

Phase A Help Sheet

Phase A 'Finding Out' – September to October half term				
Pedagogy			Relationships, Behaviour and Wellbeing	
How pupils learn (CCF2)	Classroom practice (CCF4)	Adaptive teaching (CCF5)	High expectations (CCF1)	Managing behaviour (CCF7)
<p>Through discussions and observations of classroom practice, I am starting to understand how teachers are accountable for the attainment, progress and outcomes of the pupils they teach.</p> <p>I am starting to demonstrate an awareness of pupils' capabilities and their prior knowledge when planning how much new information to introduce.</p> <p>I am starting to identify ways in which expert colleagues guide their pupils to reflect on the progress they have made.</p> <p>I am starting to show an awareness of how pupils learn and how this impacts on teaching. This also includes how working and long-term memory have an important role to play in learning.</p> <p>Through observation of expert colleagues, I am starting to understand how intentional language that promotes challenge and aspiration encourages pupils to take a responsible attitude to their own work and independent study.</p>	<p>From observing and acting on the instructions of expert colleagues, I can develop and teach with some resources and activities.</p> <p>I am prepared for practice by sharing observations and reflections of how subject teachers:</p> <ul style="list-style-type: none"> - Plan in the long, medium and short term - Adapt their planning and teaching in response to pupils' learning and understanding - Engage pupils and build on their interests - Plan for smooth transitions to maintain the focus on learning and a safe environment. <p>I am starting to understand in dialogue with expert colleagues how homework or other out-of-class work can sustain learners' progress and consolidate learning</p>	<p>From observing expert colleagues, I am starting to build an awareness of the need to adapt teaching to the needs and strengths of the individuals and groups I will be teaching by:</p> <p>Starting to identify key approaches that expert colleagues use to adapt their lessons whilst maintaining high expectations for all;</p> <p>Discussing how the school changes groups regularly, avoiding the perception that groups are fixed and groups are based on attainment;</p> <p>Being aware of a range of factors that are a potential barrier to achievement. I understand how expert colleagues use a range of strategies to reduce these barriers; this includes SEND, EAL, HPA, Pupil Premium pupils.</p> <p>Reflecting on the SEND Code of Practice which provides guidance on supporting pupils with SEND effectively;</p> <p>Observing expert colleagues across different year groups and key stages to understand how young people develop physically, socially and intellectually and how expert colleagues adapt their teaching accordingly.</p>	<p>I am starting to build a rapport with students I am observing/starting to teach.</p> <p>I am observing (and can discuss) how experienced colleagues: encourage students to participate and take risks, give praise meaningfully, set clear expectations and implement the school rewards and behaviour policy.</p> <p>Through observation and in dialogue with expert colleagues, I have a developing awareness of how teachers have the ability to affect and improve the wellbeing, motivation, behaviour and outcomes of the pupils they teach.</p> <p>When observing and talking to expert colleagues, I demonstrate professional behaviours and model the positive attitudes, values and behaviour expected of the pupils in my school placement.</p>	<p>In discussion with expert colleagues, I understand how routines are established at the start of the school year.</p> <p>Through observation, I am starting to understand how establishing and reinforcing routines (including positive reinforcement) can create an effective learning environment in accordance with the school's behaviour policy.</p> <p>I am starting to build good relationships with my classes.</p> <p>Through observation and dialogue with expert colleagues I can:</p> <ul style="list-style-type: none"> highlight some effective approaches used in order to involve and motivate pupils in their learning; reflect on how classes are managed effectively; how expert colleagues are able to balance exercising appropriate authority and sustaining good relationships with their pupils.

Curriculum	Assessment	Professional Practices
Subject and curriculum (CCF3)	Assessment (CCF6)	Professional Behaviours (CCF8)
<p>In discussion with expert colleagues, I understand the school's rationale for curriculum choices and how the school's curriculum materials inform lesson preparation.</p> <p>Through observation and dialogue with expert colleagues, I am starting to identify essential concepts, knowledge, skills and principles of my subject.</p> <p>I am starting to show an appreciation of the value of scholarship and its implications for professional practice.</p> <p>Through independent study, I am showing a commitment to updating and extending my subject and curriculum knowledge.</p> <p>I am able observing expert colleagues model high quality talk, using high utility and high frequency technical vocabulary in my subject.</p>	<p>I am starting to develop an understanding of assessment requirements for the subject/age phase I am preparing to teach.</p> <p>I am starting to develop an understanding of what formative and summative assessment is.</p> <p>I am observing how expert colleagues check for prior understanding, for pre-existing misconceptions and are monitoring pupil progress in individual lessons.</p> <p>I understand what a mark book/marksheet is and understand the different information featured in there.</p> <p>By looking at pupils' books, I am starting to build an awareness of marking expectations aligned to school policy.</p> <p>By observing expert colleagues, I am starting to identify how constructive verbal feedback is motivating and moves pupil along in their learning.</p>	<p>I can share observations and reflections on how expert colleagues contribute to the wider life and ethos of my placement school.</p> <p>I can work collaboratively with the teachers and support staff in my department. I can access departmental resources on the shared area and discuss with expert colleagues efficient time and task management.</p> <p>I am aware of the key staff in my placement school and who I might draw on for advice and information.</p> <p>I know who to contact with safeguarding concerns and have a clear understanding of what sorts of behaviours, disclosures and incidents to report.</p> <p>I can share reflections on how expert colleagues plan for and communicate with support staff.</p> <p>I value the feedback from more experienced colleagues and use this to develop my understanding of teaching and learning with the classes I have started to teach.</p>

Examples of ‘coaching style’ questions
To be used for focussed coaching episodes in Phase A

CCF2 How Pupils Learn
<ul style="list-style-type: none"> • Where can you look to see what pupils have learnt before? • Can you tell me what you have noticed how class teachers bring in prior knowledge from your observations? • Can you tell me how teachers break down complex material down into smaller steps? • How can you identify possible misconceptions – what have you discussed about this in Curriculum studies? • How do you ensure that students take a responsible and conscientious attitude to their work? What kind of words do teachers use to help with this?
CCF4 Classroom Practice
<ul style="list-style-type: none"> • Can you tell me about a lesson where the pupils were really engaged? What did the class teacher do to achieve this? • How do teachers make learning topical, linked to real-world events? Have you got any ideas for your first lesson? • What have you noticed about learning objectives that teachers use? Any particular language being used? • Can you explain the school’s homework policy? Have you seen teachers use it? • In your observations, can you see how teachers are adapting their curriculum to better suit the pupils needs? Can you tell me some examples of what you have seen?
CCF5 Adaptive Teaching
<ul style="list-style-type: none"> • What can you tell me about the school’s SEN policy? Who have you met (SENDCO for example) and how do you liaise with them to better adapt your teaching? • While you have been observing, can you give me an example of where a teacher has made an adaptation to the lesson to help a pupil to get involved in the lesson? Do you think the intervention was planned or ‘in the moment’? • When you planned the starter/plenary/resource, how did your planning adapt to individuals and groups of pupils’ learning needs? Give specific examples. • Do you know where to go to get data on your pupils? Are you aware of individuals’ assessments and targets and the support they should be receiving? • Have you set up your mark book – can you show me and explain the information you have in there? • Tell me about your plans to adapt your first lesson to suit the needs of your pupils in that class.
CCF1 High Expectations
<ul style="list-style-type: none"> • Can you give me some examples of where you have seen a teacher show high expectations in their class? • Where can you see policies in school that relate to high expectations around behaviour? Are these used consistently in the lessons you have observed? • Have you seen examples of where teachers are using praise effectively? Why does praise work? • Have you seen teachers that make the pupils feel really welcome in class – how have they done this? • Have you seen any teachers challenge inappropriate behaviour and comments to others? How did they do it?

- How do the teachers in this school move through the corridors? How do they establish respect outside the classroom?

CCF7 Managing Behaviour

- In your observations which teachers use the behaviour policy consistently – can you explain the policy to me?
- Why is it important to use the behaviour policy consistently?
- Can you see the value of clear instructions – have you had a chance to analyse how teachers give instructions?
- Have you noticed how teachers use non-verbal signals – can you give me some successful examples of where you have seen this happen?
- Have you seen how teachers use early interventions as an initial response to low level disruption? Can you give me an example?
- What are you supposed to do if you see bullying in your lesson or outside the classroom? What does the policy say?
- Can you share an example where you have challenged off-task behaviour? Have you had these opportunities yet?

CCF3 How pupils learn

- Why is it so important to teach our subject? Why should pupils learn it?
- What are the essential skills needed to teach our subject? Where have you seen these in your lesson observations?
- How do teachers make the links to the national curriculum obvious in their teaching?
- How does the department scaffold the national curriculum in our schemes of work? How was our curriculum designed – does it revisit key ideas through the key stages?
- The scheme of work gives an outline of what we teach and when – where have you seen teachers adapt the scheme of work to suit their classes/individuals?
- Can you talk to me about the misconceptions linked to the first lesson you will be planning? Have you thought about how this lesson links to previous knowledge (KS2 for example)?

CCF6 Assessment

- Can you explain the difference between formative and summative assessment? Where have you seen examples of each in a lesson?
- Have you started your mark book? Can you show me and talk me through the data you have in there.
- How do teachers check prior learning in their lessons – is there a school policy for this? Can you give examples of where teachers have drawn on previous learning (retrieval)?
- When you have been observing, can you see where the teachers are using questioning as a form of assessment? Can you give me some examples?
- Have you been accessing exam pro (or other sources) to see the language of assessment in exams? Can you see the importance of application questions?
- Can you tell me how the department marking policy works? How often do we mark and record pieces of work? How do we set homework and mark it?

CCF8 Professional Behaviours

- Are you aware of other colleagues in the school who can support you? Do you know when it is appropriate to approach them and what support they can offer?

- Do you understand how the school is supporting individuals with SEN, EAL or other additional needs? Are you aware of pupils who are 'at-risk'?
- How do you think you have integrated so far in school – what else can you do? Are there more people you need to meet if you have questions?
- Have you noticed how teachers work with teaching assistants both before and during the lessons? Can you give me some examples of effective practice? Do you have teaching assistants in any of your lessons and how will you let them know their role in your upcoming lessons?
- How will you deal with safeguarding concerns? What sorts of behaviour, disclosures and incidents do you need to report?
- Are you feeling like the workload is manageable at the moment? Talk to me about your organisation and how you are planning your activities.

Part 2 (Part 2 of the Teacher Standards)

- How can you show that you have a commitment to upholding the high standards of the teaching profession, within and outside school? Why is this important?
- Have you started to develop appropriate professional relationships with colleagues and pupils? Can you give me some examples of where you have built up an appropriate rapport with a pupil?
- Are you confident you will be able to safeguard pupils' well-being, in accordance with statutory provisions? Have you received relevant training in Child Protection/safeguarding? Can you articulate the school's policy if reporting a concern? What more do you need to know?
- Do you understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? How will you model this in your lessons?
- Can you explain the challenges of teaching in modern British schools?
- Are you aware of the Prevent strategy and its implications?
- Do you understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?
- Can you describe the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
- Have you been displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? Examples?