ⬢ Behaviour management – theory, in practise and reflection (1 day) ⬢ Maths (1 day) ⬢ English (1 day) ⬢ School and classroom environments and routines (3 days)

MENTOR WEEKLY EXPECTATIONS

This overview outlines the weekly commitments for mentors.



TRAINEE NON-CONTACT TIME

Trainees are expected to have 1.5 days non-contact/admin time per week throughout the school experience.

Activity	Purpose	Allocated time
Joint PPA	Joint mentor/trainee PPA for planning	½ day
Trainee PPA	Trainee independent planning and preparations	½ day
Trainee CPD	'Focus area' activities and observing good practice	½ day
Total non-contact time		1.5 days (30%)

INTERIM/FINAL REVIEW MEETING AGENDA

Interim/final review point meetings are an essential formative assessment period within the school experience. Trainees and mentors are asked to arrange a time to sit and discuss progress so far. Below is a suggested agenda and actions to be completed.

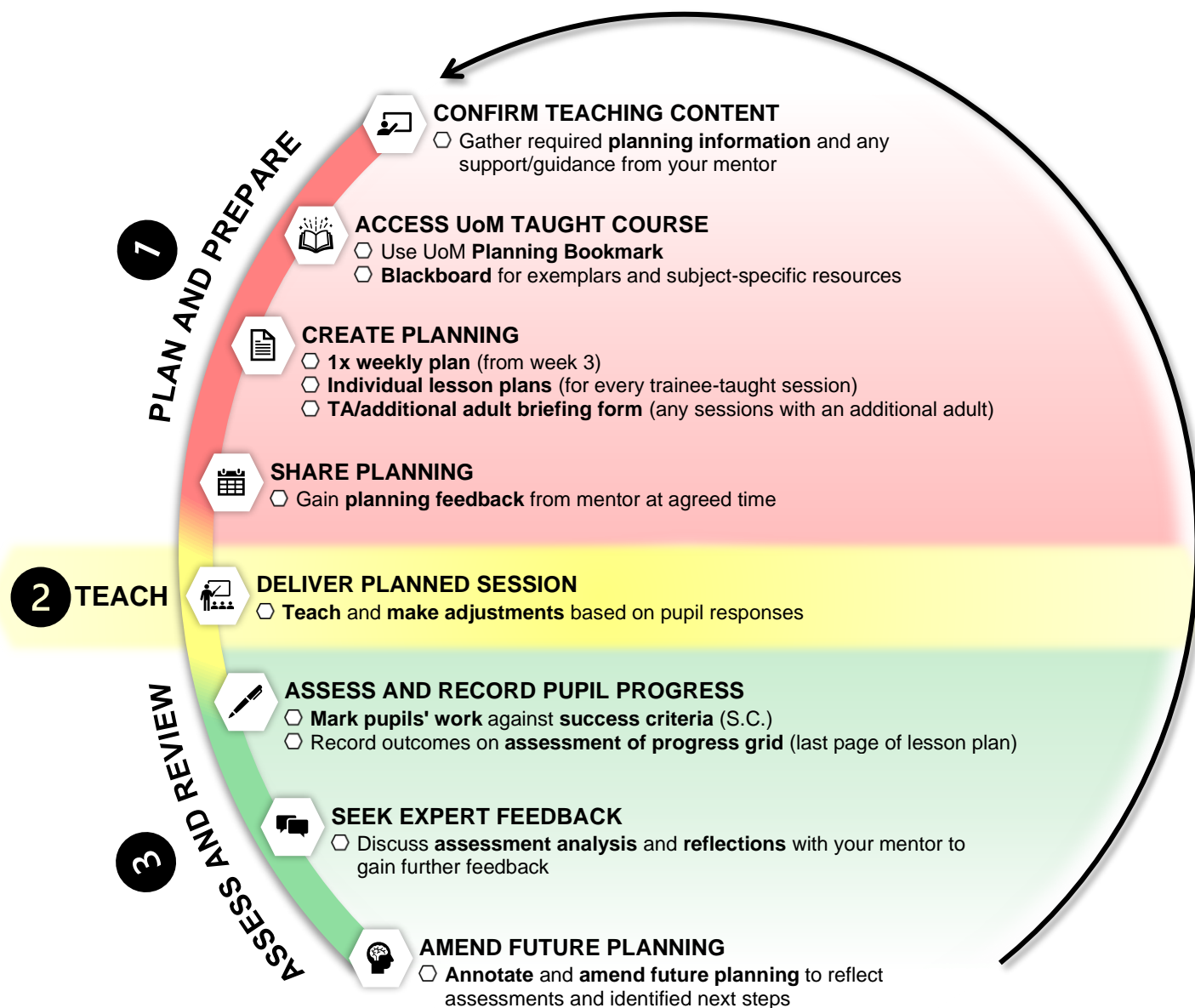


NB: any concerns raised in this review should be shared with the professional tutor/SD alliance lead by the mentor.

TRAINEE GUIDANCE

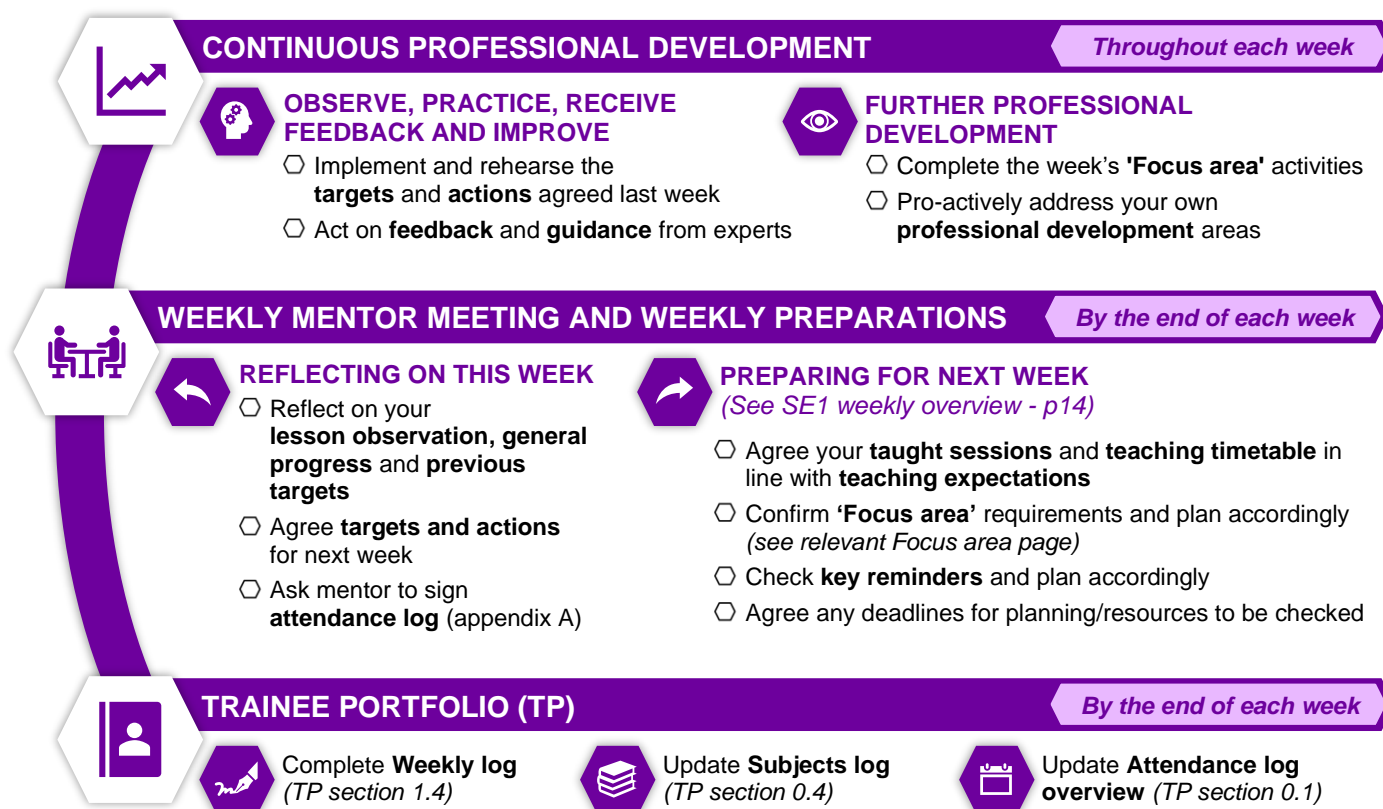
MAXIMISING PUPIL PROGRESS: THE PLAN, TEACH, ASSESS AND REVIEW CYCLE

The cycle below has been taught as part of our University of Manchester (UoM) PGCE curriculum.



TRAINEE WEEKLY EXPECTATIONS

This overview outlines the weekly expectations for trainees, in addition to their teaching commitments.



PREPARATIONS FOR A TUTOR/ALLIANCE LEAD VISIT: GUIDANCE FOR TRAINEES

No later than 24 hours before:

- Confirm **lesson subject and start time** with your **tutor/alliance lead** (your lesson should be no longer than 1 hour)
- Confirm **when your mentor will be available to meet** with your **tutor/alliance lead** (e.g. before/during/after the lesson)
- Ensure **TP** and all **SE1 OneDrive** files are **up-to-date**, including **File 2 (paper-based)**

Before your tutor/alliance lead arrives:

- Print off a **copy of your lesson plan** to hand to your **tutor/alliance lead** on arrival
- Arrange a **suitable meeting space** to meet with them after the lesson

Reminders:

- Your **tutor/alliance lead** requires time with you after you have finished teaching. Please ensure your **teaching timetable** supports this.

SCHOOL EXPERIENCE FILES

Expectations

Our trainees are expected to maintain their online Trainee Portfolio and two school experience (SE) files. The Trainee Portfolio tracks the progress of the trainee across the whole programme. The SE files help the trainee to organise and evidence their lesson planning and assessment in a systematic way that allows feedback and support from experts. Failure to keep these three elements organised, up to date and to a high standard may put the trainee at risk of not meeting placement expectations.

File format

All trainees have established an online 'Primary PGCE' folder on OneDrive. A link to this folder should be shared with the mentor at the beginning of the placement, so they can monitor and provide feedback on these as part of the mentor role. Some trainees may wish to print out some of their file content, e.g. lesson plans, to aid to their teaching and this is up to each individual. Trainees are required to provide a paper copy of the lesson that a professional tutor or SD alliance lead will be observing as part of a visit.

File 1: The 'Teaching and Learning File' (stored electronically in trainee's 'Primary PGCE' OneDrive folder)

*NB: worksheets and resources should **not** be kept in this file. Trainees should devise their own storage/file arrangement for resources (electronic or paper-based hard copies).*

Inside which folder?	Contents
SE1 – Teaching and Learning File	<p>Trainee to create a 1 page cover document entitled 'Teaching and Learning File Overview', which includes:</p> <ul style="list-style-type: none"> ⬡ Trainee name ⬡ Name/address and telephone number of placement school ⬡ Headteacher name ⬡ School email ⬡ Mentor name ⬡ Year group/class name ⬡ Name of university tutor ⬡ Name of SD alliance lead (SD only)
Week 1	<p>Sub-folders within this folder should be named:</p> <ul style="list-style-type: none"> ⬡ English ⬡ Maths ⬡ Foundation Subjects <p>Within each of the sub-folders above should be relevant planning documents (including TA sheets) for any lesson being delivered, saved for ease of reference e.g. Within the 'English' folder should be documents clearly named:</p> <ul style="list-style-type: none"> ⬡ 'English plan, wk 1, Monday' ⬡ 'English TA sheet, wk 1, Monday' ⬡ 'English plan, wk 1, Wednesday' ⬡ 'English TA sheet, wk 1, Wednesday'
Week 2	As per week 1 organisation, but with reference to week 2 in naming convention (wk 2).
Week 3 and onwards	<p>As per week 1 and 2 organisation, with an additional sub-folder named 'Weekly plan'.</p> <p>For weekly planning documents (from week 3), name as:</p> <ul style="list-style-type: none"> ⬡ 'Weekly plan, wk 3'

File 2 – ‘Class information and my professional development file’ (stored as a paper-based hard copy)

Trainees should separate their File 2 using clearly marked dividers for each section below.

Section name	Section contents
1) Placement forms	<p>○ Title page - trainee to create a front cover and include the following:</p> <ul style="list-style-type: none"> ○ Title/heading - ‘File 2 - Class information and my professional development file’ ○ Trainee name ○ Name/address and telephone number of placement school ○ Headteacher name ○ School email ○ Mentor name ○ Year group/class name ○ Name of university tutor ○ Name of SD alliance lead (SD only) <p>○ Attendance log (Appendix A)</p> <p>○ School induction (Appendix 1.1a)</p> <p>○ Contextual analysis of my placement school (This should be only 1 page and should be written by the trainee, not just a photocopied page, to show they know the context of their school.) Details in this analysis may include:</p> <ul style="list-style-type: none"> ○ Size of school and details, for example, if it has an attached or feeder nursery, staffing numbers; ○ Overall mission statement, aims and the general school ethos; ○ Catchment area/demographic information e.g. free school meals, ○ Key characteristics and any special features of the school, e.g. community use of the school, any SEND units/provision, any particular curriculum strengths or specialisms, e.g. languages, and the facilities available for ICT, PE, sports and music; ○ Number of pupils on Pupil Premium and how this is used by the school; ○ Which secondary schools year 6 pupils transfer to; ○ Some information from the school’s latest Ofsted report and key information from the school website may be included also. <p>The school may have a ‘welcome pack’ for trainees (or new staff) to inform them about the school and essential policies. This can be included after the contextual analysis.</p>
2) Class details and organisation NB: All surnames should be blanked out/omitted	<p>○ Class weekly timetable - showing assemblies, PE/games/other ‘hall’ time;</p> <p>○ Class list - identify inclusion groups and pupils with PP, EAL, SEND and any other relevant information;</p> <p>○ Class groupings – for different subjects;</p> <p>○ Classroom seating plan – with pupil names and details of setting arrangements/groupings and/or interventions;</p> <p>○ Specific behaviour management class systems/strategies - for class/individuals - refer to the school behaviour policy;</p> <p>○ Additional adult timetables/roles for each regular TA/support;</p> <p>○ Plus any other information that is useful context for this class.</p>
3) Class assessment information NB: All surnames should be blanked out/omitted	<p>○ Assessment this year – e.g. termly teacher assessments/tracking</p> <p>○ End of previous year assessment (e.g. from SIMS, School trackers);</p> <p>○ End of previous key stage assessment information (e.g. KS1 SATs, EYFS profile – if available);</p> <p>○ IEPs (blank out surnames) – this may be a summary of who/target areas/support required, rather than original documents if not available;</p> <p>○ EHC Plans – this may be a summary of who/target areas/support required, rather than any documents;</p> <p>○ Other relevant context/notes for the class – if required. Notes from discussions with the mentor about classroom assessment and profiles.</p>
4) Focus area documents	<p>Keep proformas/notes relating to each focus area in chronological order:</p> <p>○ Focus 1.1 documents</p> <p>○ Focus 1.2 documents etc.</p> <p><i>NB: Proformas can be handwritten or printed out then stored in this section.</i></p>
5) Expert feedback	<p>○ Mentor weekly feedback forms (one form each week from week 2)</p> <p>○ Professional tutor/SD alliance lead feedback forms</p> <p>○ Any other observations/feedback</p> <p><i>NB: Any electronic feedback should be printed out and stored in this section.</i></p>



WEEKLY OVERVIEW AND FOCUS AREAS












SE1 WEEKLY OVERVIEW OF EXPECTATIONS

Each week outlines the desired teaching commitment, with suggested curriculum coverage, and a specific professional development focus area, which builds upon our taught curriculum so far. Each focus area has a page outlining the activity that the trainee should undertake to develop their knowledge, skills and practice in this identified area. Each focus area overview also outlines the mentor role in mentoring and supporting the trainee during that week. Links to our semester one university curriculum coverage is referenced at the bottom of each focus area page.

All suggested reading, to support deeper understanding, is taken from the PGCE course core e-book via JRUL online kortext - **Cremin T, Burnett C, eds. (2018, 4th ed) Learning to Teach in the Primary School** [electronic resource]. Fourth edition. Routledge Taylor & Francis Group; 2018 <http://read.kortext.com:Oxon>

Week and Date (w/b)	Key reminders	Teaching expectation guidance		Focus area (incl. page ref.)	
Week 1 31.10.22	<ul style="list-style-type: none"> Complete Appendix 1.1a (Induction) No official written observation this week 	10% (equal to 0.5 days)	<ul style="list-style-type: none"> Team plan, teach and assess* 1 x English or maths lesson, addressing focus area 1.1 Team plan, teach and assess* 1 x foundation subject lesson, addressing focus area 1.1 <p>*See <i>Team Teach models information</i> (Appendix B)</p>	School/classroom systems and teacher identity	1.1 See p16
Week 2 07.11.22		20% (equal to 1 day)	<ul style="list-style-type: none"> Team plan, teach and assess 1 x English or maths (whichever was not taught last week), addressing focus area 1.2 Team plan, teach and assess 1 x foundation subject lesson, addressing focus area 1.2 Plan for and lead 1 focus group in English or maths Plan for and teach 1x Phonics (if in KS1) Plan for and teach 1x spelling/SPAG/guided read (if in KS2) 	Behaviour and classroom management	1.2 See p17
Week 3 14.11.22	<ul style="list-style-type: none"> Interim review 1 (see page 8) 	30% (equal to 1.5 days)	<ul style="list-style-type: none"> Team plan, teach and assess 1 lesson in a subject not previously taught e.g. a practical subject such as science, DT, P.E Teach 5 other lessons, including a sequence of 3 English or Maths lessons 	Planning using clear L.O. and S.C.	1.3 See p18
Week 4 21.11.22		40% (equal to 2 days)	<ul style="list-style-type: none"> Teach sequences of 2-3 lessons in English and maths Teach at least 2 other foundation subjects, prioritising science, and plan for both these subjects again next week Plan for and teach 2-3 x Phonics (if in KS1) Plan for and teach 2 x spelling/SPAG/guided read (if in KS2) 	Assessing against the L.O/S.C to inform next steps	1.4 See p19
Week 5 28.11.22		50% (equal to 2.5 days)	<ul style="list-style-type: none"> Teach sequences of 3 lessons in English and maths Teach the next lesson in the 2 foundation subject areas taught last week Plan for and teach 3 x Phonics (if in KS1) Plan for and teach 2-3 x spelling/SPAG/guided read (if in KS2) 	Pupil progress – effective questioning and active engagement	1.5 See p20

Week and Date (w/b)	Key reminders	Teaching expectation guidance		Focus area (incl. page ref.) 
Week 6 05.12.22	⬢ Interim review 2 (see page 8)	60% (equal to 3 days)	<ul style="list-style-type: none"> ⬢ Teach sequences of 3+ lessons in English and maths ⬢ Teach as many different foundation subjects as possible, including the next lessons in the subjects taught last week (if possible) ⬢ Plan for and teach 3 x Phonics (if in KS1) ⬢ Plan for and teach 2-3 x spelling/SPAG/guided read (if in KS2) 	Planning for different groups of learners  See p21
Week 7 12.12.22		60% (equal to 3 days)	<ul style="list-style-type: none"> ⬢ Plan sequences of lessons and teach a range of curriculum subjects to equate to 60% teaching commitment 	Wider school life  OR Pupil progress over time and next steps  See p22
Week 8 (or school closed) 19.12.22		60% (equal to 3 days)	<ul style="list-style-type: none"> ⬢ Plan sequences of lessons and teach a range of curriculum subjects to equate to 60% teaching commitment 	Wider school life  OR Pupil progress over time and next steps  See p22
26.12.22				
Week 8 (or school closed) 02.01.23		60% (equal to 3 days)	<ul style="list-style-type: none"> ⬢ Plan sequences of lessons and teach a range of curriculum subjects to equate to 60% teaching commitment 	Wider school life  OR Pupil progress over time and next steps  See p22
Week 9 09.01.23	<ul style="list-style-type: none"> ⬢ Final review (see page 8) ⬢ Completion of Mentor report 	60% (equal to 3 days)	<ul style="list-style-type: none"> ⬢ Plan sequences of lessons and teach a range of curriculum subjects to equate to 60% teaching commitment ⬢ Teach planned sequence of lessons, as outlined in focus area 1.7b 	Planning which builds upon assessment  See p23

NB: For Focus area 1.7a and 1.7b, due to variations in school timetabling for Week 7 and Week 8, mentors can use their own professional judgement to decide which order best supports trainee outcomes.

SE1 FOCUS AREAS

1.1

FOCUS AREA

School/classroom systems and teacher identity

Strand A

BM



Strand B

PP



Strand C

SCK

Strand D

A

Strand E

PB



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<input type="checkbox"/> Read relevant school policies	<input type="checkbox"/> Staff code of conduct/handbook, safeguarding policy, calculation policy and any others recommended by your mentor (log in Appendix 1.1a)
<input type="checkbox"/> Meet with your mentor to share your professional learning to date and to learn about the school/class	<input type="checkbox"/> Share your 'Primary PGCE' OneDrive folder, so your mentor can access your Trainee Portfolio and planning files. <input type="checkbox"/> Arrange to spend 20 minutes outlining your specific curriculum subject training within the taught course so far – share and use section 1.2 of your TP
<input type="checkbox"/> Get to know the class systems, routines and timetable	<input type="checkbox"/> Complete Appendix 1.1a with support from your mentor, as needed <input type="checkbox"/> Populate the content of sections 1-3 of SE File 2
<input type="checkbox"/> Observe your mentor (as often as possible)	<input type="checkbox"/> Focus on how your mentor: maintains a positive classroom ethos; uses established organisational systems (e.g. manages transitions, groupings, resource distribution/use); establishes themselves as the teacher in charge (e.g. uses of voice, non-verbal communication, shares their expectations) <input type="checkbox"/> Make notes regularly on Appendix 1.1b to build your knowledge
<input type="checkbox"/> Practise establishing yourself as a teacher with small groups	<input type="checkbox"/> Work with groups, as directed by your mentor. Consider how you use your voice, verbal/non-verbal communication to establish consistent expectations.
<input type="checkbox"/> Team plan and teach a lesson with the mentor <input type="checkbox"/> Talk to your mentor about what you have learned by deconstructing your lesson <input type="checkbox"/> Adapt and edit future planning	<input type="checkbox"/> Deliver input, focussing on establishing your teacher presence, rapport with the class and clear expectations. <input type="checkbox"/> Deepen your understanding of how children learn through collaborative planning, teaching and reflection. <input type="checkbox"/> Reflect upon your teacher presence and setting expectations - what worked well and why in your teaching and any improvements/ adaptations required <input type="checkbox"/> Use mentor feedback and your reflection to edit your next lesson and strengthen any target areas

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<input type="checkbox"/> Website to support your role	<input type="checkbox"/> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/
<input type="checkbox"/> Help the trainee to complete Appendix 1.1a and understand school and class systems	<input type="checkbox"/> Introduce the trainee to key staff e.g. SENDCo, DSL, subject coordinators <input type="checkbox"/> Show the trainee where curriculum/practical resources are and explain school systems e.g. photocopier, break/lunch routines
<input type="checkbox"/> Deploy the trainee to support/work with groups when you are teaching	<input type="checkbox"/> Support the trainee to get to know different groupings/organisation in class <input type="checkbox"/> Outline and ensure that the trainee is exposed to classroom systems e.g. TA timetables, systems for resource use/distribution and how different subjects/lessons are organised.
<input type="checkbox"/> Plan for the trainee to team teach lesson with you – 1 x Eng/Math and 1 x Foundation subject <input type="checkbox"/> Following team taught lesson, discuss their teacher and classroom presence	<input type="checkbox"/> Model how you plan a lesson and the intended development of learning for both team-teach lessons <input type="checkbox"/> Jointly deconstruct the lesson and mark outcomes e.g. what worked well, what did not and why. Discuss the impact and attainment relating to the learning objective. <input type="checkbox"/> Feedback to the trainee about their teacher presence and setting expectations. <input type="checkbox"/> Jointly adapt and refine planning for the second lesson, to strengthen their teacher presence and identity.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> ✓ Received expert theoretical and practical input by tutor(s) about the importance of establishing a professional approach and presence from the outset ✓ Analysed how children learn and the importance of clear expectations and positive relationships (established early on) 	<ul style="list-style-type: none"> ✓ Observed experts modelling approaches and deconstruct individual components of effective teacher presence and establishing a good classroom ethos 	Twistleton, S (2018) Becoming a professional in the current context Unit 1.2 pp17-31

1.2

FOCUS AREA

Behaviour and classroom management

Strand A
BM
✓

Strand B
PP
✓

Strand C
SCK

Strand D
A

Strand E
PB
✓

TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<input type="checkbox"/> Read relevant school policies	<input type="checkbox"/> School behaviour management policy and any individual behaviour plans
<input type="checkbox"/> Observe your mentor <input type="checkbox"/> (at least two separate teaching episodes/subjects)	<input type="checkbox"/> Focus on how your mentor: establishes and maintains clear and positive expectations, applies the behaviour policy, and uses praise, language and systems to support engagement and progress. <input type="checkbox"/> Complete Appendix 1.2 proforma for two subjects
<input type="checkbox"/> Practise your behaviour management strategies with small groups	<input type="checkbox"/> Incorporate some of the strategies observed in the behaviour policy and explored in the taught course by leading small group activities e.g. guided reading, maths group, reading a story.
<input type="checkbox"/> Team plan and teach two lessons with the mentor <input type="checkbox"/> Talk to your mentor about what you have learned from deconstructing your lesson <input type="checkbox"/> Adapt and edit future planning	<input type="checkbox"/> Deepen your understanding of how children learn through collaborative planning, teaching and reflection on effective behaviour management. <input type="checkbox"/> Deliver your input focusing on establishing clear expectations of behaviour and a) strategies to stop the class and b) use of rewards/praise in line with school policy <input type="checkbox"/> Reflect upon your behaviour management - what worked well and why in your teaching and any improvements/ adaptations required <input type="checkbox"/> Use mentor feedback and your reflection to edit your next lesson and strengthen any target areas
<input type="checkbox"/> Video a 15 min clip of a trainee-led episode (following the team teach)	<input type="checkbox"/> Complete Appendix 1.2b – deconstructing and reflecting upon how behaviour management was established and maintained. <input type="checkbox"/> Identify targets for adaptations and improvement for future lessons.

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<input type="checkbox"/> Website to support your role	<input type="checkbox"/> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/
<input type="checkbox"/> Plan for the trainee to team teach two lessons with you <input type="checkbox"/> Following team taught lesson, discuss the lessons and their behaviour management strategies	<input type="checkbox"/> Model how you plan the lesson and development of learning whilst considering pupil behaviour and strategies to maintain this <input type="checkbox"/> Jointly deconstruct the lessons e.g. what worked well, what did not and why. Discuss progress and elements relating to behaviour management. <input type="checkbox"/> Feedback to the trainee about their behaviour management. <input type="checkbox"/> Jointly adapt and refine planning for the second lesson, to strengthen any target behaviour management aspects.
<input type="checkbox"/> Jointly deconstruct a 15 min video of one teaching episode	<input type="checkbox"/> Collaboratively reflect, evaluate and analyse the video of their teaching in relation to class behaviour management
<input type="checkbox"/> Set a behaviour management target for trainee	<input type="checkbox"/> Set a target relating to behaviour management as part of your weekly feedback <input type="checkbox"/> Prompt the trainee to reflect on their professional learning for behaviour management in their portfolio.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> ✓ Received expert theoretical and practical input by tutor(s) about the features of behaviour management policies ✓ Analysed behaviour management strategies used in teaching focusing the links between theory and practice. ✓ Performed critical analysis of observed teaching (live or video) ✓ Been encouraged to develop different approaches to behaviour management 	<ul style="list-style-type: none"> ✓ Observed experts modelling behaviour management approaches and deconstruct individual components of behaviour management and reconstruct it. 	Chaplain, R. (2018) Managing classroom behaviour Unit 3.4 pp174-188

1.3

FOCUS AREA

Planning using clear L.O/S.C



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<ul style="list-style-type: none"> Read relevant school policies and review learning 	<ul style="list-style-type: none"> School teaching and learning policy and/or curriculum subject policies Review the taught course content relating to L.O/S.C e.g. process vs outcome based S.C
<ul style="list-style-type: none"> Observe your mentor and another expert teacher in the school (once each) 	<ul style="list-style-type: none"> Focus on how each expert uses L.O/S.C within their lesson to support progress in learning. Complete Appendix 1.3 Observe and discuss how your mentor aligns the L.O/S.C with the curriculum and any schemes of work.
<ul style="list-style-type: none"> Team plan and teach a lesson with the mentor Talk to your mentor about what you have learned from deconstructing your lesson Adapt and edit future lesson planning 	<ul style="list-style-type: none"> Collaboratively plan and deliver a lesson, focusing on establishing a clear L.O and S.C to guide your teaching content and sequencing. Focussing upon the L.O/S.C and pupil outcomes - what worked well and why and improvements/adaptations to subsequent teaching Based on mentor feedback and reflection, edit the L.O/S.C and plans to strengthen your use of effective L.O/S.C linked to learning outcomes
<ul style="list-style-type: none"> Develop your ability to create clear and age-appropriate L.O/S.C for your lessons 	<ul style="list-style-type: none"> Create clear L.Os and S.C, with the support of your mentor, for each lesson you plan and consider how you will ensure these are met through: <ul style="list-style-type: none"> the content and sequence of your teaching input opportunities for pupils to demonstrate the S.C throughout the lesson the independent tasks that you set pupils to apply the L.O Working with your mentor, deepen your understanding of how children learn through closely linked L.O/S.C, lesson delivery and application opportunities for pupils.
<ul style="list-style-type: none"> Develop your use of the weekly planning to plan sequential L.O/S.C 	<ul style="list-style-type: none"> Plan a sequence of 3 English or maths lessons and, with the support of your mentor, create L.Os that built upon and link to prior knowledge and learning. Record this clearly in your weekly planning and adapt future lesson L.O/S.C, as required, after each lesson

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<ul style="list-style-type: none"> Website to support your role 	<ul style="list-style-type: none"> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/
<ul style="list-style-type: none"> Plan for the trainee to team teach a lesson with you in a subject they have not yet taught e.g. practical science/DT/P.E Following team taught lesson, analyse teaching in relation to the L.O/S.C being targeted 	<ul style="list-style-type: none"> Model how you identify the L.O/S.C for lessons and how this influences your teaching sequence and input. Jointly deconstruct the lessons e.g. interrogate what worked well, what didn't and why this might be. Discuss the impact on learning. Feedback around the coverage and progress of the intended L.O/S.C. Collaborate to adapt and refine the L.O/S.C and planning to strengthen their ability to create effective lesson objectives and teaching that promotes progress of this.
<ul style="list-style-type: none"> Support the trainee to create clear L.O and S.C, for their lessons, in line with your schemes of work/ curriculum 	<ul style="list-style-type: none"> Model how to establish linked L.O/S.C and provide feedback on the L.O/S.C that your trainee creates for their lessons and the appropriateness of their lesson sequence and teaching in allowing pupils to meet these.
<ul style="list-style-type: none"> Set a target relating to creating and sequencing L.O/S.C 	<ul style="list-style-type: none"> Prompt the trainee to reflect on the clarity and use of L.O/S.C in planning the teaching content, sequencing and pupil application tasks.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> Received expert theoretical and practical input by tutor(s) about the purpose of learning objectives (L.O) and success criteria (S.C) Learned that L.Os and S.C should influence the sequence and content of lesson delivery, so pupils get adequate opportunities to demonstrate understanding and progress against these. Performed critical analysis of teaching (live or video) 	<ul style="list-style-type: none"> Created L.Os and S.C to support intended learning and then use this to structure and sequence a lesson. 	<p>Medwell, J. (2018) Approaching short-term planning Unit 3.2 pp149-161</p>

1.4

FOCUS AREA

Assessing against the L.O/S.C to inform next steps



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<input type="checkbox"/> Revisit taught course session content	<input type="checkbox"/> Read the school marking and assessment policy <input type="checkbox"/> Revisit the course content around planning, teaching and assessment, so you can apply and build upon this knowledge and understanding
<input type="checkbox"/> Observe your mentor and another teacher in school (once each)	<input type="checkbox"/> Focus on how the mentor uses the L.O/S.C to: <ul style="list-style-type: none"> - plan and use assessment opportunities during the lesson - identify gaps and misconceptions - focus mark and make assessments about progress - inform, adapt and plan future lessons <input type="checkbox"/> Mark/assess a group of children's books against the intended L.O and discuss your assessment findings with your mentor/other expert. Complete Appendix 1.4
<input type="checkbox"/> Develop your ability to use L.O/S.C to help assess progress of learners within your lessons	<input type="checkbox"/> Following a lesson that your mentor observes you teach, mark and assess the pupils against the L.O and S.C and discuss your findings with your mentor. Use this to adapt and plan the next lesson
<input type="checkbox"/> Use assessment opportunities and marking against the L.O/S.C to inform changes to weekly and daily future plans	<input type="checkbox"/> Use the UoM assessment proforma (at the end of each lesson plan) to help you make accurate assessments about pupil attainment of the S.C to help inform judgements about meeting the L.O <input type="checkbox"/> Note clear annotations/changes on your weekly plan (in a different colour/font) to show any adaptations made to future L.O/S.C and content as a result of your assessments (<i>do this each week going forward</i>) <input type="checkbox"/> Develop your knowledge of how children learn by using your assessments to support emerging needs and to plan next lessons

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<input type="checkbox"/> Website to support your role	<input type="checkbox"/> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/
<input type="checkbox"/> Teach and model a lesson, outlining the intended learning clearly to the trainee and pupils <input type="checkbox"/> Provide feedback to the trainee following them marking work produced by one group of pupils from your lesson against the L.O/S.C	<input type="checkbox"/> Discuss the lesson L.O/S.C, teaching sequence and what successful learning would look like with the trainee before teaching the lesson <input type="checkbox"/> Following the lesson - deconstruct the lesson and provide feedback on the focus group that the trainee marked for you e.g. evidence of progress and learning, gaps, next steps, how this would inform the next lesson <input type="checkbox"/> Encourage the trainee to adapt and refine their own planning and practice as a result of this
<input type="checkbox"/> Support the trainee to accurately assess the outcomes of their lessons and adapt future planning	<input type="checkbox"/> Provide guidance and feedback on their lesson L.O/S.C appropriateness and the accuracy of their assessment at the end of sessions <input type="checkbox"/> Support the trainee to make appropriate amendments to future lessons as a result of their assessments.
<input type="checkbox"/> Set an assessment target for the trainee	<input type="checkbox"/> Prompt the trainee to reflect on their learning about accurate assessment against intended learning (L.O/S.C) to inform future learning in their portfolio.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> ✓ Received expert theoretical and practical input by tutor(s) about the features of effective assessment ✓ Analysed effective formative assessment strategies used in teaching focusing the links between theory and practice. ✓ Been encouraged to develop different approaches to assessment to inform next lessons and planning 	<ul style="list-style-type: none"> ✓ Had opportunities to plan and implement assessment approaches and deconstruct the impact and use of these 	Hargreaves, E., Gipps, C. & A. Pickering (2018) Assessment for learning Unit 5.1 pp275-287

1.5

FOCUS AREA

Pupil progress - effective questioning & active engagement



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<ul style="list-style-type: none"> Revisit taught course session content 	<ul style="list-style-type: none"> Revisit the course content and resources around planning active learning and questioning, so you can apply and build upon this knowledge and understanding in your lessons
<ul style="list-style-type: none"> Observe your mentor and/or another expert teacher, focussing on their use of questioning in lessons (as often as possible) 	<ul style="list-style-type: none"> Observe your mentor teaching - focus on how they use questioning e.g. frequency, type of question, purpose of the question, pupils involvement, pupil responses and mentor actions Reflect upon what worked well and why and how this may influence your planning
<ul style="list-style-type: none"> Use prior lesson assessment to adapt and amend questions and active participation opportunities during the input of next lessons 	<ul style="list-style-type: none"> Use mentor feedback of your teaching and what you learn from observing your mentor/other experts to adapt and improve your lesson planning in respect of the questions you plan for in your lessons. Edit, modify and/or annotate weekly and daily planning to reflect focussed and clear use of purposeful questions and active participation in new learning
<ul style="list-style-type: none"> Video a 15 min clip of the main teaching of a trainee-led lesson for joint deconstruction and reflection 	<ul style="list-style-type: none"> Deconstruct/reflect on this episode, with your mentor, focussing on how questioning was used, how learners were involved in new learning and how this influenced/impacted upon your teaching Identify areas for adaptations for future lessons and annotate weekly/daily plans. Complete Appendix 1.5

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<ul style="list-style-type: none"> Website to support your role 	<ul style="list-style-type: none"> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/
<ul style="list-style-type: none"> Model good practice and provide guidance on the quality and impact of their questioning and active engagement during teaching input 	<ul style="list-style-type: none"> Model the use of questioning in your lessons e.g to retrieve, revise, elicit prior knowledge and assess understanding in your lessons. Discuss your strategies and rationale to support the trainee to deepen their knowledge and understanding. Deconstruct and analyse the questioning, active strategies and pupil responses used by the trainee in their lesson e.g. interrogate what worked well, what didn't and why this might be. Support the trainee to reflect and make suggestions for future adaptations.
<ul style="list-style-type: none"> Support the trainee to deconstruct a videoed teaching episode with a focus on the use of questioning and active engagement 	<ul style="list-style-type: none"> Encourage self-reflection and evaluation of the video clip and provide expert feedback to help identify strengths and next steps in relation to the focus area Encourage and suggest how the trainee can adapt and improve planning to strengthen the impact of their questioning and to ensure active participation in new learning/ideas.
<ul style="list-style-type: none"> Set a target around questioning and active engagement for the trainee 	<ul style="list-style-type: none"> Prompt the trainee to reflect on their use of questioning and active participation in their portfolio and agree a target to help them improve their practice in this area.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> Received expert theoretical and practical input by tutor(s) about the features and use of different types of questions Analysed questioning and active participation strategies used in teaching focusing on the links between theory and practice. Been encouraged to develop different approaches to planning for active learning and use of effective questions to probe and support new learning 	<ul style="list-style-type: none"> Collaborated to plan lessons including quality and purposeful questions and consider how pupils are actively engaged in new learning 	<p>Dawes, L. (2018) Organising effective classroom talk. Unit 3.6 pp203-215& look again at pp 280-281</p>

1.6

FOCUS AREA

Planning for different groups of learners



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<ul style="list-style-type: none"> Speak to the school SENDCO 	<ul style="list-style-type: none"> Arrange a discussion with the school SENDCO to find out about school systems to support and challenge different groups of learners e.g. referral processes for EHCP plans, external agency links, teacher reporting concern, tiers/types of support
<ul style="list-style-type: none"> Observe an expert led lesson, focussing on a specific focus group e.g. HA, LA, EAL pupils, SEND pupils) (on two occasions – both can be in your own class or one in another class) 	<ul style="list-style-type: none"> For your identified focus group: how are they engaged and supported in the lesson e.g. targeted questions, seating position, access to resources, scaffolding, use of adults, differentiation, formative assessment. Use this to identify how you can improve your planning and support of different groups of learners e.g. within teaching input and independent activities. Complete Appendix 1.6
<ul style="list-style-type: none"> Discuss with your mentor how they plan for the support of different needs of learners and use this to inform your planning 	<ul style="list-style-type: none"> Discuss the different groups and needs in your class and the strategies your mentor uses to support them e.g. resources, groupings, scaffolding, Discuss and consider how your mentor deploys and manages additional adults to impact upon learner progress. Adapt your own planning to identify and record clearly how different groups/learners will be supported at all points in your lessons
<ul style="list-style-type: none"> Work with a focus group in all your lessons this week, identified in your planning, and show how you will be teaching/supporting for impact on their progress 	<ul style="list-style-type: none"> Ensure your daily plans show where you/additional adults will be situated during input and independent activities. Identify what you/they will be teaching/doing to impact on their learning e.g. not just keeping them busy. Annotate and adapt future adult deployment on planning, to reflect assessments and emerging needs.

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<ul style="list-style-type: none"> Website and guidance documents to support your role 	<ul style="list-style-type: none"> www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/ Including the EEF report 'Use of Teaching Assistants'
<ul style="list-style-type: none"> Talk to your trainee about the different groups of learners in your class and the strategies used to support them in different curriculum areas, including the use of additional adults 	<ul style="list-style-type: none"> Outline the different needs and groups of learners in your class and the strategies used to support them to make progress e.g. scaffolding, resources, differentiation, use of additional adults Deconstruct and discuss the strategies and support that you plan for e.g. interrogate what works well and why this might be. Check that the trainee adapts their planning and records what additional adults are tasked in different parts of the lesson to support targeted groups/pupils.
<ul style="list-style-type: none"> Set a target for your trainee relating to adapting teaching and supporting needs effectively 	<ul style="list-style-type: none"> Prompt the trainee to reflect on their planning to support different groups of learners in their portfolio and set a target to help them improve their use of support strategies and adults during their lessons.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> Received expert theoretical and practical input by tutor(s) about the different groups of learners that may be in their class Been encouraged to develop different pedagogical approaches to support different needs of learners across curriculum subjects e.g. deployment of adults, scaffolding, use of resources, concrete-pictorial-abstract developmental approach to new concepts in maths. 	<ul style="list-style-type: none"> Observed experts modelling teaching through ITAP and ISBL day experiences Observed expert practitioners adapt their teaching to support different groups of learners 	<p>Bearne, E. & R. Kennedy (2018) Providing for differentiation Unit 6.1 pp307-320</p>

1.7

FOCUS AREA

1.7a) Wider school life

1.7b) Pupil progress over time and next steps

Strand A
BM

Strand B
PP

Strand C
SCK

Strand D
A

Strand E
PB



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<input type="checkbox"/> 1.7a) Attend and observe/support a lunchtime or after school club and engage with wider life of the school opportunities	<input type="checkbox"/> Arrange with your mentor/another teacher to attend and support an after school or lunchtime club. <input type="checkbox"/> Reflect on opportunities to engage with your class/other classes in a different way and the benefits of these opportunities for different groups of learners. Consider how this experience develops your understanding of how children learn and how this may influence your pedagogical strategies in class. <input type="checkbox"/> Contribute to any wider school opportunities such as PTA events/school fairs, productions/assemblies
<input type="checkbox"/> 1.7a) Help plan and create a display from a subject/focus area	<input type="checkbox"/> Work with your mentor to plan and create a display – this can be from work you have done within a subject this term, working wall content for next term or any other topic that your mentor agrees. Plan to have the display completed before the end of placement
<input type="checkbox"/> 1.7b) Find out about how your school tracks and records assessment over time, through discussions with your mentor and/or the assessment lead	<input type="checkbox"/> Ask your mentor or the assessment coordinator about assessing pupils: <ul style="list-style-type: none"> - At the end of a taught unit; - At the end of term; - In line with school policy and recording systems <input type="checkbox"/> Complete Appendix 1.7
<input type="checkbox"/> 1.7b) Engage with forward planning and preparation with your mentor using assessment information	<input type="checkbox"/> Discuss with your mentor how they plan and prepare for a new term in school. How is assessment information used to influence this? <input type="checkbox"/> Agree a sequence of 4-5 maths or English lessons that builds on a topic/coverage from this term, to deliver after Christmas. Use the assessment knowledge and gaps/strengths identified this term as the starting point for planning your sequence.

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<input type="checkbox"/> Support your trainee to plan and create a display	<input type="checkbox"/> Discuss a suitable space and focus area for the trainee to use. Inform the trainee of any specific elements that must/must not be included in the display. <input type="checkbox"/> Provide verbal feedback on the quality & impact of the display by the end of SE1
<input type="checkbox"/> Work with your trainee to help them understand the assessment systems and how they inform planning for the next term	<input type="checkbox"/> Discuss how you assess your pupils in the following ways: <ul style="list-style-type: none"> - After a unit/topic/theme; At the end of a term; - In line with the assessment policy and/or data tracker/IT systems <input type="checkbox"/> Outline how you assess and record pupil attainment and how this is used to influence future planning. Model and involve your trainee in planning ahead for the next term.
<input type="checkbox"/> Collaborate to agree a sequence of maths or English lessons that your trainee will plan and deliver, that builds upon attainment in this area covered this term	<input type="checkbox"/> Agree a maths or English focus area for the trainee to plan and teach a sequence of lessons on after Christmas. The area should have been covered this term so any data/assessment of different groups, evidence in books etc so the trainee can build upon prior knowledge e.g. fractions, non-chronological report writing
<input type="checkbox"/> Set a target around the use of assessment data for your trainee.	<input type="checkbox"/> Prompt the trainee to reflect on their professional learning around assessment and how this impacts upon future planning approaches.

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> ✓ Received expert theoretical and practical input by tutor(s) about some assessment principles and how these can be used to inform future teaching ✓ Analysed assessment strategies used in teaching focusing on the links between theory and practice. ✓ Been encouraged to get involved in the wider life of a school and appreciate the benefits for themselves as a team member and their relationships with and understanding of pupils 	<ul style="list-style-type: none"> ✓ Observed experts modelling behaviour management approaches and deconstruct individual components of behaviour management and reconstruct it. 	Kelly, P. (2018) Organising your classroom for learning Unit 3.3 pp162-173

1.8

FOCUS AREA

Planning which builds upon assessment



TRAINEE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Trainees should:	Further guidance
<ul style="list-style-type: none"> Understand how a teacher re-establishes expectations after a holiday period 	<ul style="list-style-type: none"> Observe and discuss with your mentor how they support pupils, particularly vulnerable pupils, back into a new school term. Re-establish your expectations and teacher presence to ensure productivity in lessons
<ul style="list-style-type: none"> Practise using assessment to plan to build upon prior learning and knowledge through your series of maths/English lessons 	<ul style="list-style-type: none"> Plan, teach, assess, and review your sequence of lessons (as agreed in focus area 1.7b). Evaluate your success in building upon prior knowledge/learning and how you addressed misconceptions/gaps/next steps identified through assessment. Adapt and review your planning as you evaluate and assess each lesson. Develop your knowledge and understanding of how children learn through making relevant and purposeful decisions as a result of assessment.
<ul style="list-style-type: none"> Plan and teach a 10 minute game in a foreign language of your choice. 	<ul style="list-style-type: none"> Select a modern language or use the one delivered in your school. Plan, teach and assess a 10 minute game. Complete Appendix 1.8.

MENTOR ROLE AND PREPARATION

Mentors:	Further guidance
<ul style="list-style-type: none"> Support your trainee to see how expectations are re-established after a holiday, particularly for vulnerable pupils 	<ul style="list-style-type: none"> Model and support trainees to re-establish teacher presence, transition back to school structures and clear expectations of pupils. Discuss specific strategies to support vulnerable pupils.
<ul style="list-style-type: none"> Provide expert feedback on the use of assessment information to plan the next sequence of lessons (from focus 7b) 	<ul style="list-style-type: none"> Provide expert feedback and collaborative discussions to support trainees to reflect upon the sequence of lessons building upon previous learning (see area 1.7) e.g pitch, awareness of group needs, activating and building upon prior knowledge, support/challenge, addressing misconceptions. Deconstruct the strategies and pupil responses in specific lessons e.g. interrogate what worked well, what didn't and why this might be. Encourage and support the trainee to adapt and refine their planning and practice.
<ul style="list-style-type: none"> Set end of placement targets for your trainee to help them work on priority areas prior to their next placement 	<ul style="list-style-type: none"> Prompt the trainee to reflect on their professional learning overall in this teaching experience. Support the trainee to identify successes, progress and identify reasonable targets and next steps to work on

PRIOR KNOWLEDGE AND LINKS TO UNIVERSITY CURRICULUM (to build upon, practise and improve this week)

Learn that... Trainees have:	Learn how to... Trainees have:	Further reading
<ul style="list-style-type: none"> Received expert theoretical and practical input by tutor(s) about some assessment principles and how these can be used to inform future teaching Analysed teaching strategies used in teaching focusing the links between theory and practice. Had support in understanding the place of modern languages in the curriculum and practical approaches to help teach a modern language to young children 	<ul style="list-style-type: none"> Bring learning to life and use of creative activities and games to help pupils pick up the basics of a modern language. 	<p>Warwick, J & MA Wolpert (2018) Making the most of your placements Unit1.3 pp32-46</p>



APPENDICES



APPENDIX 1.1A – SCHOOL SYSTEMS

SCHOOL CONTEXT AND INFORMATION

School name:

Year:

Induction - Day 1 (Strand E)

I know the name and role of the designated safeguarding officer and how to locate them. Name(s): Class/role:	Trainee initials when complete	Mentor initials to confirm completion
I have read the policies around safeguarding, child protection & PREVENT.		
I am aware of any procedures and policy around Covid-19		
I have read the staff behaviour policy (or staff code of conduct).		
I have read the health and safety policy including fire procedures & systems.		
I am aware of school systems e.g. security doors access, break/lunch times and routines, wet play systems.		
I have read the behaviour management policy incl. restraint/contact with pupils guidelines		
I have read the latest school OFSTED report and know the strengths and areas of focus for the school		

School co-ordinators and roles/responsibilities (Strand A, B and E)

	Name of co-ordinator	Class/role
English		
Mathematics		
Science		
Computing		
SENDCo		
Key Stage 1		
Key Stage 2		
Assessment		

Resources and school pedagogy (Strand B)

<i>Trainee and mentor to initial once complete</i>	Trainee	Mentor
School systems for photocopying and location/use of shared resources e.g. i-pads, practical science equipment		
Hall/gym timetables and any other shared space timetable system(s) in school		
Arrangements for start/end of the day for your class e.g. collecting/releasing		
The school's approach to early reading Name of phonics scheme (if appropriate):		
Approach/scheme and resources for teaching mathematics		
Resources and planning for foundations subjects		
Approach/resources and timetables for teaching computing		

Class knowledge (Strand B and D)

<i>Trainee and mentor to initial once complete</i>	Trainee	Mentor
Awareness of marking and assessment approaches used in the class.		
Awareness of any class reward systems used to support the behaviour policy		
Aware of with IEPs (Individual Education Plans), EHCPs (Education, Health and Social Care Plan) or any other specific needs/support within the class		
Discuss which pupils are eligible for pupil premium funding and how this money is used		
Discuss the home language and school support for EAL pupils		
Discuss classroom support e.g. TAs, 1:1, parent helper is available and how the teacher plans/communicates with additional adults to share their role.		

Engagement with pupils (Strand A)

<i>Trainee and mentor to initial once complete</i>	Trainee	Mentor
I have taken the class register		
I have accompanied my mentor/member of staff on playground duty (where possible)		
I have got to know the pupils' names through working with groups/supporting them		
I have accompanied a member of staff at start/end of day to observe interaction with parents and carers, and the routines for the arrival/departure of the children.		

Essential tasks/professional development (Strand B and E)

<i>Trainee and mentor to initial once complete</i>	Trainee	Mentor
I have spent time discussing curriculum coverage on the taught course so far and my reflections on my learning needs as a result (section 0.4 of the Trainee Portfolio)		
I have shared a live link to my 'Primary PGCE' OneDrive folder with my mentor, so this can be checked and accessed at any time		
I have prepared and organised the professional files and content in line with expectations of SE1		
I have completed my contextual analysis (see 'File 2: section 1' requirements - page 12)		
I have completed the expectations of focus area 1.1, including the team teach		
We have discussed teaching and focus area 1.2 expectations for next week		
Agreed when our joint PPA time will be each week and, where possible when my ½ day additional PPA and ½ day focus area/observation of other experts will take be		
Identified any opportunities to attend parents' evening/school events during SE1		

APPENDIX 1.1B – ESTABLISHING A POSITIVE CLASSROOM ETHOS

Class:	Notes to inform my own knowledge and practice
<p>How does the teacher begin the lesson?</p> <p><i>e.g. set the tone, manage transitions from previous activity/break, tapping into previous learning/prior knowledge</i></p>	
<p>How is a positive classroom ethos maintained by the teacher and any additional adults?</p>	
<p>How does the teacher establish themselves as the teacher in charge?</p> <p><i>(consider - voice, non-verbal communication, sharing their expectations)</i></p>	
<p>What organisational systems are used to support a positive working environment?</p> <p><i>e.g. pupil jobs/roles, managing transitions, groupings, resource distribution/use, visual timetables</i></p>	
<p>How does what you observe support what you have learned on the taught course so far?</p> <p><i>e.g. give examples of observing theory in practice</i></p>	
<p>What will you try or use in your own teaching?</p>	

APPENDIX 1.2 – BEHAVIOUR MANAGEMENT

Observation 1

Date:	Class:	Subject observed:
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FOCUS	OBSERVATIONS
Identify strategies that supported positive behaviour in this lesson.	
Outline any reward systems in place. How do 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 a) instances of low level disruption b) any particularly challenging behaviour? (additional strategies)	
Identify elements of the whole school behaviour policy that you observed	
How does what you observe support or challenge what you have learned on the taught course so far?	
Identify two ideas from this lesson which you might use or adapt in your own practice.	1. 2.

Observation 2

Date:	Class:	Subject observed:
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FOCUS	OBSERVATIONS
Identify strategies that supported positive behaviour in this lesson.	
Outline any reward systems in place. How do 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 a) instances of low level disruption b) any particularly challenging behaviour? (additional strategies)	
Identify elements of the whole school behaviour policy that you observed	
How does what you observe support or challenge what you have learned on the taught course so far?	
Identify two ideas from this lesson which you might use or adapt in your own practice.	1. 2.

APPENDIX 1.2B – COLLABORATIVE LESSON DECONSTRUCTION

Arrange to film a 10-15 minute video clip (use iphone, ipad, school technology) of you teaching a lesson input. The recording hardware should focus on filming you, you can reflect upon some of the children's responses and interactions as this will add to your reflection and analysis. *(NB: you must seek permission from your school mentor and the recording should be deleted by the end of SE1).*

With you mentor, watch and pause to discuss key aspects of your teaching, in particular looking at the focus areas that you have worked on so far such as:

- **how you share intended learning (L.O) and what pupils actively did to help evidence this (S.C).**
- **your teacher presence;**
- **how/if you establish a positive working ethos;**
- **behaviour management strategies;**
-

Date of clip:	Class/year:	Subject:
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Briefly set the context of video clip lesson (e.g. first lesson on shape, L.O, top set, week 2 of book study):

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Notes from collaborative analysis and reflection (e.g. what worked well and why? What could be improved and how? Effective pedagogy and subject knowledge and things to work on)

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Two SMART targets set as a result of mentor/trainee analysis and discussion

1.

2.

Trainee independent reflection (after collaborative discussion) – what did you learn from this? How will this impact on your planning and teaching?

APPENDIX 1.3 – LEARNING OBJECTIVES AND SUCCESS CRITERIA

Observation 1

Date:	Class:	Subject observed:
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FOCUS	OBSERVATIONS
How does the teacher share the intended learning of the lesson with pupils?	
How does the L.O align with the curriculum/scheme of work?	
How is prior knowledge checked/included during the lesson?	
How does the teacher check pupil confidence and/or progress against intended learning/S.C during different parts of the lesson?	
How does the independent work support evidence of the L.O and/or S.C?	
What were different groups of learners doing to evidence the L.O?	
How is support and resourcing used to ensure that all pupils can access and achieve the L.O/S.C?	
How does what you observe support what you have learned on the taught course so far? e.g. give examples of observing theory in practice	
What will you try, learn more about or use in your own teaching?	

Observation 2

Date:	Class:	Subject observed:
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FOCUS	OBSERVATIONS
How does the teacher share the intended learning of the lesson with pupils?	
How does the L.O align with the curriculum/scheme of work?	
How is prior knowledge checked/included during the lesson?	
How does the teacher check pupil confidence and/or progress against intended learning/S.C during different parts of the lesson?	
How does the independent work support evidence of the L.O and/or S.C?	
What were different groups of learners doing to evidence the L.O?	
How is support and resourcing used to ensure that all pupils can access and achieve the L.O/S.C?	
How does what you observe support what you have learned on the taught course so far? e.g. give examples of observing theory in practice	
What will you try, learn more about or use in your own teaching?	

APPENDIX 1.4 – ASSESSING AGAINST THE L.O/S.C TO INFORM NEXT STEPS

Subject:	Notes to inform my own knowledge and practice
What was the L.O/S.C for this lesson?	
How did your mentor assess during the teaching input and how did this link to the L.O? <i>e.g. targeted questions, pair/share, whiteboard work to elicit prior knowledge (be specific)</i>	
How did the teacher provide feedback to pupils during the lesson? Give examples.	
<p>For your selected focus group, mark the work focussing on the S.C to inform the L.O assessment</p> <p>Was the L.O adequately evidenced?</p> <p>How successful were children at evidencing the L.O/S.C?</p> <p>Who did or did not meet this? Why or why not?</p> <p>Where there any misconceptions evident?</p> <p>What would the next steps be for a) this group and b) anyone who did not meet the L.O/S.C?</p> <p>What written feedback would you provide?</p>	
<p>What did you learn from this observation and activity?</p> <p>How will this inform and influence your own planning and teaching?</p>	

APPENDIX 1.5 – COLLABORATIVE LESSON DECONSTRUCTION

Arrange to film a 10-15 minute video clip (use iphone, ipad, school technology) of you teaching a lesson input. The recording hardware should focus on filming you, but you can reflect upon some of the children's responses and interactions as this will add to your reflection and analysis. *(NB: you must seek permission from your school mentor and the recording should be deleted by the end of SE1).*

With you mentor, watch and pause to discuss key aspects of your teaching, reflecting upon:

- ☐ Use of questioning - how it was used, types of questions asked, frequency of question use, who answered and how?
- ☐ Active engagement - were all learners active in your input, if so, how? If not, why not? Which strategies were used to engage and involve learners? What worked/didn't work and why?

Date of clip:	Class/year:	Subject:
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Briefly set the context of video clip lesson (e.g. first lesson on shape, L.O, top set, week 2 of book study):

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Notes from collaborative analysis and reflection (e.g. what worked well and why? What could be improved and how? Effective pedagogy and subject knowledge and things to work on)

.

Two SMART targets set as a result of mentor/trainee analysis and discussion

1.

2.

Trainee independent reflection (after collaborative discussion) – what did you learn from this? How will this impact on your planning and teaching?

APPENDIX 1.6 – PLANNING FOR DIFFERENT GROUPS OF LEARNERS

OBSERVATION 1		Subject:	
L.O:			
Focus group context (e.g. Higher attaining maths group, LA/SEND English):			
How well did your group engage during the lesson input? (give examples)			
Did your focus group have any specific support during the input? (e.g. seating position for some pupils, targeted questions, additional resources, additional adult)			
Did your focus group meet the expectations of the independent task and L.O? If not, why not? (e.g. misconceptions, task not matching L.O)			
Next steps for your group? (e.g. next lesson, issues to address)			
OBSERVATION 2		Subject:	
L.O:			
Focus group context (e.g. Higher attaining maths group, LA/SEND English):			
How well did your group engage during the lesson input? (give examples)			
Did your focus group have any specific support during the input? (e.g. seating position for some pupils, targeted questions, additional resources, additional adult)			
Did your focus group meet the expectations of the independent task and L.O? If not, why not? (e.g. misconceptions, task not matching L.O)			
Next steps for your group? (e.g. next lesson, issues to address)			
YOUR REFLECTION How will you adapt and improve your planning to improve the outcomes of different groups of learners? What have you learned from this and how does this build upon taught course content?			

APPENDIX 1.7 – ASSESSMENT PROCESSES

□ Ask your mentor or the assessment coordinator about assessing pupils in your class/school

How does the teacher assess at the start of a topic or unit?

How does the teacher assess pupils at the end of a topic or unit?

How does the school assess at the end of a term?

Which subjects and areas are regularly summatively assessed?

How are assessment judgements made?

How/where is assessment data recorded?

How is assessment data used to inform targets, next steps and future planning?

REFLECTION:
What have you learned from this discussion?

How will this understanding impact upon your future planning?

How will you use the data to support your focus 1.8 planning task?

APPENDIX 1.8 – 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</u> (<i>Children will learn how to...</i>):</p> <p><u>Key Vocabulary:</u></p> <p><u>Game(s):</u></p> <p><u>Resource(s):</u></p> <p><u>Assessment</u> (<i>Most children will be able to / Some children will be able to</i>):</p>	<p><u>What went well:</u></p> <div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div> <div style="text-align: center;">✓</div> <p><u>Even better if:</u></p> <div style="text-align: center;">➤</div>
<p>Recommended resources (<i>books/scheme/website/practical equipment</i>) to share with tutor group:</p>	

APPENDIX A – SE1 ATTENDANCE RECORD

Trainee:

School:

Year group:

Mentor:

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						
WEEK 2	week beg.						
WEEK 3	week beg.						
WEEK 4	week beg.						
WEEK 5	week beg.						
WEEK 6	week beg.						
WEEK 7	week beg.						
WEEK 8	week beg.						
WEEK 9	week beg.						

KEY

- ✓ = In school all day
 Abs = Absent due to illness or other circumstance
 Abs (C-19) = Absent due to Covid-19
 Other = Please give details

APPENDIX B – TEAM TEACHING MODELS

TEAM TEACHING – WHY IS THIS EFFECTIVE AND HOW CAN IT HELP OUR TRAINEES DEVELOP?

Team teaching involves teachers working together purposefully, regularly, and cooperatively, to help a group of pupils of any age learn. Teachers together set goals for a topic or lesson then design lesson plans, teach students, and evaluate the results. We would encourage mentors to collaboratively plan the weekly overview and content of some lessons as part of the expert mentor role. Incorporating some team-teaching opportunities for the trainee, particularly in the first couple of weeks of placement, can also help the trainee gain from the expertise and experience of the mentor in a key stage or subject area that they may never have planned for or taught before. The robust discussions around decision making and pedagogy are also valuable learning opportunities.

Benefits to the trainee:

- ① The trainee sees the thinking and planning processes that a teacher goes through when planning lessons and planning for different needs/groups.
- ① Trainees have the opportunity to learn about teaching and improve their own teaching skills.
- ① Observing modelling key ideas and principles of practice and pedagogy can be observed and taken on more readily than only being ‘talked through’ approaches (theory into practice).
- ① It can help trainees to step out of their comfort zone.
- ① Pressure is reduced for trainees who are relatively new to the classroom. They can lead on an aspect of the lesson rather than the whole lesson.
- ① Analysis of the lesson, in terms of the mentor view of assessment and progress, the impact on learners and use of evidence, makes for a good two-way discussion and aids trainee reflection and understanding of good assessment
- ① Opportunities to support and model target areas will develop a better understanding of expectations and next steps for the trainee.
- ① Relationships and working collaboratively are both key elements of effective classroom environments. The trainee sees you as a supportive and experienced mentor and role model, not just their assessor and target setter.

Some models of team teaching that may be beneficial for a trainee to experience:

1) Team teaching

Both teachers plan lessons and work together to teach pupils. This helps pupils to see the teachers as equals and gives pupils the chance to ask questions and receive assistance during a lesson. This can be especially helpful for pupils for whom adaptations are needed in order to access lessons.

2) One teaches, one assists and/or observes or assesses

Having one teacher actively teaching frees up the other teacher to assist and give individual help as needed. Or the other teacher can observe. For instance, an observing teacher may collect information about how a child responds to different teaching approaches and about their attention and behaviour.

3) Station teaching

Teachers may be responsible for different parts of the lesson plan. This allows them to play to their teaching strengths. Pupils are divided into groups and move from one station to the other. Or the teachers rotate from group to group.

4) Parallel teaching

The class is split in half, and each teacher takes one group. Both groups are taught the same thing but in a different way.

5) Alternative teaching

One teacher handles a larger group of pupils. Meanwhile, the other teacher works with a small group on a different lesson or gives more support to struggling learners.

APPENDIX C – MENTOR WEEKLY FEEDBACK FORM

THIS SHOULD BE COMPLETED AND SHARED WITH THE TRAINEE EACH WEEK OF SE (EXCEPT WK 1 OF SE1)

Trainee:		School/Year group:		Mentor:	
Focus area this week:				Date:	
1. Focus area - please comment on the focus areas this week e.g. trainee engagement with key ideas, their development within this, teaching relating to it, reflection upon and improvement in understanding/teaching					
2. Lesson observation		Subject:		L.O:	
Observations from lesson					
•					
Subject knowledge within this lesson					
•					
Strengths of this lesson					
•					
3. Weekly review – please provide a short commentary on general progress and specific achievements for each strand since last meeting (please use examples where you can)					
Behaviour management (BM)					
•					
Pedagogy and planning (PP)					
•					
Subject and curriculum knowledge (SCK)					
•					
Assessment (A)					
•					
Professional behaviours (PB)					
•					
Trainee application of our ITT curriculum e.g. what pedagogy/approaches has the trainee used in lessons, where has knowledge and understanding developed or what have they had an opportunity to apply					
•					
4. Review of previous targets					
Has the trainee met the targets agreed and set last week? (please circle/highlight)			If not met or partially met has been selected, please provide more context and outline how the trainee can meet any gaps this week		
1. Met / Partially met / Not met					
2. Met / Partially met / Not met					
3. Met / Partially met / Not met					

5. Targets for this week	Actions/support to help address this target	Strand
<i>NB: Target 1 should relate to the focus area this week.</i>		
1.		
2.		
3.		

6. Overall summary - Are there any concerns that the trainee is not on track in a specific strand?

Please note: this should be considered in the context of the point of time in the school experience and what are reasonable expectations of trainees at that stage of their learning and/or teaching experience.

Behaviour management (S1 and S7)	Pedagogy and planning (S2, S4 and S5)	Curriculum and subject knowledge (S3)	Assessment (S6)	Professional behaviours (S8 and Part 2)
Y / N	Y / N	Y / N	Y / N	Y / N

NB: If **yes** is answered for any of the above strands then please discuss this and agree targets (above) to address the priority issues.

If the same concerns persist over more than two weeks then a Trainee Support Plan (please see Mentor Handbook for proforma and example) should be created and the university tutor/SD alliance lead informed.