

Phase D Help Sheet

Please use these prompts and questions in mentor meetings and observation feedback

Phase D 'Moving On' February half term - Easter

Trainees on all secondary programmes (PGCE, SD and SDS) move to a second placement school from February half term to Easter. For PGCE this placement continues into Phase E. SD and SDS trainees return to their main placement school in Phase E.

Moving to a new professional practice setting, trainees start to teach new classes with a new mentor in a contrasting placement school – as such some of the prompt questions below are taken from the previous phases to enable you to ask them how they are settling in.

Phase D is a challenge for all trainees. They must settle into a new school with all new routines and a new mentor who has different ways of teaching and feeding back to them. For some it can take some time to find their feet and we may feel that we are asking less of them than you did for your previous trainee, but this is perfectly normal. However, they are now much more aware of what life is like as a teacher and 'how schools work', so we do not expect it to take too long for them to get used to the new systems in this new placement and start to progress in their teaching.



This help sheet is divided into 2 distinct areas:

1 – Statements that link directly to the Core Content Framework (CCF). These statements allow you to see how your trainee is progressing and where to tell them to focus more attention. The CCF is an entitlement for the trainees. Please use these statements both in lesson feedback and in mentor meetings. Note the change in language from Phase C to this phase.




2 – A series of questions to use in mentor meetings and lesson feedback. They are stage appropriate – for Phase D we have carried over some questions from other phases to acknowledge the new learning that a trainee must embark on when they change placement. The questions are the same as for Phase C to acknowledge that when the trainees move on and acclimatise to a new placement they are unlikely to make big strides forward compared to the end of Phase C. Phase E questions will be more challenging.

Asking questions is essential at this stage of their development – your trainee has had more than 6 months of experience and should be able to reflect on many situations and suggest their own improvements and identify strengths in their practice. This is an essential part of them forming their own teacher identity.

Phase D 'Moving On' – February half term – Easter

Pedagogy 			Relationships, Behaviour and Wellbeing 	
Strand 2 - CCF	Strand 4 - CCF	Strand 5 - CCF	Strand 1 - CCF	Strand 7 - CCF
<p><u>I am assuming more responsibility</u> for the attainment, progress and outcomes of the pupils I teach by: -</p> <p>understanding my <u>pupils' capabilities, prior knowledge and attainment;</u></p> <p>planning for <u>pupil progression</u> over the <u>short and medium term;</u></p> <p>discussing with expert colleagues how to identify possible <u>misconceptions.</u> My planning and classroom practice shows how I prevent these from forming;</p> <p>providing <u>pupils</u> with the <u>opportunity to reflect on their own learning</u> which in turn informs my future planning and teaching;</p> <p>making good use of my knowledge and understanding of <u>how pupils learn including breaking down complex material into smaller steps,</u> providing <u>exemplars</u> and planning for purposeful practice.</p> <p>Much of the time, pupils are encouraged to take a responsible and <u>conscientious attitude to work by setting high expectations.</u> I am developing my use of <u>intentional language</u> that promotes challenge and aspiration.</p> <p>I use my knowledge of effective teaching strategies to <u>encourage independent learning</u></p>	<p><u>I can plan individual lessons</u> that take account of the <u>needs of groups of pupils and individuals and adapt my teaching</u> to ensure pupils can access the learning and make progress.</p> <p>I am developing my understanding of <u>how to use lesson time</u> effectively by:</p> <p>considering and implementing a range of <u>questioning strategies</u> in response to pupils' needs and understanding;</p> <p><u>using guides, scaffolds and worked examples</u> to help pupils apply new ideas;</p> <p>continuing to develop effective <u>modelling;</u></p> <p><u>responding flexibly</u> to what is happening in the classroom and <u>adapting</u> my teaching in accordance with <u>pupils' needs.</u></p> <p>I am developing my understanding of how <u>deliberate practice</u> is an integral part of effective teaching.</p> <p>I am developing my use of <u>high-quality classroom talk</u> in my planning and delivery of lessons to support pupils articulating key ideas, consolidate their understanding and <u>extend their vocabulary.</u></p> <p>I am exploring how <u>paired and group activities</u> can increase</p>	<p>I can <u>adapt my planning</u> and teaching appropriately to enable pupils to be taught effectively and support progression in learning. For instance;</p> <p>I can <u>plan to connect new content</u> with pupils' existing knowledge.</p> <p>I can <u>build in additional support</u> into my planning when necessary, using a <u>range of strategies</u> to support the underperformance of individuals/groups of learners.</p> <p>I can <u>reframe questions</u> to provide greater scaffolding or stretch.</p> <p>I have a secure <u>understanding</u> of how a <u>range of factors can inhibit pupils' ability</u> to learn and how best to overcome these.</p> <p>Much of the time, I can <u>adapt my teaching to support pupils' learning at different stages of development,</u> including the appropriate <u>deployment of available support staff or working closely with the school SENCO.</u></p> <p>By <u>evaluating my lessons,</u> I can <u>adapt my teaching to meet</u> the needs of pupils, including <u>SEND, EAL, High Prior Attainers and Pupil Premium pupils.</u></p>	<p>I am able to develop a <u>rapport with a range of individual groups</u> and establish a <u>safe and stimulating environment,</u> rooted in mutual trust and <u>respect</u> in which pupils are <u>encouraged to participate and contribute.</u></p> <p>Under the supervision of expert colleagues, I seek opportunities to <u>engage parents/carers</u> in the education of their children.</p> <p>I can maintain <u>clear behavioural expectations using rewards and sanctions in line with the school behaviour policy.</u></p> <p>I can <u>acknowledge and praise pupil effort</u> and emphasise the progress they have made.</p> <p>I <u>set high expectations of pupils</u> in the classes I teach, using language that promotes challenge and aspiration and <u>setting tasks that stretch pupils</u> appropriately.</p> <p>I use <u>strategies that support the learning and progress of all individuals and groups of all backgrounds and abilities.</u></p> <p>I can <u>demonstrate and model the positive attitudes, values and behaviour</u> which I expect of my pupils and <u>support the ethos of the school.</u></p>	<p><u>Under the supervision of expert colleagues,</u> I can establish a <u>supportive learning environment with clear rules and routines for behaviour, taking responsibility for promoting good behaviour in classrooms and around the school..</u></p> <p><u>Pupils show positive attitudes towards me,</u> their learning and <u>each other,</u> allowing lessons to flow smoothly. This might be evident in my ability to:</p> <p><u>maintain good relationships with pupils;</u></p> <p><u>give clear instructions;</u></p> <p><u>check pupil understanding before starting a task;</u></p> <p><u>use consistent language and non-verbal signals</u> for classroom directions;</p> <p><u>use early interventions to manage low level disruption;</u></p> <p><u>use praise effectively;</u></p> <p>plan for lessons which <u>stretch</u> and challenge all learners;</p> <p>sometimes acting decisively to support a positive climate for learning.</p> <p>I understand when <u>to seek additional support in addressing the needs of pupils where significantly challenging behaviour</u> is demonstrated and when tackling</p>

	<p>pupils' success through careful grouping, guidance, support and practice.</p> <p>According to school context, I am developing my understanding of what metacognition is and how it might support pupil learning.</p> <p>By evaluating my lessons, I am able without support to select the best approaches to suit the subject, task and pupil.</p> <p>I can plan for purposeful homework/out of class activities in line with school policy that extend and consolidate pupils' existing knowledge and understanding.</p> <p>I work collaboratively with expert colleagues; I am starting to share my resources and ideas more widely with my department.</p>	<p>I have a developing understanding of how to engage and support pupils with particular needs and I am able to evaluate the progress of individual learners through ongoing formative assessment.</p>		<p>issues of bullying including cyber and prejudice-based bullying.</p> <p>I manage a good level of motivation and involvement using a range of approaches appropriate to pupils' needs. I understand what the differences between intrinsic and extrinsic motivation are and why they are important in helping motivate pupils in the classroom.</p>
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Curriculum 	Assessment 	Professional Practices 
<p align="center">Strand 3 - CCF</p>	<p align="center">Strand 6 - CCF</p>	<p align="center">Strand 8 – CCF</p>
<p><u>I am continuing to develop knowledge of my subject and curriculum area.</u></p> <p>I can <u>foster and maintain pupils' interest</u> in the subject and at times address pupils' <u>misconceptions</u> in my planning and teaching.</p> <p>I link what pupils already know to what is being taught, <u>drawing links between new content and the key concepts</u>, knowledge and skills in my subject.</p> <p>I understand how <u>learning progresses across the subject/curriculum age phases I have been training to teach in.</u></p> <p>Building on Phase B, I use <u>regular purposeful practice of what has been previously taught</u> to help pupils remember what they have learned.</p> <p>I am able to <u>demonstrate how I extend and update my subject</u>, curriculum and pedagogical knowledge as a key element of continuing professional development.</p> <p><u>I promote the value of scholarship</u> and can see how this helps to develop my professional practice.</p> <p>I can <u>model high quality oral language</u> (high utility and high frequency technical vocabulary) Where appropriate, and building on from Phase B, I can teach and model different forms of writing and reading comprehension.</p> <p>I understand approaches used at KS2 to support early reading.</p>	<p><u>I am developing my understanding of assessment requirements in my subject/curriculum/phases.</u></p> <p>I am <u>developing a range of formative and summative assessment strategies that link to learning objectives.</u></p> <p>I discuss with expert colleagues how to <u>choose materials for summative assessments.</u></p> <p>I can <u>structure tasks and questions</u> to identify prior knowledge, knowledge gaps and misconceptions and <u>prompt pupils to elaborate when responding to check secure understanding.</u></p> <p>I understand how to <u>scaffold self-assessment</u> by sharing <u>model work with pupils</u>, highlighting key details and with support. I know how to ensure <u>pupil feedback is specific</u> and helpful when using peer and self-assessment.</p> <p><u>I keep accurate records and monitor progress</u> in the classes I teach, <u>recording data only when it is useful</u> for improving pupils' outcomes. I can draw conclusions about what pupils have learned by <u>looking at patterns of performance over a number of assessments with the support of expert colleagues.</u></p> <p><u>My written and verbal feedback to pupils focusses on specific actions.</u> I provide time for pupils to respond in lessons.</p> <p>With support I identify <u>efficient approaches to assessment and feedback</u>, so it does not have a disproportionate <u>impact on workload.</u></p>	<p>I understand and <u>support the ethos of the school and have contributed to the wider life of the school in appropriate ways.</u></p> <p>I have developed a <u>good rapport with the teachers and support staff</u> in my department and the wider school.</p> <p>I know who to contact with <u>safeguarding</u> concerns and understand what behaviour, disclosures and incidents to report.</p> <p>I continue to seek opportunities to ask for information and advice from <u>specialist staff about individual pupils with specific needs such as the SENCO and pastoral leaders.</u></p> <p><u>I access departmental resources on the shared area and adapt</u> these to develop my own planning and teaching for my classes to support efficient time management.</p> <p><u>I share intended lesson outcomes with available TAs</u> ahead of the lesson, understanding that TAs supplement rather than replace support from teachers.</p> <p><u>I value feedback</u> and use this to develop my own teaching and <u>reflective practice alongside continued observation</u> and learning from <u>educational research</u>. I am starting <u>to engage critically with research</u> and use evidence to critique practice.</p> <p><u>I reflect with greater autonomy on my progress,</u> recognising my strengths and identifying steps for further improvement.</p> <p>Where appropriate, <u>I assume some responsibility in developing effective relationships with parents/carers and communicating with them,</u> both verbally and in writing in relation to pupils' achievements and wellbeing and in response to individual pupils' emergent needs – for instance phoning home, attending parents' evenings, writing emails, writing reports, etc</p> <p><u>I recognise the need to protect time for rest and recovery. I am aware of the support available for good mental health and wellbeing.</u></p>

In this next section you will find some prompts to help with your feedback after lessons and in mentor meetings – please do not feel that you must use them exactly as they appear here, they are for guidance. They are written for post lesson reflections but change the wording a little and they can be used in mentor meetings.

For Phase C and D it is essential that the trainees **find agency in their development** – they need to be leading the reflections following their lessons. As such the role of the mentor moves more away from ‘telling’ the trainee how to improve and what went well, to a more coaching-based model where mentors ask the trainee questions to enable them to reflect and discuss where the lesson had strength and where they need to improve and how to do this. **Think of it more of a post lesson interview rather than an instructional session.**

When observing lessons, it can be a good idea to **note some questions in the lesson observation form** (or just prompt words) that you then use to lead the questions in the feedback session.

Focus on Pedagogy (CCF strands 2, 4 and 5)
Strand 2 of the CCF - How Pupils Learn
<p>Mid Placement – Stages C to D</p> <ul style="list-style-type: none"> • How did you plan practice and retrieval tasks for this lesson, talk me through your planning process? Were the techniques effective for all pupils? • This was a tricky concept to get across, talk to me about the scaffolding that you used in your lesson. • Do you think you used enough examples that link to what pupils know? Did you link your lesson to the ‘real world’ enough? • Did you consider misconceptions in your planning – did you manage to elicit the pupils’ misconceptions effectively? • Let’s talk about your questioning.....Can you tell me how you chose which pupils to participate in the lesson? (You could choose a particular episode of the lesson to focus on where you think there might have been some bias in the questioning or that the trainee did not weave in enough wait time). • How do you think the pupils progressed in this lesson – how can you know that (named pupil) has moved on from last lesson? What techniques have you used? • Talk to me about how you planned to reduce/account for cognitive load in your lesson? Were these techniques effective?
Strand 4 of the CCF - Classroom Practice
<p>Mid Placement – Stages C to D</p> <ul style="list-style-type: none"> • Talk me through the modelling that you used in the lesson – how can you tell that it was effective? (Choose an episode of modelling from the lesson to focus on and reflect on). • Do you think you built in enough opportunities for independent pupil work in this lesson? How could you have adapted the lesson to allow for this? • Did you build in enough opportunities for pupils to practice on their own? Can you evaluate how much you lead the pupils and how much you left them to work independently? • How effective was the paired or group work in this lesson? Can you be sure that all pupils were working? • Looking at your plan, can you show me where you were using questioning to encourage understanding. Talk me through your thought processes and what answers you were expecting from the pupils. Was your questioning effective? How can you tell? • Do you think this lesson was challenging enough for the pupils? Did they enjoy the challenge? • Did you plan homework? Did you follow the school policy?

Strand 5 of the CCF - Adaptive Teaching

Mid Placement – Stages C to D

- How did you adapt the curriculum for this class? What techniques did you use (scaffolding, imagery, modelling, etc) to enable all pupils to move forward in this lesson? Can you explain when and why they are used? For instance, how do you adapt your teaching to meet the needs of pupils with SEND, EAL, High Prior Attainers and Pupil Premium students?
- Did you focus on any particular group or pupil for your personal attention in this lesson – tell me about that. Were your interventions effective?
- Did you find yourself rephrasing a question or changing the way the pupils answer to adapt in action in the lesson?
- Do you think the seating plan is working? Are there any groups/individuals that might need to move to be able to focus better?
- Do you think you made effective use of teaching assistants and other adults in your classroom? How can you improve on your practice here?
- Were you asked any questions you did not know – what was your response to this?
- How well do you know this class – how can you find out more?

Focus on Relationships and behaviour (CCF strands 1 and 7)

Strand 1 of the CCF - High Expectations

Mid Placement – Stages C to D

- Can you talk me through an incident in this lesson where you motivated a pupil to improve their work or behaviour?
- Do you think you were a role model in this lesson? What do you look like and seem from the pupils' perspective?
- Are your expectations for the pupils' work rate and behaviour high enough? Let's discuss this – what do you think? Can you identify the language you use that communicates high expectations?
- Did you ensure tasks were relevant and engaging?
- Were your resources to a high-quality standard that shows pupils the effort we expect from them?
- Do you think you could ring home about a pupil that did very well today, or do you need to ring home to ask for parental support with the behaviour of a pupil?

Strand 7 of the CCF - Managing Behaviour

Mid Placement – Stages C to D

- Did you use the behaviour management policy consistently in this lesson? Talk me through when you used the policy.
- Were there episodes in the lesson when you should have used the policy more effectively? How could that have changed the lesson?
- What strategies have you used to establish good relationships with pupils? To what extent have these been successful? Give me some specific examples.
- Did you think about the behaviour of the pupils in your planning – let's look at the lesson plan and show me where you could have considered the movement and behaviour of pupils.
- Are you encouraging the pupils to be more mindful of their own behaviour and help them to regulate it themselves? What language do you use for this?
- Are there any pupils in here that you have seen in other lessons or have spoken to other professionals about? Do you think there are more pupils that you can do this for in this class?
- How was the content of this lesson motivating for the pupils? Was the lesson engaging enough to ensure that the pupils were focussed?
- Did you encourage the pupils to work independently and be driven to work without assistance? Did this lesson build up pupil motivation and resilience?

Focus on Subject and Curriculum (Strand 3 of the CCF)

Strand 3 of the CCF – Subject and Curriculum

Mid Placement – Stages C to D

- How did this lesson fit in the department scheme of work? How did you adapt the lesson to suit these pupils?
- What were the potential misconceptions for this lesson and how did you plan and adapt for these?
- Do you think you had secure knowledge to teach this lesson? How did you build up your knowledge to plan and teach this lesson?
- How did you find out the prior knowledge of the pupils at the start of the lesson – do you think that all the pupils were engaged in this section? What can you do to improve their attention at the start of the lesson?
- Did you think about the ‘fundamentals’ of this lesson? Can you explain what the core knowledge or skills that was essential for this lesson to progress well – did you make that clear to the pupils?
- Did you encourage the pupils to be critical and have a voice about what they were learning? Did you build in discussion, if not, how can you do that next lesson?
- Give me an example of where you linked the content to the lives of the pupils – did you bring in wider world context? Is your subject knowledge good enough to think about real life examples? How can you improve this?
- Did you provide clear explanations? Did you use analogies, practical examples, resources and visual images and modelling where appropriate in explanations? Talk to me about the effectiveness of these techniques for particular pupils.
- Did the pupils have enough chances to talk in your lesson and discuss the content? How can you plan for this in the future?

Focus on Assessment (Strand 6 of the CCF)

Stand 6 of the CCF - Assessment

Mid Placement – Stages C to D

- Talk me through your planning for assessment for this lesson? When were you planning to find out how far they had progressed in the plan?
- What formative assessment strategies did you use in this lesson? How did you use the assessment knowledge to adapt the rest of the lesson?
- Were there some aspects of the lesson that the pupils found particularly difficult, how do you know this, how did you find this out?
- Are you sure that you are assessing all pupils in the lesson? Talk me through your strategies to check that pupils are working effectively in your lesson.
- Do you think there are pupils in this lesson that you cannot tell me about their progress? Why is this and what can you do about it. (You could ask the trainee about a particular pupil to start this conversation)
- Does your planning allow you to check the progress for each learning objective? Talk me through your planning and the lesson. Did the pupils meet each objective and how do you know?
- Talk to me about the data on this class – how are they doing compared to their targets? Have you adapted your assessment techniques to gather more information about their progress?
- Are you building in enough thinking and waiting time for your questioning – are you encouraging all pupils to feedback to you in lessons?
- How effective was the live marking in this lesson – how can you tell what the pupils have written?
- As a result of the assessment in this lesson, how will you plan your upcoming lessons? What needs to be the focus for the pupils?
- Will you record any data because of this lesson, or can this wait until you have a better assessment to note and record?

Focus on Professional Behaviours (Strand 8 of the CCF)

These questions are often more useful in mentor meetings than after a lesson

Strand 8 of the CCF - Professional Behaviours

Mid Placement – Stages C to D

- Can you identify any professional development sessions (uni sessions, PS uni sessions, PS at school or other CPD) that have a direct link to your lessons? Can you see how the knowledge you built up is being seen in action in a particular lesson?
- How have you been engaging in professional development opportunities and how are you seeing these impact on your pupils' learning?
- Talk to me about how you are building up your subject knowledge recently – are you engaging with the professional bodies associated with our subject?
- How are you ensuring that the support provided by TAs in lessons is additional to rather than a replacement for support from the teacher?
- How are you reflecting on the progress you have made, recognising your strengths, and identifying next steps for further improvement?
- Talk to me about all the opportunities you have had to contact parents?
- Are you getting involved in the wider aspects of school life? Have are things going in your form group?
- Talk to me about a particularly brilliant lesson you have observed this week.

Part 2 (Part 2 of the Teacher Standards)

All stages of training (Phase A to Phase E)

- What does it mean to have a commitment to upholding the high standards of the teaching profession, within and outside school? What does this look like to you?
- Describe how you have developed appropriate professional relationships with colleagues and pupils? Can you give me an example of a good relationship you have made with a pupil and the positive effects this had had on the pupil and you?
- Are you able to safeguard pupils' well-being, in accordance with statutory provisions? Talk me through the safe guarding procedures in school.
- 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? What does this look like in school?
- Talk to me about 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? How does this impact on our teaching?
- Do you understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
- How do you display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?
- Do you understand and apply the range of policies that support school practice and act on these in your planning, teaching and wider involvement in the life of the school?
- Do you know how to take appropriate responsibility for your own and pupils' well-being in the classroom and during off-site activities or visits?
- Are you aware of and do you act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document?