Phase B Help Sheet

Phase B 'Trying Out'- October half term – December				
Pedagogy			**Relationships, Behaviour and Wellbeing**	
How pupils learn (CCF2)	**Classroom practice (CCF4)**	**Adaptive teaching (CCF5)**	**High expectations (CCF1)**	**Managing behaviour (CCF7)**
Acting on the instructions and **continued observation** of expert colleagues, **I am starting to assume responsibility for the attainment,** progress and outcomes of the pupils I teach by: Using my understanding of pupils' capabilities and their prior knowledge **to plan my teaching and sequence lessons over time**; **Starting to show an awareness of how to guide pupils to reflect on the progress they have made.** This is starting to inform my planning and teaching; **Demonstrating knowledge and understanding of how pupils learn** in my lesson planning and teaching; **Discussing with expert colleagues how to design tasks** that promote progress towards an objective, including the **design of practice and retrieval tasks** to embed learning over time. **Alongside expert colleagues, I am starting to encourage pupils to take a responsible and conscientious attitude** to their own work and study by: **Setting tasks that stretch pupils,** but which are achievable within a challenging curriculum. **Using intentional and well-planned language** that promotes challenge and aspiration.	**Under the guidance of expert colleagues**, I can **plan individual lessons that are appropriately structured** and that begin to consider pupils' prior knowledge and capabilities. Lessons have the potential to engage pupils. **I am starting to be aware of how to use lesson time effectively.** I can introduce **new material in steps**, linking new ideas to prior learning. I am starting to develop my use of **questioning** to check pupils' understanding and break down problems. **I am starting to use guides, scaffolds and worked examples** to help pupils apply new ideas. I am **developing my understanding and practice of effective modelling**. I am starting to understand how **high-quality classroom talk** can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. **Under the guidance of expert colleagues, I review and reflect on my own planning** and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning and am becoming more confident in my planning and delivery. **I am starting to set homework** and plan other out-of-class activities where appropriate to consolidate knowledge and understanding that pupils have acquired	**I can recognise the needs and strengths of the individuals and groups I am teaching.** **I can discuss when it is appropriate to intervene and provide personalised support** for individuals and small groups (rather than planning lots of differentiated resources). **I am aware of a range of factors that are a potential barrier to achievement** and with observation and guidance I am **starting to use different approaches** to overcome these barriers. **I have some understanding of the challenges and opportunities of teaching in a diverse society** appropriate to school context. **I have some understanding of the role of available support staff** who support pupils in my subject area; I am starting to liaise with the school SENCO. **I am starting to build my understanding of the needs of all pupils,** including SEND, EAL, High Prior Attainers and Pupil Premium pupils. **Alongside expert colleagues, I am starting to evaluate distinctive teaching approaches** to support and engage the pupils I am teaching.	**I am continuing to build my rapport with a range of individuals** and groups I am teaching. **I am demonstrating** in my teaching how a culture of mutual trust and **respect** supports effective **relationships** and an atmosphere conducive to learning. **I am starting to develop clear behavioural expectations** in line with **school policy** and I am beginning to **apply rewards and sanctions** as appropriate. I **am starting to praise pupil effort** in a meaningful and measured way. **Under the supervision** of expert colleagues, I am **planning lessons** which stretch and **challenge pupils.** **I am starting to use strategies** that support the learning and progress of **individuals** and **groups** of all backgrounds and abilities. **I can demonstrate and model the positive attitudes,** values and behaviour which I expect of my pupils and support the ethos of the school.	**I am starting to establish clear rules** and routines for behaviour in my classes by **applying the school's behaviour policy** to establish a supportive and inclusive environment. **I am starting to manage my classroom effectively, sometimes acting decisively when necessary.** **I am developing good relationships** with the classes I teach, managing a good level of **motivation** and involvement of pupils in my lesson and understanding that a **predictable and secure environment** benefits all pupils and is particularly valuable to pupils with special educational needs. I understand when to **seek additional support** in addressing the needs of pupils who **demonstrate challenging behaviour.** I can **show an understanding** of how **barriers to learning** can impact on **pupil behaviour** and I have started to apply strategies to address these appropriate to pupils' needs, **working alongside experienced staff and support staff as appropriate.**

Curriculum	Assessment	Professional Practices
Subject and curriculum (CCF3)	**Assessment (CCF6)**	**Professional Behaviours (CCF8)**
In discussion with expert colleagues, I can identify key concepts, knowledge, skills and principles in the subject I teach. **I discuss** how to help pupils master important concepts in my subject for instance by **using analogies, examples, illustrations, explanations and demonstrations;** **using varied resources and materials aligned with the school curriculum;** being aware of **common misconceptions** and (with support) starting to anticipate these in my planning. **I am observing how expert colleagues** plan regular review and practice of key ideas including **retrieval tasks,** spaced practice and **worked examples** and I am starting to embed these ideas into my planning. **I show the ability and readiness to extend and update my subject,** curriculum and **pedagogical knowledge**. I promote the **value of scholarship.** **I am analysing with expert colleagues how to model high quality talk** using high utility and high frequency technical vocabulary in my subject. **And where appropriate, how to teach different forms of writing** (modelling, planning, drafting and editing) and approaches to **reading comprehension** (asking questions, making predictions and summarising when reading) **I understand approaches used at KS2** to support early reading.	**I am continuing to develop my understanding of assessment requirements in my subject/age phase.** **In dialogue with expert colleagues**, I know how to plan **formative assessment** tasks that link to lesson objectives and think ahead about what would indicate understanding. I am developing my use of **questioning to probe** for understanding and identify any knowledge gaps and misunderstandings. **I am starting to understand how to scaffold self-assessment** by sharing model work with pupils, highlighting key details. **I am starting** to **understand how school and pupils' data** is used to set targets for groups and individuals and I use that knowledge to monitor progress in the classes I teach. **With guidance from expert colleagues**, I am starting to **monitor pupil progress** and maintain accurate records. I am starting to understand which data is useful for improving pupils' outcomes. **Under the supervision of expert colleagues**, **my written and verbal feedback to pupils focusses on specific actions.** I provide time for pupils to respond to my feedback in lessons and discuss how pupils' responses to feedback can vary. I **am starting to identify efficient and alternative approaches to providing feedback** (e.g., using whole class feedback, using abbreviations/codes in written feedback, prioritising errors related to misunderstanding rather than careless mistakes when marking).	**I play a role in contributing to the wider life and ethos of the school.** (e.g., joining a tutor group, TA, extra-curricular club, attendance at staff meetings and whole school training). I am building a **good rapport with various colleagues** and have the skills required to work collaboratively. **I know who to contact with safeguarding concerns** and understand what behaviour, disclosures and incidents to report. I know when to ask for information and **advice from specialist staff** about individual pupils with specific needs such as the SENCO and pastoral leaders. **I know how to access departmental resources** on the shared area and adapt these to develop my own planning and teaching for my classes to support efficient time management. **I share intended lesson outcomes with available TAs** ahead of the lesson, understanding that TAs supplement rather than replace support from teachers. **I value the feedback from more experienced colleagues and use this to develop my own teaching and reflective practice** alongside continued observation and learning from research. I know how to **seek out opportunities** to develop my own professional learning. **I am strengthening my subject and pedagogical knowledge by participating in wider networks.** **I can reflect on the progress I have made, recognising both strengths and areas for development under the guidance of expert colleagues.** **I observe how expert colleagues communicate with parents/carers** proactively and where appropriate, make effective use of parents' evenings to support pupils' achievements and monitor pupil wellbeing. I discuss with expert colleagues the need to protect time for rest and recovery and the sources of support available to support good mental health and wellbeing.

Examples of 'coaching style' questions
To be used for focussed coaching episodes in Phase B

CCF2 How Pupils Learn

- Can you show me some examples of where you have planned with pupil prior knowledge considered? How did you draw on their previous knowledge? Did you anticipate their level of knowledge appropriately?
- How are you reducing the complexity of a task to ensure that pupils are not overloaded? Talk to me about an example of where you have done this and the positive effects.
- Have you taught some lessons that show how you have scaffolded information in your teaching? Was the technique effective for all pupils?
- Have you noticed any interesting/surprising misconceptions from the pupils that you have taught recently?
- Are you starting to get pupils to take conscientious attitude to their learning? What methods seem to be working and which are not so effective?
- Can you discuss your CS sessions that focus on how pupils learn – can you link cognitive load theory to a lesson you have taught recently?
- Are you able to plan for effective retrieval in your lessons? What methods are you using to see what the pupils have remembered from last lesson?
- 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

- Can you tell me about a lesson that you have taught that the pupils were really engaged? What made the lesson so engaging, how can you plan for this again?
- Talk to me about a lesson or series of lessons where you have linked the content to the real world and real-life examples. Show me the resources you used. What examples have you got for future lessons?
- How easy have you found planning lesson objectives? Talk me through how you scaffold your objectives for your lessons – any particular language that you use?
- Have you set homework? What have you set and how well did the pupils respond? Did they learn anything from the homework?
- Have you started to use modelling in your lessons? Have you evaluated the effectiveness of the models you used? Did you encourage the pupils to evaluate the model in your teaching?
- Have you been encouraging pupils to engage in group talk in your lessons? What are the benefits of pupils talking to each other?
- Are you planning your key questions for your lessons – why is this important? Are you using effective 'thinking time' for your questions?
- Are you evaluating all your lessons – shall we have a look at the written evaluations for the last lessons and see if there is a pattern in your reflections for us to talk about.

CCF5 Adaptive Teaching

- Let's talk about one class and the pupils needs in this class. How do you know which pupils need adaptations to the curriculum from the data that you have available in your mark book?

- How have you adapted a lesson for a pupil with a particular SEND? Talk me through your planning process, the resources you have made and the outcome for the pupil. What have you learnt from evaluating the success of these strategies?
- Can you talk to me about the seating plan for 'class X'? Are you sure you have all the pupils in the right seats to help them to focus on their learning?
- Can you show me some resources that were designed to be not only informative but also engaging and adapted to the age/ability range of the pupils. Why did you plan the resource like this and was it effective?
- Are you making effective use of teaching assistants in your classes? Are you letting the TA know about the lesson in plenty of time for them to prep for the lesson?
- Are your questions accessible to all the pupils in your lessons? Have you evaluated your questions? Are you planning for hands up/down, or to ensure that you have equity of opportunity in your lessons for responses?

CCF1 High Expectations

- Is there a class that you feel could benefit from higher expectations in terms of behaviour? Are there particular pupils that you need help with? Have you been to see them in other lessons?
- Do you think you are using the school behaviour policy consistently in your teaching? Where do you think you could improve? What aspects of the policy are you finding challenging to enact?
- Do you think your lessons are stretching the pupils enough? Can you give some examples that have been effective and discuss where you may have to pitch the lesson differently?
- Let's talk about the balance of praise and sanctions in your lessons – can you give me some examples where it has been going well and some where you still think there is improvement to be made.
- Are you making your lessons as engaging and stimulating (and relevant) as they can be? Shall we compare some successful lessons with some that have been less so?

CCF7 Managing Behaviour

- In your lessons, are you using the behaviour policy consistently – can you explain where you are having some success and where you are still finding it tricky?
- What do you perceive as the main behaviour challenges in your teaching? What are you doing to address these?
- What strategies have you used to establish good relationships with pupils? To what extent have these been successful? How are your behaviour management strategies changing as your relationships with pupils develop?
- To what extent do you consider classroom management issues when selecting learning activities, organising groups and selecting and organising resources?
- How do you effectively liaise with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet academic and behavioural expectations in both formal and informal settings?
- To what extent do you provide clear instructions in class relating to your expectations of pupil behaviour? Do you think your instructions can be understood easily in your lessons?

- How are you checking pupils' understanding of instructions before a task begins?
- Are you following up your instructions with positive reinforcement?
- Have you been evaluating your non-verbal communication in your lessons – do you always have to say what the pupils need to do, or are there other ways to communicate and idea?
- How are you using early interventions as an initial response to low level disruption?

CCF3 How pupils learn

- How are you adapting the resources in the department? Can you show me an example of a lesson from the scheme of work that you have adapted for your lessons?
- Do you have a better understanding of how the school's curriculum is scaffolded now that you have been teaching it for a while? Can you explain it?
- Can you talk to me about examples of how you have been encouraging writing in your lessons? Can you show me an example?
- Let's discuss the range of techniques that you have been weaving into your lessons. Can you show me examples of demonstrations, modelling, analogies, illustrations (for example) in your planning? Do you think you are bringing enough variety into your lessons?
- Can you discuss an example of where you have inspired pupils in your subject?
- How do you use retrieval and spaced practice to build automatic recall of key knowledge? Can you give me an example?
- How do you draw explicit links between new content and the core concepts in your subject? Can you give me an example?
- Are you using enough examples of 'real context' links in your lessons?

CCF6 Assessment

- Do you understand the statutory assessment requirements in your subject and phase? Can you explain this? Have you taken part in any exam preparation yet?
- Are you actively using school and pupil summative data to set targets for groups and individuals? Are you using this knowledge to monitor progress in the classes I teach? Have you noticed any pupils not making enough progress yet?
- How are you structuring tasks and questions to elicit knowledge gaps and misconceptions? Do you have some evidence in your planning to show this?
- When questioning, do you get pupils to elaborate? Do you get pupils to expand on their answers?
- What formative assessment strategies are you using? Can you justify why you use specific strategies?
- Have you taken part in any assessment marking yet? Are you able to follow the school policy for marking?
- What data have you record from the assessment data you collect? What is its purpose? How do you use this information to inform your planning, teaching and subsequent assessment?

CCF8 Professional Behaviours

- Are you aware of the pupils in your classes that need additional support? Are you planning appropriately for these pupils?
- How do you seek feedback and critique from mentors and other colleagues? How are you managing the feedback that you are getting from colleagues?
- Have you managed to get involved in wider aspects of school life? Have you taken part in duties or clubs?
- How are you sharing intended lesson outcomes with teaching assistants ahead of lessons?
- How have you dealt with safeguarding concerns? What sorts of behaviour, disclosures and incidents have you needed to report?
- Are you protecting your time for rest and well-being? Are you aware of the sources of support available to support good mental well-being?
- How are you engaging in professional development opportunities and how do these impact on your pupils' learning? (eg strengthening pedagogical and subject knowledge by participating in wider networks). Are you managing to bring in all the elements of your university CS programme?
- How are you continuing to extend your subject and pedagogic knowledge as part of your lesson planning?
- How are you reflecting on the progress you have made, recognising your strengths and identifying next steps for further improvement. What are your current targets and what has gone well recently?

Part 2 (Part 2 of the Teacher Standards)

- How are you showing that you have a commitment to upholding the high standards of the teaching profession, within and outside school? Do you have any evidence for this?
- 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 are 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 modelling this in your lessons?
- Can you explain the challenges of teaching in modern British schools? Are you able to see this more vividly now you are teaching? What are the 'real' challenges?
- 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? Are you being careful? Is this a challenge for you?
- Are you upholding 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?