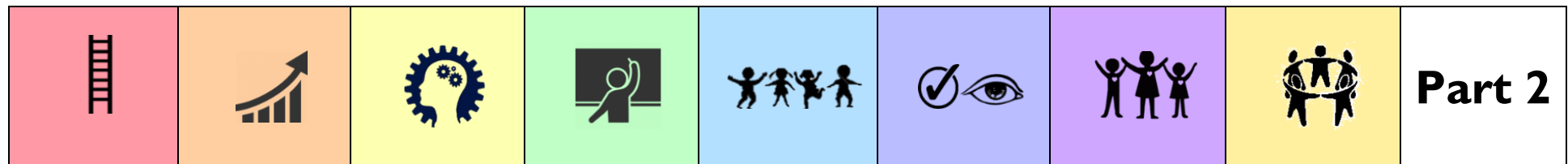


# Primary PGCE

## Professional Development Tool (PDT)

Supporting your progress as a thinking teacher who will have a positive impact on children's learning and their well-being!

To gain QTS you need to meet The Teachers' Standards (2012)



Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

<b>Trainee</b>	
<b>Full time Course</b>	<b>2021/2022</b>
<b>University Tutor</b>	

This document is designed as a tool for you the trainee, your mentor, and your university tutor to support you progress across your two placements supported by your university-based learning and for you to critically reflect upon theory and policy to understand and inform your practice (PGCE), and to meet each of the TS and gain QTS.

## Working in partnership to support you

If you, your Mentor or Professional Tutor has any concerns or queries (or wishes to share some celebrations!) please contact your University Tutor by email – the sooner the better!

If you would prefer to talk – request this in the email and your university tutor will ring you. This continues to be especially important as we may not be able to meet our school partners with you the trainees together on campus for our usual welcome and inputs and there may be a reduction to visits to schools.

If in doubt, please get in touch!



To access all our forms and the Main ITE Handbook:

Trainees – these are available on canvas.

Mentors – All the forms you will need will be added to this folder throughout the year

<https://sussex.box.com/v/UoSPrimaryPGCEforms>

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This document is designed as a tool for you the trainee, your mentor and your university tutor to support you progress across your two placements, supported by your university-based learning and for you to critically reflect upon theory and policy to understand and inform your practice (PGCE), and to meet each of the TS and gain QTS.

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## SECTION I: KEY DATES

### Assessments

Your Professional Practice Profile Forms – there are two assessment forms: PPPA/B and PPPC/D/E. At the end of each Phase (half term) a section of one of these forms needs to be completed. Your mentor's role: Record a short comment and identify current strengths and targets of your practice Your Professional tutor's role: Record a short comment about your professionalism and role within the wider school. Your role: to record your reflections informed by your practice and professional dialogues within the phase (all phases except A)

PPPA/B

- **Phase A section – Tuesday 2<sup>nd</sup> November 2021**  
informed by your practice and professional dialogues in this phase drawing on evidence from your Relationships Learning and well-being bundle
- **Phase B section – Tuesday 4<sup>th</sup> January 2022**  
informed by your practice and professional dialogues in this phase drawing on both your Phonics or Grammar Learning Bundle and your Talk Learning Bundle.

PPPC/D/E

- **Phase C section – Tuesday 22<sup>nd</sup> February 2022**  
informed practice and professional dialogues in this phase drawing on evidence from your APK series of lessons
- **Phase D section – Friday 25<sup>th</sup> March 2022**  
informed by your practice and professional dialogues in this phase and drawing upon evidence from your Subject Knowledge Learning and Well-being Bundle
- **Phase E section – Thursday 26<sup>th</sup> May 2022**  
informed by your practice and professional dialogue and drawing upon evidence from your Learning Bundles including Phonics or Grammar

*If a support plan is required the deadlines are: 22<sup>nd</sup> November 2021; 8<sup>th</sup> March 2022; 3<sup>rd</sup> May 2022*

**APK**

- Discuss your APK focus with your mentor and university tutor in October and November
- Agree on APK focus by early December
- Teach the series of 6 lessons during January
- Up to 50% draft feedback -hand in during January 2022
- APK Electronic Submission: **Thursday 3<sup>rd</sup> March 2022 by 17:00**

**RPK**

- RPK Portfolio Electronic Submission: **Monday 16<sup>th</sup> May 2022 by 09:00**
- RPK interviews will take place during the weeks beginning **Monday 16<sup>th</sup> May 2022 and Monday 23<sup>rd</sup> May 2022**

### Dates for school partners

Mentor meeting – Friday 24<sup>th</sup> September 2021 (09.30-12.00)  
New Mentors Zoom – Wednesday 20<sup>th</sup> October 2021 (16.00-17.00)  
Mentor Trainee Day – Friday 26<sup>th</sup> November 2021  
Support groups – Wednesday 2<sup>nd</sup> February 2022 (16.00-17.00)  
Wednesday 16<sup>th</sup> March 2022 (16.00-17.00)  
Phase E Mentor Meeting – Wednesday 30<sup>th</sup> March 2022 (16.00-17.00)



#### **Professional Tutor meetings (Zoom)**

Wednesday 8<sup>th</sup> September 2021 (16.00-17.15)  
Wednesday 12<sup>th</sup> January 2022 (16.00-17.15)  
Wednesday 9<sup>th</sup> March 2022 (16.00-17.15)  
2<sup>nd</sup> Placement school Professional Tutor – Tuesday 29<sup>th</sup> March 2022 (16:00 – 17:15)

# SECTION I: BECOMING A TEACHER

## THE ITE CORE CONTENT FRAMEWORK (CCF) and THE EARLY CAREER FRAMEWORK (ECF)

The ITE Core Content Framework (CCF) and the Early Career Framework (ECF) establish an entitlement to a 3-year structured package of support for teachers. This is your first year in this process!

PGCE	EARLY CAREER TEACHER 1 <sup>st</sup> year	EARLY CAREER TEACHER 2nd year
<p>The CCF defines the minimum entitlement of all trainee teachers.  <a href="https://publishing.service.gov.uk">ITT Core Content Framework (publishing.service.gov.uk)</a></p>  <p><i>The CCF is not, and should not be used, as an assessment framework. Trainee teachers will not be expected to collect evidence against the CCF and they will continue to be assessed against the Teachers' Standards only.</i></p>	<p>The ECF will underpin an entitlement to training and support for early career teachers.  <a href="https://publishing.service.gov.uk">Early Career Framework (publishing.service.gov.uk)</a></p>  <p><i>This should not be seen as an additional assessment tool.</i></p>	

### Key features of the support offered across the 3 years:

- You will receive mentoring and support from **expert colleagues** (Professional colleagues, including mentors, professional tutors and university tutors, but also other members of the school team and specialists who support the school.)
- The structure is based on **5 core areas – Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours**. The Teachers' Standards (PDT, Section 2) are grouped into these areas.

BEHAVIOUR MANAGEMENT		PEDAGOGY			SUBJECT and CURRICULUM		ASSESSMENT		PROFESSIONAL BEHAVIOURS	
TS1	TS7	TS2	TS4	TS5	TS3		TS6		TS8	








8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.

- Within each core area, there are the same key statements - **Learn that...** statements, many of these are included in this document to support both you and your mentor and professional tutor become familiar with these. Here is an example from the Professional Behaviours core area related to TS8.
- Within each core area, there are practice statements- **Learn how to...** relevant to the stage of teacher development. Our school-based course provides you with multiple opportunities to **practise** and refine approaches

### AT SUSSEX:

The key features including the Learn that and Learn how statements are embedded in our course to ensure you receive your minimum entitlement and **much more!** We believe that teaching is an academic and ethical vocation and our aim is for you to be a thinking teacher who makes a positive difference to children's learning and well-being. Over the year we will support you to develop your **moral compass** to guide your decisions and approach across your teaching career. There are three key concepts of the course that support you in this process.

## SECTION 1: 3 KEY CONCEPTS ON OUR PRIMARY PGCE & SD COURSE

<div style="text-align: center;">  <p>Time</p> </div>	<div style="text-align: center;">  <p>Relationships</p> </div>	<div style="text-align: center;">  <p>Critical reflection</p> </div>
<p>On such a short course, how time is best used, is key to the success of the course. Recognising that learning takes place over time and builds upon prior experience and understanding is important for your understanding of how children learn <b>and</b> of how you will develop as teachers. The length of the main placement allows for this.</p> <p>The course structure where university sessions are embedded within the long main placement helps integrate the two aspects of the course and maximise opportunities to reflect on theory and policy to support you evaluate and improve upon your practice in your placement but also throughout your teaching career.</p>	<p>Relationships support learning and the course is structured to maximise the benefits of these. For example, the class teacher is your mentor and the <b>expert</b> who best knows the children in your class and the long first placement allows you to develop relationships with the children. You can then learn to plan learning, based on their interests and understanding and make links to previous learning.</p> <p>You can also develop relationships with the wider school community and become part of the team, learning from a range of expert colleagues.</p>	<p>Reflecting upon experiences and your reading deepens understanding and allows for learning beyond the experience itself. Learning from changes made due to the pandemic we have increased the amount of directed time for reflection across both the university days and within your placement.</p> <div style="text-align: right;">  </div> <p><b><u>Theory, policy and practice</u></b></p> <p>When you see the triangle, we are encouraging you to consider how theory and policy is influencing your practice. Throughout the course you will be directed towards a range of literature related to theory (and policy). You need to compare and contrast the theory with national, local and school policy and relate this to your practice - your own teaching and against the impact on children's learning and well-being. At times policy will be heavily influenced by theory and at other times, theory will counter policy. Your reflective sketchbook is a good place to record your reflections on theory, policy and practice and can be returned to, added to and adapted throughout the course.</p>
<div style="display: flex; align-items: center;">  <p>These three key concepts are included in our film about the course. Their importance and relevance are signalled and reflected upon across the course by tutors and trainees, both relating to your own learning experience and that of the children you are teaching.</p> </div>		

## SECTION I: ENTITLEMENTS ON YOUR PLACEMENT

There are some key entitlements during your placement to enable you to develop as a teacher. These consist of:

### **WEEKLY ENTITLEMENTS**

**A weekly timetable** indicating where you should be and your role/task- created in partnership with your mentor.

This will include:

- **Opportunities to teach the whole class, group and individuals**, which builds up over time. This provides many opportunities to **practise** and refine your approach and skills.
- **Time out of class for planning, preparation and assessment** and completion of university tasks – the amount of time for this will vary week by week throughout the placement, however we suggest that this consists of 2 -3 hours of **PPA** time (with your mentor where possible). This will be directly related to the children in your class and their learning.
- **Time for reflection** – this may be in the class, **observing expert colleagues** (your mentor or another teacher) **reflecting and completing weekly tasks**. These may or may not be directly related to your class, but the focus must be on your development as a teacher. Again, the amount of time may vary but aim for 2 hours across the week and plan this time in advance, so you have opportunities to observe others, or to evaluate your lesson immediately after teaching.
- **Opportunities to attend staff training and meetings, parent/carers consultations and extra-curricular sessions** to gain greater understanding of the role of a teacher.
- Opportunities **to learn to plan** - planning **with** others, receiving **support with your own planning**, receiving the **feedback** on planning, and opportunities to reflect on planning process with your mentor and tutor in professional dialogues following lesson observations

**A weekly formal lesson observation** with written feedback, alongside on-going day-to-day verbal feedback (These begin in Phase B. They can be recorded during the lesson and within your mentor meeting so that your mentor does not have additional work outside of these.)

**A weekly Mentor Meeting** with your Mentor (45 minutes – 1 hour) guidance is given for these meetings but this professional dialogue is a time to reflect together on your progress including your weekly observation and to create your next week's timetable to ensure you are benefitting from all of the above! The professional dialogue is an opportunity to reflect on your planning and teaching and to receive feedback.




### **FORTNIGHTLY ENTITLEMENTS**

**Professional Studies meetings.** Your Professional tutor will organise these and select colleagues to lead depending upon the expertise needed. For example, English Coordinator to discuss and reflect upon the school's approach to reading. Be proactive and tactfully remind your professional tutor to ensure these are not missed within school life

### **EACH PHASE (HALF TERM) ENTITLEMENTS**

In each phase there will be **communication with your professional tutor**. Across the phases this may be on a formal or informal basis. **Your Professional Practice Profile (PPP) assessment forms** - PPPA/B, and PPPC/D/E have sections to be completed by your mentor and professional tutor. (In Phase B, C and D you also need to record a reflection about your development on the forms.)

## SECTION I: KEY PEOPLE ON YOUR PLACEMENT (in addition to the children!) Roles and responsibilities

 Your Mentor	 Your Professional Tutor	 You – the trainee
<p>The Mentor is the class teacher. They will welcome you into their classroom and provide full information on the children, assessment, curriculum, planning and classroom organisation. They will provide support to devise your weekly timetable, which will build over time in line with your own developmental needs, teaching and observation opportunities and the expectations of the course.</p> <p>They will support and monitor your progress and development towards meeting the Teachers' Standards through:</p> <ul style="list-style-type: none"> <li>• Guidance at <b>weekly Mentor meeting</b> – discussing progress, strengths and areas to develop</li> <li>• Share and discuss the information collected in your Learning bundles and support you to reflect and select evidence to demonstrate your understanding and progress.</li> <li>• Support you in meetings and discussions about planning lessons or sequences of lessons and the children's learning</li> <li>• Observe your <b>teaching formally once each week</b> using the University Lesson Observation form</li> <li>• Give on-going advice and feedback verbally</li> <li>• Facilitate you in carrying out school-based tasks and assignments within the school.</li> </ul>	<p>The Professional Tutor is a senior member of staff. They co-ordinate the Mentors and Trainees and arrange the school based Professional Studies meetings. They will provide an induction to the school and opportunities to understand the organisation and functions of the school and the wider context in which it works.</p> <p>Their role is to ensure both your mentor and you are enabled to carry out your roles and to support if needed.</p> <p>They will support and monitor your progress and development towards meeting the Teachers' Standards through:</p> <ul style="list-style-type: none"> <li>• An <b>induction</b> and welcome meeting</li> <li>• Introducing you to the school staff team.</li> <li>• <b>Arranging fortnightly Professional Studies meetings</b> which cover the agenda items in Section 3 'Phases' of this document (these may be remote)</li> <li>• <b>Ensure you are supported by your Mentor and your Mentor is supported to do so</b></li> <li>• Liaise with the Mentor to support coordinating the experiences you are offered</li> <li>• <b>Observe you teaching once a term</b> and provide verbal and written feedback</li> <li>• Each half term complete Section C of the PPP assessment forms.</li> </ul>	<p><b>Be proactive in your professional development:</b></p> <ul style="list-style-type: none"> <li>• Ensure you have this document, your sketchbook and learning bundles and any planning/files in school and that these are up to date at all times. No excuses! (some can be kept at school)</li> <li>• Be prepared for your professional dialogue following your observed lesson. Where time allows reflect on the lesson and you're your evaluations to the meeting. Make notes during the dialogue and act upon feedback to improve your practice.</li> <li>• Be prepared and punctual for meetings with your mentor and professional tutor and any planning or whole staff training/meetings</li> <li>• Be prepared for teaching - planning and resources prepared and shared as needed in advance, ensure that your TA and any other adults are clear about their role and the short and longer-term goals of the teaching and learning</li> <li>• Reflect on university sessions and your reading to support your practice, share your reflections and ideas with school colleagues.</li> <li>• Volunteer where you can and within reason! Be aware of what is going on in the school and be part of the staff team – cover playtime duties, support with photocopying, wait with children while parents are in a meeting.</li> </ul>

Other key people include your Teaching Assistants, year group team, PPA cover teacher, SENDCo, Office staff, Premises Officer, volunteer helpers, the children's families... within safety guidelines set out by the school.



## SECTION 1: YOUR UNIVERSITY TUTOR VISITS YOU AT SCHOOL

We are hoping that this year your university tutor will be able to visit you at your school for a minimum of one visit. However, we are aware that due to Covid-related school policy and guidelines this may not always be possible. In this situation, we will work with our school partners to make alternative plans to be able to support you and your school remotely, for example with professional dialogues following a lesson observation.

The focus of a tutor's visit (up to 2 hours) is to review your progress through a joint lesson observation with the mentor with evaluative feedback. The purpose is to provide you with feedback on your progress, to identify strengths and to develop strategies for improving practice and to moderate school-based training. University Tutor visits are generally formative and are not considered as formal assessments of classroom practice. Note that the CCF Learn that statement applies to you as well as the children!



6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

The University Tutor organises possible dates for visits and where possible fits with the preferred date of the trainee and mentor. On school visits, the University Tutor and Mentor will observe you teach a lesson. In preparation for this visit, you should prepare a lesson plan (using or based upon the university primary lesson plan form and email this to your tutor in advance), identify a suitable focus (linked to Teachers' Standards - this will usually be the target agreed with your mentor) and arrange for the University Tutor to be welcomed and brought to the teaching room on arrival. Following the observation, supported by their **completed running records** of the lesson observation form, your Mentor and Tutor will reflect upon the children's learning and the impact of your teaching before meeting with you. When you join them be prepared to evaluate the lesson yourself so that this is a professional dialogue and goes beyond receiving feedback - you have an active role in this process!

If there are no restrictions to visiting schools your university tutor will visit you in Phase B. Further visits may be possible later in the course.

## SECTION 2: WHAT ARE THE TEACHERS' STANDARDS (TS)?

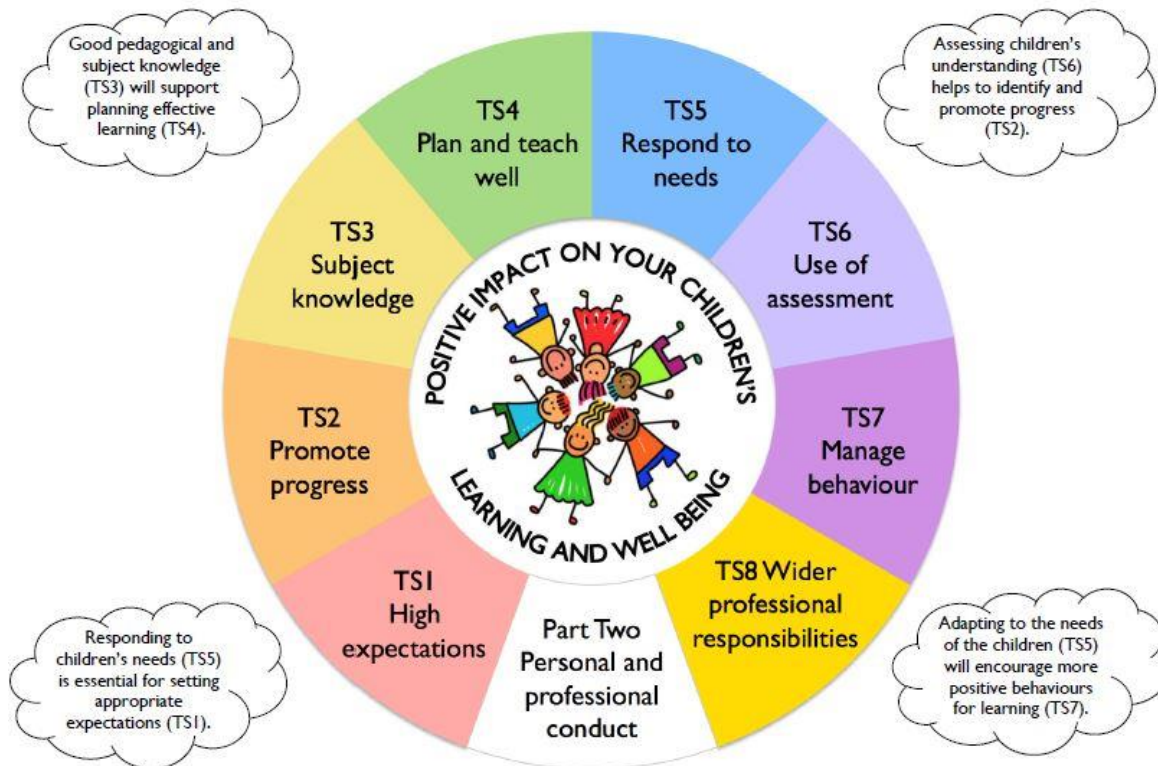
**The role of a teacher is to promote and develop children's learning and well-being.**

**Therefore, the quality of a trainee's teaching needs to be assessed through reflecting upon how their teaching impacts on the well-being, learning and progress of children over time.**

The Teachers' Standards (DfE, 2012) support this process. They represent the range of knowledge and skills needed and they define the minimum level of practice expected of trainees and teachers in order that they can gain Qualified Teacher Status (QTS).

The TS are divided into two parts.

In Part One, there are 8 individual TS as shown in the wheel below. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. The expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession apply to trainee teachers too and must be met throughout your placement and teaching career. As this is a professional course this is an expectation across the course including at university.



Part One:

Although these are individual standards, they relate to each other and are interdependent. As shown in Section 1 in the CCF, the DfE have grouped these into the 5 areas: Behaviour (TS1 and 7); Pedagogy (TS2, 4, 5); Subject Knowledge (TS3); Assessment (TS6) and Professional Behaviours (TS8). However, there are other connections and a lack of skill in any one standard can result in limited progress for children. Reflect upon how a trainee will be unable to set appropriate high expectations (TS1) in their teaching if they are unaware of the children's needs and thus unable to respond to these (TS5). *Reflect upon the other examples given here.*

We have scaffolded your learning:

**In Phase A** your focus is to **familiarise yourself** with TS 1-8 and Part 2 of TS. **In Phase B onwards**, with support you will reflect upon the impact of your practice upon children's learning and well-being and relate this to the TS. This will aid you to identify your strengths and targets to develop and to progress towards meeting each of these TS by the end of Phase D or E. Your Learning Bundles will be key to this process.

## SECTION 2: WHAT IS A LEARNING and WELL-BEING BUNDLE?



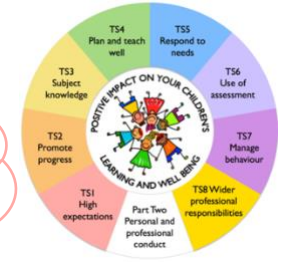
8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.

A Learning and Well-being Bundle (LWB) is a **collection of information focusing on the children's learning and well-being**. It is also about **your own learning** as you develop your understanding of the planning, teaching, learning and assessment cycle.

Using this collection of information, you will **learn to evaluate the learning and well-being of the children and identify their progress over time and reflect upon how your teaching has impacted on this**. Your mentor, university tutor, peers and other expert colleagues can support you in this process, but the aim is that over time this reflection is embedded in your practice. In the earlier phases this teaching and learning may be based on the school's planning and you may not be teaching all of the lessons or all parts of each lesson, but it is important to **reflect** on planning and teaching for learning over **time**. As the phases progress so will your skills and understanding and you will increase your role in planning and teaching. This brings all elements of the course together as the expectation is that you reflect on practice against your reading and university sessions and your practice will deepen your understanding of theory and policy. Your bundle therefore will be supported by your reflections in your sketchbook and will include annotated documents from Reading and Library Tasks or from your further reading. These bundles support you in gaining both QTS and PGCE.

<p><b>What information does a Learning and Well-being Bundle include?</b></p> <p>Most of the information will be <b>based on a sequence/s of lessons</b>, such as:</p> <ul style="list-style-type: none"> <li>• information that has informed your planning - your research of the topic, SK, possible misconceptions, reading and preparation, the children's previous learning and their current understanding and interests,</li> <li>• the planning itself- how this is sequenced and builds on prior learning...</li> <li>• the learning -your evaluations of the lessons, observations of your teaching by your mentor or tutor, observations and/or examples of children's learning, examples of feedback given and children's responses</li> </ul>	<p><b>What is the purpose of a Learning and Well-being Bundle?</b></p> <p>A Learning and Well-being Bundle <b>supports your development as a teacher</b> as it is based on the planning, teaching, assessing reflective cycle that you will build upon across your career!</p> <p>From the collection of information (initially with support!), you will learn to identify the impact of the sequence of learning on</p> <ul style="list-style-type: none"> <li>• children's learning and well-being, or</li> <li>• where learning did not occur, or well-being was not supported</li> </ul> <p>Reflecting on this, and drawing on further information that you have collected in your LWB you will learn to</p> <ul style="list-style-type: none"> <li>• reflect on what, how and where this learning happened or didn't happen</li> <li>• what was your role in this? What did you do well, less well that impacted on learning and well-being?</li> <li>• relate these skills to the 5 core areas and relevant TSs so that you understand:</li> </ul> <p>How have your skills and understanding against each of the Teachers' Standards enabled you to impact on the children's learning and to support their well-being? Then, you can use this information to</p> <ul style="list-style-type: none"> <li>• Identify areas of strengths/targets and how you plan to develop further. <i>Which aspects of teaching, linked to TS, are securing this impact? Which aspects of teaching, linked to TS, need strengthening to enhance impact? How can you strengthen these?</i></li> </ul> <p>Throughout this process you will learn to reflect upon</p> <ul style="list-style-type: none"> <li>• how theory has informed your practice by reflecting on theory, practice and policy</li> <li>• your philosophy of education and the teacher you wish to become. Your moral compass!</li> </ul>
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# SECTION 2: CREATING YOUR LEARNING AND WELL-BEING BUNDLE



## Prior Learning

What could you collect that shows the children's prior learning and their current understanding (your starting point!)

- Previous topics/themes/concepts taught
- Annotated NC pages from previous years or earlier in the year/KS
- Examples of children's learning, IEPs
- Data from teacher assessment or tests
- Information about children's interests/comments from parent/carers

What could you collect that shows your current understanding (your starting point!)

- Sketchbook pages on your SK and CK- key concepts, strategies, resources
- Sketchbook pages on pedagogy

Why did only some children grasp the concept? What can you do next?

What are the common misconceptions that you need to reveal and address?

What did you miss? What can you research and reflect upon further to improve upon the planning?

How did your increased SK support your planning?

## Learning & Well being

What could you collect that shows the impact on learning and well-being?

- Examples of children's voice
- Examples of children's learning – possibly compared to previous learning
- Parent/carers comments- children continuing learning at home or in the playground!
- Your evaluations of the lessons and observations of your teaching
- Assessments – feedback, verbal and written feedback and children's response to this!

**Your Reflective Sketchbook is a key part of each of your Learning and Well-being Bundles**

This will include

- reference to the content of your LWB and where information can be located
- some of your research and reflections on subject knowledge and pedagogy which will inform your planning, teaching and evaluations
- reference to connections between your reading and practice, between earlier sessions at university and the children's learning, between reflections on your own experiences as a learner and ...!
- Reflections, reflections, reflections!

**THIS IS THE GLUE!**

## Planning & Teaching

What could you collect that shows your planning and teaching?

- The plans and resources including slides
- Information about the Learning focus, sequence of learning over time, adaptations to support and to challenge individuals
- Cross curricular links
- Annotated plans where reflected and adapted within lesson or for the following lesson
- Film of your teaching

What did you do that impacted on the children's learning? Which core aspects or TS does this relate to?



## SECTION 2: AN OVERVIEW OF THE LWB ACROSS THE PHASES

	Learning and Well-being Bundle (LWB)	Supports you develop as a teacher and informs your assessments:
Phase A	<p><b>Relationships Learning and Well-being Bundle</b> By the third week of this short familiarization phase you will have <b>begun</b> to get to know and understand; the children, the learning routines, the learning environment and the curriculum focus/topic and any adaptations made due to Covid.</p> <p>In the third and fourth week you will begin to collect examples of the unique child (beginning with but not restricted to, your three focus children) the positive relationships and the enabling environment and bring these to your university sessions. Your university tutors will support you to reflect upon how these impact on children’s learning and well-being. In the final Book Buzzes before the half term holiday we can support you to relate this to the TS. This will be the beginning of your Relationships LWB and you can continue to add to and develop this throughout the course.</p>	<p>In the <b>PPPA section of the PPPA/B assessment form</b> at the end of this phase, your mentor is asked to comment on your: Professionalism, becoming part of the team, being proactive, sharing reflections on the unique child, positive relationships and enabling environments and beginning to demonstrate an understanding of how these impact on children’s learning and well-being. You may draw upon your Relationships LWB in your <b>RPK interview</b>.</p>
Phase B	<p><b>PHONICS or GRAMMAR LEARNING AND WELL-BEING BUNDLES</b> Throughout Phase B and Phase E we ask you to begin collecting information related to the teaching and learning of phonics (EY and KS1 placements) and grammar (KS2 placements), to develop your subject knowledge and subject pedagogy. Your learning in your placement will be supported by resources on canvas and university sessions. At the end of week 6 we will support you in R and R sessions to draw on the information in your bundle to demonstrate your understanding of the role of phonics and grammar in becoming a reader and writer.</p> <p><b>TALK LEARNING AND WELL-BEING BUNDLE</b> University sessions, suggested reading and school-based tasks will build on your understanding of the role of exploratory and presentational talk and of how children learn. These will support you to plan for and evaluate <b>how learning can be accessed and enriched through talk. This will focus on your own use of talk, in addition to developing the children’s!</b> This bundle can be added to across the year as you explore the pedagogy of talk in both placements.</p>	<p>These bundles and your APK appendices will <b>inform your reflections on your PPPB, PPC, PPPD sections on your PPPA/B and PPC/D/E assessment forms</b> at the end of each phase.</p> <p>You will draw upon any or all of your bundles in preparation for your <b>final assessment, the Reflecting on Professional Knowledge interview (RPK)</b>.</p>
Phase C	<p><b>APK focus</b> There is no LWB in this phase, however your APK appendices will support your reflections and self-assessments against the TS and your assignment will include a subject focus and a pedagogical focus across a sequence of lessons.</p>	
Phase D	<p><b>SUBJECT KNOWLEDGE LEARNING AND WELL-BEING BUNDLE</b> Informed by your subject knowledge audit and the curriculum in your class, you will be supported in selecting two subject areas to research in preparation for planning and teaching a sequence of lessons.</p>	
Phase E	<p><b>PHONICS or GRAMMAR LEARNING AND WELL-BEING BUNDLES</b> (see Phase B) <b>Comparison of key stages/add to your previous bundle</b> Comparison of key stages – this is a short phase so rather than creating a mini bundle we suggest that you return to each of your earlier bundles from a perspective of another key stage.</p>	



## SECTION 3: PHASE INFORMATION

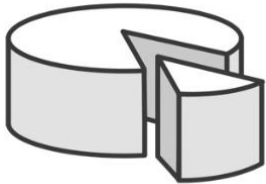
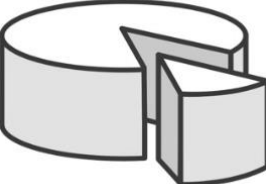

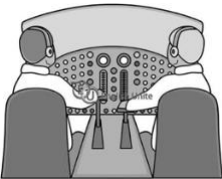
Induction	Phase A	Phase B	Phase C	Phase D	Phase E
University	Placement 1				Placement 2

For each phase of the course the following information is included:

- An overview of the phase, both for your learning at university and your learning and teaching at school to understand how they build and support each other cohesively
- Professional Studies Meetings – guidance on the order and focus of these meetings to be organised by the Professional Tutor (the expectation is a meeting every 2 weeks – some of these may be held remotely)
- Week-by week guides:
  - Guidance on the focus of your week
  - Guidance on how to build your weekly timetable, (some examples provided) teaching hours and expectations and reflection tasks
  - Guidance for your weekly Mentor Meeting – what to focus upon
  - Further guidance on specific Learning and Well-being Bundles

In Phase A you not expected to plan or teach independently (beyond planning to read a story or a small group activity), instead you observe, discuss, and reflect upon these processes with your Mentor. You will be supporting learning under the direction of your mentor. Over time your planning and teaching responsibilities will increase. By Phase D and E, you will be planning and teaching at least 12 hours each week and often more as you will be teaching some full days. On the following page there are some strategies that we suggest that you and your mentor explore. Their purpose is to support your transition from supported planning and teaching to achieving the expectations at the end of the course and as you enter your ECT year in September 2022.

## APPROACHES TO HELP BUILD YOUR ROLE IN TEACHING AND PLANNING

Approaches	Purpose	Planning	Teaching
 <p><b>Slice of Cheese</b> where the cheese is the whole lesson</p>	<p>Learning to teach/plan 'slices' of a lesson permits gradual progression as well as bridging the gap between non-participative observation and whole-class teaching.</p>	<p>This is where the trainee takes a 'slice' of the lesson, for example planning the input for a sequence of lessons. The mentor prepares the trainee for the 'slice' in advance, giving advice and showing where they may find useful resources. Afterwards, they can provide some feedback so that the trainee can plan the next slice for the following lesson with appropriate improvements.</p>	<p>This is where the trainee takes a 'slice' of the lesson, for example, just the register, leading the tidying up routine or the introduction and teaching of <i>one</i> section in the lesson. The mentor prepares the trainee for the 'slice' in advance, giving advice on technique and warning of common pitfalls. Afterwards, they can provide some feedback so that the trainee can plan to repeat the slice with appropriate improvements.</p>
 <p><b>Slice of Cheese</b> where the cheese is the whole class</p>	<p><b>It is also useful in the later phases of the course to allow the trainee to focus on their target area</b></p>	<p>This is where you the trainee is planning for one group or an individual (as listed in the following column)</p>	<p>This is where you the trainee is:</p> <ul style="list-style-type: none"> <li>• supporting a group of pupils</li> <li>• assisting pupils who have been absent</li> <li>• taking a group of pupils to another area of the school for an activity or to use the library</li> <li>• teaching a group and overseeing one other independent group (rather than all the other children initially)</li> </ul>
 <p><b>Driving Instructor</b></p>	<p>This is an effective strategy for the early phases of the course or when teaching using a different approach. It allows you the trainee to receive feedback <b>WITHIN</b> your planning or teaching so that you can adapt it in the moment!</p>	<p>This where you the trainee plans part or the entire lesson while the mentor observes and assists as appropriate. The mentor allows the trainee to lead but supports their thinking through questions and ponderings.</p>	<p>This is where you the trainee leads part or the entire lesson while your mentor observes and assists as appropriate. Where things are not going quite so well (e.g. a group of pupils are distracting others or you have not allowed enough time to pack away), the mentor makes a <i>discreet</i> comment to the trainee so that they can act on the advice <i>whilst</i> teaching.</p>
 <p><b>Co-pilot</b></p>	<p>This is a very effective strategy as it includes preparation and support within the process! It promotes and scaffolds the thinking and adapting in practice aspect of teaching!</p>	<p>This is the most effective planning where there is the opportunity to share and discuss and reflect on both of your ideas or the ideas of your year group team. This enables the mentor to share previous successful plans/ideas and the trainee to offer ideas from their reading, university sessions and for some from previous experience.</p>	<p>You and your mentor lead different aspects of the teacher's role. For example, you lead the teaching, whilst your mentor focuses on learning behaviour and organisation. You teach together, maybe developing a dialogue to model thinking. For example, -you explain your mathematical reasoning when problem solving and your mentor questions and explores your strategies or you record a calculation and your mentor describes your strategy.</p>

## Section 3: PHASE A

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
S E P	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
O C T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

### UNIVERSITY LEARNING OVERVIEW:

**PRIOR LEARNING:** In Induction you developed your understanding of how children learn and the active rather than passive role they have in the learning process, where they are ‘building upon their understanding’ (Barnes, 1976). Relating this understanding to planning and teaching, you reflected upon the importance of building on current understanding and prior learning experiences. In your placement you can reflect upon this in practice through observations and your own practice.



3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.

In each phase we explore how children access learning and how we can provide rich learning opportunities for all children.

In Phase A we reflect on how they and we do this through:

- knowing our children, both as individuals and as learners and building positive relationships and enabling environments to suit the child and age group’s needs
- how this relates to the TS and how these standards are interrelated and interdependent

At university there are introductions to

- Learning Behaviour – with a focus on relationships
- Assessment
- Mastery approach
- Adaptive teaching

And a range of curriculum sessions including phonics, a writing sequence and the role of grammar, art and SEND

Throughout the phase you are challenged and supported to reflect upon practice in the light of theory and policy



### SCHOOL LEARNING OVERVIEW:

As this is a long placement, this initial phase provides you with the time to absorb information, establish professional relationships and become part of the class/bubble and a member of the staff team. In the first two weeks we are suggesting that **you do not record your observations and reflections during the children’s learning time but take time to do this in breaks and after school.** This will allow you to immerse yourself in class life and the children to see you as part of the class rather than an observer. (Select a note pad rather than have numerous pieces of paper.) Although initially you will need to observe and be guided in your role, it is important that you do not join the class as a ‘helper’ but **begin to build your teacher status from day one to help the children understand your role.** There are tasks to guide you in this process. **Be proactive and sensitive** – remember that there will have been many adaptations to usual classroom practice and learning following school closures and the children and staff need time and space to establish, new, effective and safe ways of working and learning.

By the end of the Phase A the expectation is that you have a good understanding of:

- The learning routines and organisation of the class
- The learning environment and resources, their purpose and how to use them
- The ethos of the school and your class, informed by school policies
- How learning begins with the child – activating prior learning and current understanding.



And a developing understanding of:

- **THE CHILDREN both as individuals and as learners**
- The planning process and resources
- The curriculum
- The value of exploratory and presentational talk
- The TS and how these impact on children’s learning and support their well-being (**Relationships Learning Bundle**).
- This will ensure that you are well-prepared to take on a greater role in the planning and teaching in your next phase.
- You will have weekly mentor meetings (45 mins-1 hour).



5.2 Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.




## PHASE A – SCHOOL BASED PROFESSIONAL STUDIES



- Welcome to our school: Induct and welcome the trainee to the school, introduce them to members of staff and share 'housekeeping' information such as arrival time, access to the school, door codes, dress codes and name badge/ID pass. Ensure trainees have access to internet, photocopier, computer etc. access to building, technology etc.
- Arrange for yourself or a suitable colleague to conduct the Professional Studies meetings to cover the areas in the circles below.
- Share copies of or access to relevant school policies
- Complete PPPA section of the PPPA/B assessment form to be sent to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk) by **Tuesday 2<sup>nd</sup> November**. The trainee and mentor will ensure you receive a copy of this by the end of the half term for you to review and add your comments to.

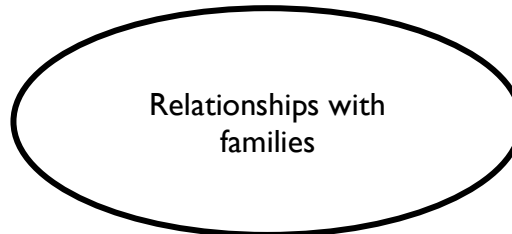
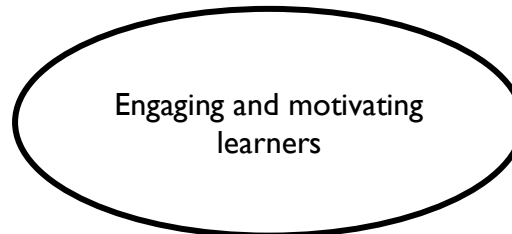

During Phase A, your Professional Tutor should help you in arranging fortnightly meetings with suitable members of staff to discuss aspects of the profession that relate to your placement school. These will help you gain a bigger picture of the role of a teacher within the wider school community.



**CORE AREA:  
BEHAVIOUR MANAGEMENT**  
(High Expectations & Behaviour Management)

Learn how to statements

- Using intentional and consistent language that promotes challenge and aspiration.
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- Seeking opportunities to engage parents and carers in the education of their children
- Create a culture of respect and trust in the classroom that supports all pupils to succeed
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
- Acknowledging and praising pupil effort and emphasising progress being made.

**Prompt questions:**

- What do the school's policies say?
- How does the policy support an inclusive environment?
- How do the school's rewards and sanctions systems work?
- How are children with 'challenging behaviour' supported?
- How are the children's interests used in planning and teaching?
- How are families included in their children's learning?
- How are relationships with families built and maintained?



You may need to prompt your Professional Tutor to arrange these meetings.  
Be prepared to share your sketchbook reflections and your progress with your Professional Tutor. Ensure you are prepared for the meetings with any resources or reading you may need to do and take notes and questions!  
Share your reflections on Professor Banerjee's sessions, your reading on Louise Bomber's book that you explored over the summer and your Relationships LWB.

# PHASE A – Week 1 and 2 (27.09.21 and 04.10.2)

Week 1

Week 2

## Your role:

- To become familiar with the classroom environment
- To become familiar with and reflect upon learning routines and the structure of the days and the week as a whole
- To join in and support where you can, under the guidance of your mentor
- To begin to build your teacher status

### Weekly timetable for week 1 to include:

The 4 tasks below will help you **begin to build your teacher status from day one in order to help the children understand your role.** (Although initially you will need to observe and be guided in your role, it is important that you do not join the class as a 'helper'.)

- Read a story to the class (take one/several in that your mentor has agreed are suitable and that you have practised reading). Will you use props or clues to support engagement?
- Lead the class to PE/assembly or to the playground
- Give the stopping signal across the day
- Observe and play with the children at play times and get to know them outside of lessons.

Your **Reflection time/tasks** (some can be timetabled for after 3pm):

In the first two weeks we are suggesting that you do **not** record your observations and reflections **during** the children's learning time but **take time to do this in breaks and after school.** This will allow you to immerse yourself in class life and the children to see you as part of the class rather than an observer. (Free writing strategy introduced in Induction.)

**Handwriting** - find out which cursive script is used in your school (handwriting policy).

Ensure that you spend time practising using this so that you can demonstrate this in any recording that you do with or for the class – displays, recording on the white board, written feedback. **THIS NEEDS TO BE ACHIEVED ASAP.**

### Mentor meeting focus:

- Introduction to the class
- Children – interests and friendships
- Classroom environment and routines
- You can share some of your observations and reflections.

PLEASE CREATE NEXT WEEK'S TIMETABLE

### Weekly timetable for week 2 to include:

Tasks to build your teaching presence as listed in week 1

Time within the school day and at the end of the day (outside of team planning and staff professional development meetings) to complete the tasks below. The handwriting task can be completed at home!

Your **Reflection time/tasks** (some can be timetabled for after 3pm):

#### The Learning Environment Task A

The aim of this task is to help you become familiar and confident at using all areas and resources within the class and to reflect upon and to understand factors of the learning environment that affect teaching and learning. Create a page in your reflective sketchbook for each of the following:

- **Layout** - Draw a simple plan of the class showing the arrangement of the furniture and seating. How does the seating support learning? Is this/can this be changed to suit the learning?
- **Resources** - Make a simple AUDIT of the resources and consider how and when they can support children's learning. Are they accessible? Does the organisation of resources communicate how they are valued? Do ALL children use the resources? If there are resources, e.g. Cuisenaire rods or Numicon which you are not familiar with – spend time playing and exploring how these could be used.
- Does the organisation and display of books help develop a love of books and an excitement for reading? How has the Covid related guidance impacted upon all of this?

### Mentor meeting focus:

- Children as learners
- Identify differing needs of pupils: EAL, SEN,
- Select 3 children to be your focus children across the placement. The 3 children may have different levels of attainment, learning need, and/or backgrounds
- The reflection time tasks

PLEASE CREATE NEXT WEEK'S TIMETABLE



7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.



5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.




7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase A Week 2** (this is just a guide)

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school
M		MATHS	PHONICS	CLASS STORY	PLAYTIME – support and get to know the children	TOPIC - ENGLISH	LUNCHTIME	TOPIC - SCIENCE FOCUS		Story	Staff Meeting
	Take register	Take part in lesson Give stopping signal	Take part	Read story to class		Take part in lesson		REFLECTION Learning Environment Task – reflect on layout and use of resources	Out of class - Meet with Professional Tutor – Rewards & Sanctions and Safeguarding	Read story to class	Attend meeting
T		MATHS	PHONICS	GUIDED READING	PLAYTIME – support and get to know the children	TOPIC - ENGLISH	LUNCHTIME	TOPIC - HISTORY	ART SKILLS	Story	
	Listen to ch read	Take part Give stopping signal	Take part			Take part in lesson Give stopping signal		Reflection Time	Take part in lesson	Read story to class	Learning Environment task - audit
W		MATHS	PHONICS	CLASS STORY	PLAYTIME – support and get to know the children	TOPIC - ENGLISH	LUNCHTIME	CT PPA			
	Take register	Take part in lesson Give stopping signal	Take part	Read story to class		Take part in lesson Give stopping signal		MUSIC	RE	FRENCH	Story
T		MATHS	PHONICS	GUIDED READING	PLAYTIME – support and get to know the children	PE	LUNCHTIME	TOPIC - ENGLISH	COMPUTING	Story	
	Support changing reading books	Take part in lesson Give stopping signal	Take part in lesson	Take part in lesson		Take part in lesson Lead the children to hall/playground		Take part in lesson Give stopping signal	Reflection time Learning Environment – explore resources	Read story to class	Mentor Meeting
F		ASSEMBLY	ENGLISH		PLAYTIME – support and get to know the children	MATHS	LUNCHTIME	PSHE	Handwriting	PE	Story
		UNIVERSITY				UNIVERSITY			UNIVERSITY		

## PHASE A – Week 3 and 4 (11.10.21 and 18.10.21)

Week 3	Week 4
<b>Your role:</b>	
<ul style="list-style-type: none"> <li>• To be proactive and organise your time well</li> <li>• To continue to support in class under your mentor’s direction/guidance, build your teacher status and presence</li> <li>• To try out some of your music, art and/or physical education activities</li> <li>• To collect examples of the <b>UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT</b> and reflect on how the combination of the three aspects impacts on learning and development</li> </ul>	
<p style="text-align: center;"><b>Weekly timetable for week 3 to include:</b></p> <ul style="list-style-type: none"> <li>• Your music, art and physical education activities Share with your mentor some of your ideas and plans based on some of the induction sessions. Can these be planned into week 3 and 4? Some of these may be transition activities, so for example. where the children are ready and waiting for lunch. Some you may explore with a small group first. Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</li> <li>• Planning Task A Observe your mentor teach a lesson <b>without seeing the written lesson plan</b>. Can you write what you think the plan was? This is useful for seeing many aspects that an experienced teacher has considered and is part of their daily practice. (They do not need to record everything on a planning sheet as you will need to do initially.) <b>AFTER THE LESSON</b> – try recording this lesson onto the university format</li> <li>• Focus children – spend time getting to know the children as individuals and learners What are their interests? Their strengths? Find out about their friendship groups, their family and recent experiences. Be sensitive and do not pry. How can you learn about them without asking direct questions? Do not feel that you need to know everything listed by the end of the week! Do any of the children have SEND/EAL? If so, is there any information to support their needs-ILP or EHCP document?</li> <li>• <b>RELATIONSHIP/BEHAVIOUR POLICY A</b>– Read the school’s policy on relationships/behaviour. Reflect upon learning behaviour in your class against the school’s policy and university inputs. This may be following your meeting with professional tutor or in preparation of this meeting. Add this to your Relationship Learning and Well-being Bundle.</li> </ul>	<p style="text-align: center;"><b>Weekly timetable for week 4 to include:</b></p> <ul style="list-style-type: none"> <li>• Your music, art and physical education activities Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</li> <li>• Planning Task B Observe your mentor teach a lesson <i>with the written plan (or slides) in front of you</i>. If they do not have a written plan repeat Planning Task A. Follow this through as you observe the lesson and note the preparation needed beforehand, e.g. resources and organisation and how the teacher adapts the plan within the lesson due to children’s responses. <b>AFTER THE LESSON</b> – try recording this lesson onto the university format.</li> <li>• Focus children Teach and play the maths game from induction with them. (You can teach the class this at a later date!) Reflect upon how you introduce this and support their habits of mind of a mathematician. How do you need to adapt your instructions, questions to support different children?</li> </ul> <p>Reflect on your focus children during some of the lessons or parts of a lesson and collect examples of learning – this can include your observations, their dialogue as well as their recorded work. But <b>FOCUS ON COLLECTING EXAMPLES OF THEIR EXPLORATORY AND PRESENTATIONAL TALK</b>. This will help you identify each type of talk and to reflect on the children’s learning. What is they understand or are yet to understand? How are they accessing the learning? What supports this access-reflect on teacher’s planning, routines, resources, TA support, questioning.</p>
<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <p>Share and discuss this week’s Planning Task A and your reflections and any questions. Share some of the examples that you have collected of the unique child, positive relationships and enabling environment.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;"> <p style="font-size: 0.8em; margin: 0;">CCF 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.</p> </div> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; background-color: #e0f0ff;"> <p style="font-size: 0.8em; margin: 0;">CCF 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> </div> </div> <p><b>Mentor:</b> The Phase A section of the <b>PPPA/B assessment form</b> is due soon, please complete your section and share with the trainee next week before forwarding this to their professional tutor by the end of half term. The professional tutor will send it to us at the beginning of Phase B.</p> <p style="text-align: center; margin-top: 20px;">PLEASE CREATE NEXT WEEK’S TIMETABLE</p>	<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <p>Share some of your examples of exploratory and presentational talk In preparation for week 1 in Phase B (after half term) please watch the following together:</p> <p style="color: purple;"><b>UoS Primary PGCE Talk about art!</b> And build your timetable for the first week after half term following the guidance given, thank you</p> <div style="text-align: right; margin-right: 20px;">  </div> <p style="text-align: center; margin-top: 10px;">PLEASE CREATE NEXT WEEK’S TIMETABLE</p> <p><b>Trainee:</b> please note that it would be useful to complete some of the preparation reading and reflection for phase B weeks 1 and 2 in the half term break.</p> <p><b>Mentor:</b> Share the completed PPPA form and then please forward to the professional tutor to complete.</p>

# Your Positive RELATIONSHIPS LEARNING and WELL-BEING BUNDLE

The focus of this initial bundle is to support you to reflect about the learning in your class in greater depth and to become familiar with and to understand each of the TS and how these impact on children's learning and well-being.

In weeks 3 and 4 you will collect and organise some examples of

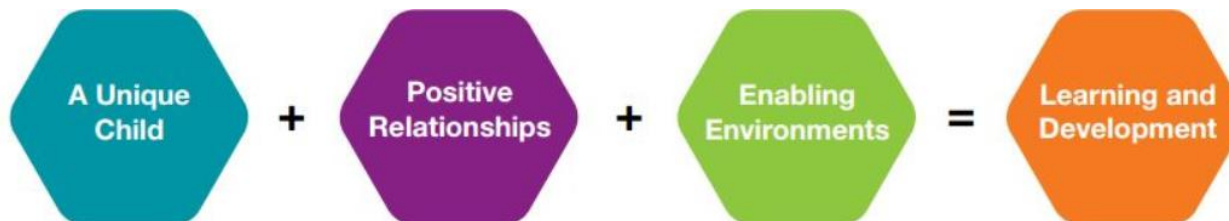


We expect that this will include:

- information and reflections on your focused children (and others!) e.g. examples of their exploratory and presentational talk, approaches and skills at the maths game,
- your observations, examples of planning and learning, annotated policies...

*Your tasks throughout this phase will support you in this process and you will share your collection in Book Buzzes in R and R sessions at university at the end of Week 3 and 4.*

Your tutor and peers will help you reflect upon these focussing upon the impact these have on children's learning and well-being.



CCF 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

CCF 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

CCF 1.4 Setting clear expectations can help communicate shared values that improve classroom and school culture.

CCF 1.5 A culture of mutual trust and respect supports effective relationships.

CCF 4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.

CCF 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

In the final R and R of this phase (week 4) your tutor and peers can help you reflect upon how your Learning relates to each TS.

Can you draw on the information in your LWB and select evidence of each of the TS?

How do your selected examples impact on the children's learning and well-being?

Where do the TS interrelate?  
This will support you to become familiar with the TS.

Please ask questions and share your observations with your mentor throughout but remember how busy they are too and consider when and how you do this! Then reflect and ponder some more!

This is only the beginning of this bundle - you will add to it across the course!



CCF 7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

CCF 7.4 Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

CCF 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

CCF 7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

CCF 7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).



## Section 3: PHASE B

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
N O V	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T
D E C	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T

### UNIVERSITY LEARNING OVERVIEW

**PRIOR LEARNING:** In Phase A you will have begun to reflect upon the teaching of phonics and the role of grammar in writing and to develop your SK in these areas. This will support you in collecting information for your Phonics or Grammar LWB, which we will draw on in Week 5 and 6 at university where you can reflect upon the role of phonics/grammar in developing children as readers and writers. You will also build on your understanding of assessment and adaptive teaching following your introductory inputs.

In each phase we explore how children access learning and how we can provide rich learning opportunities for all children.

In Phase B we reflect on how they and we do this through TALK!

You will have begun reflecting on types of talk in induction – exploratory and presentational the use of questioning and in this phase you will be reflecting upon some inputs and reading tasks on talk as a pedagogical tool. This will support you in developing your Talk LW Bundle.

There are also inputs on:

- Assessment for Learning (AfL)
- Behaviour

Additional sessions focus upon teaching humanities, maths through stories, learning to read and computing.

There is guidance given to prepare you for your APK assignment and support your reflections on practice against theory and policy. In this phase, with the support of your mentor and tutor, you will select a focus area and begin your reading.

**YOUR MENTOR WILL JOIN YOU FOR OUR MENTOR AND TRAINEE DAY ON Friday 26<sup>th</sup> November.**

Throughout the phase you are challenged and supported to reflect upon practice in the light of theory and policy.



### SCHOOL LEARNING OVERVIEW

#### TEACHING AND PLANNING EXPECTATIONS

You are expected to be teaching at least **8 hours** each week by the end of this phase. At this stage, you will be **supported** in the planning process. Ideally you will have the opportunity of team planning in a year group or paired planning with your mentor (depending on the size of the school). You and your mentor can explore the approaches listed on page 14. You are expected to record your planning on the **university planning form** in this phase - this is useful even if you are adapting the school's planning. **Remember that you will need to reflect and record much more detail than your mentor and other experienced practitioners and you will need to evaluate each lesson!**

Your **weekly formal lesson observations will start**, and feedback can be given in your professional dialogue as part of your weekly mentor meeting. Be prepared for these meetings!

Over time your role in this process is expected to grow!

**WHEN IDENTIFYING STRENGTHS AND AREAS TO DEVELOP- TARGETS**, there is information in Section 4 to support you and your mentor. Further guidance on how to use this section will be given on the Mentor and trainee Day on 26.11.21

You will experience two full weeks in school during this phase (week 3 and 7).

Your university tutor will visit you and carry out a joint observation with your mentor in this phase if school visits are permitted.

**LEARNING and WELLBEING BUNDLES:** You will continue to add to your Relationship LWB and begin two new bundles: Phonics (KS1) or Grammar (KS2) LWB and a Talk LWB. These will be based on sequences of lessons that you have been supported to plan and teach, you will be able to reflect upon the children's learning against the TS and your reflections on your reading and university sessions.



\* PLEASE NOTE, AS WE ENDEAVOUR TO ADAPT THE COURSE TO THE NEEDS OF THE TRAINEES and in response to guidance re COVID, THERE MAY BE CHANGES

# PHASE B – SCHOOL BASED PROFESSIONAL STUDIES



- Arrange for yourself or a suitable colleague to conduct the Professional Studies meetings to cover the areas in the circles below.
- Share copies of or give access to relevant school policies and resources
- Complete PPPB form to be sent to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk) by **Tuesday 4<sup>th</sup> January**. The trainee and mentor will ensure you receive a copy of this by the end of the half term for you to review and add your comments to.

During Phase B, your Professional Tutor should help you in arranging fortnightly meetings with suitable members of staff to discuss aspects of profession that relate to your placement school. These will help you to gain a bigger picture of the role of a teacher within a school community.



## CORE AREA: SUBJECT AND CURRICULUM

### Learn how to

- Have a clear understanding of systematic synthetic phonics
- Support younger pupils to become fluent readers and to write fluently and legibly
- Promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to children)
- Provide tasks that support children to learn key ideas securely
- Interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.

Reading for Pleasure –  
the role of systematic  
synthetic phonics

Writing for Pleasure –  
the role of grammar

Developing confident  
mathematicians



### **Prompt questions:**

What are the key skills that everyone needs to master?

What policies and approaches does the school take?

Are specific schemes used? If so, are they followed or adapted?

How are the 8 Habits of Mind developed?  
(*pattern sniffing, experiment, tinker, visualise, describe, conjecture, guess and invent!*)

How is understanding assessed and how is this assessment used?



You may need to prompt your Professional Tutor to arrange these meetings. Be prepared to share your sketchbook reflections and your progress with your Professional Tutor. Ensure you are prepared for the meetings with any resources or reading you may need to do and take notes and questions! Share your reflections on Phonics/Grammar and Talk LWBs.



# PHASE B – Week 1 and 2 (01.11.21 and 08.11.21)

Week 1	Week 2
<p><b>Your role:</b></p> <ul style="list-style-type: none"> <li>To be proactive and organise your time well and continue to support in class under your mentor’s direction/guidance, building your teacher status and presence.</li> <li>Following Jane’s ideas about talk inspired by art – to lead several 10-minute activities across the two weeks – to be observed by your mentor who will complete the running record form.</li> <li>To begin your focus on phonics (KS1) or grammar (KS2) and collect examples as directed for your Phonics or Grammar LWB</li> <li>To begin your focus on the teaching and learning of maths, with a focus on talk as directed for your Talk LWB</li> </ul>	
<div style="border: 1px solid blue; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e1eef6;">  7.5 Building effective relationships is easier when pupils believe that their feelings will be considered and understood.         </div>	
<p><b>Weekly timetable for week 1 and 2 to include:</b></p> <ul style="list-style-type: none"> <li>Your 10-minute talk sessions inspired by art – timetable for your mentor to observe and complete the running record. (No need at this stage to complete the rest of the form). The running record notes can be shared that day but discussed in more depth in your mentor meeting.</li> </ul> <p>Support across the rest of the week as before, under your mentor’s direction, but <b>focus on</b></p> <ul style="list-style-type: none"> <li>A sequence of maths lessons</li> <li>The teaching and learning of phonics and/or grammar</li> </ul> <p>Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</p> <ul style="list-style-type: none"> <li>Reflect upon your teaching and its impact on children’s learning and well-being in your short <i>talk inspired by art</i> activities and record your evaluations and be ready to share your thoughts in the mentor meeting. (If possible, timetable some reflection time out of the class immediately after teaching these sessions to evaluate while you can remember.)</li> <li>In preparation for your focus on phonics/grammar: revisit any related learning from university sessions, including any suggested reading and school guidance documents and policies</li> <li>In preparation for your focus on the sequence of maths lessons, read the relevant chapter in Haylock to develop and secure your SK, it may be useful to make a sketchbook page with information on concepts, strategies, and possible misconceptions. Refer to the EYFS or NC to see where the learning fits in the year group and across primary. Try out each activity/problem prior to the lesson to explore the maths involved and the possible challenges for the children. Explore any resources/images being used.</li> </ul> <p><b>DURING THE WEEKS</b></p> <ul style="list-style-type: none"> <li>Collect examples of the teaching and learning of phonics/grammar – this may include lessons where this is the main focus but reflect on where else this is evident and where children are encouraged to apply their skills– e.g. in reading and writing activities and where the use of phonics/grammar is embedded in daily routines.</li> <li>In the maths lessons collect examples of subject related vocabulary and the importance of both the teacher and the children understanding and using this vocabulary. How is this introduced and applied?</li> <li>In week 2 use the slice of cheese approach, (p.14) and take a section of the planning and teaching across the sequences of lessons. Record this on the university planning format.</li> </ul>	
<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <ul style="list-style-type: none"> <li>Professional dialogue sharing the running records (mentor) and evaluations (trainee) from the <i>talk inspired by art</i> short sessions There is <b>no need to record</b> any strengths and targets at this stage.</li> <li>Share your SK sketchbook page and a couple of examples collected for your phonics/grammar or talk LWB. The following Learn that statements may support you to reflect on the examples you have collected.</li> </ul> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="background-color: #e1eef6; border-radius: 10px; padding: 5px; width: 45%;"> <p> 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> </div> <div style="background-color: #fff9c4; border-radius: 10px; padding: 5px; width: 45%;"> <p> 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> </div> </div> <div style="background-color: #fff9c4; border-radius: 10px; padding: 5px; margin-top: 10px; width: 45%;"> <p> 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.</p> </div>	<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <ul style="list-style-type: none"> <li>Professional dialogue sharing the running records (mentor) and evaluations (trainee) from the <i>talk inspired by art</i> short sessions There is <b>no need to record</b> any strengths and targets at this stage, but the verbal feedback will help you improve each time!</li> </ul> <div style="text-align: right; margin-top: 10px;"> </div> <p style="text-align: center; margin-top: 10px;"><b>Please watch the following film together: University of Sussex, Primary PGCE The weekly observation (in preparation for week 3)</b></p> <p style="text-align: center; margin-top: 20px;">PLEASE CREATE NEXT WEEK’S TIMETABLE</p>
<p>PLEASE CREATE NEXT WEEK’S TIMETABLE</p>	


## PHASE B – Week 3 and 4 (15.11.21 and 22.11.21)

Week 3 (in school all week!)	Week 4
<p><b>Your role:</b></p> <ul style="list-style-type: none"> <li>To be proactive and organise your time well and continue to support in class under your mentor’s direction/guidance, building your teacher status and presence.</li> <li>To increase your role in the planning and teaching (with support from your mentor) of phonics (KS1) or grammar (KS2) and collect examples as directed for your Phonics or Grammar LWB</li> <li>To increase your role in the planning and teaching (with support from your mentor) of maths with a focus on talk as directed for your Talk LWB</li> </ul>	
<p><b>Weekly timetable for week 3 and 4 to include:</b></p> <ul style="list-style-type: none"> <li>WEEKLY LESSON OBSERVATION/S -Select part/s of phonics/grammar and/or maths lessons where you teach, and your mentor observes you – completing the running record</li> <li>In week 4, timetable in opportunities to support you work on any targets identified in week 3 – e.g. by observing your mentor or building in plenty of opportunities to practice skills!</li> <li>Focus on phonics/grammar and a sequence of maths lessons</li> <li>In Week 4, timetable in a group activity- exploring one of the talk activities introduced at university and that you have continued to research. (e.g. Talk Tubs, Talk Roles or I wonder, I notice)</li> </ul>	
<p>Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</p> <ul style="list-style-type: none"> <li>Reflect upon your teaching and its impact on children’s learning and well-being and record your evaluations and be ready to share your thoughts in the mentor meeting. (If possible, timetable some reflection time out of the class immediately after teaching these sessions to evaluate while you can remember, particularly with lessons where you are observed.)</li> <li>Continue to try out each activity/problem prior to the lesson to explore the maths involved and the possible challenges for the children. Explore any resources/images being used. Practice your explanations, and any modelling, ensuring you feel confident using resources and recording as a role model for young mathematicians.</li> <li>Continue to collect examples of learning and teaching from phonics/grammar/maths – focus on the role of talk in the learning process (and in other lessons you observe and support in).</li> </ul>	
<div style="border: 1px solid green; border-radius: 10px; padding: 5px; display: inline-block; background-color: #e0f0e0;">  4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.         </div>	
<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <ul style="list-style-type: none"> <li><b>Professional dialogue</b> – reflect upon the weekly observation/s (this may be made up of parts of several lessons at this stage) – your mentor can share their running records and you can share your own evaluations to inform the dialogue. Complete the rest of the observation form together, identifying strengths and targets. We suggest you complete the form in your meeting to reduce workload! This can be handwritten.</li> <li><b>Can you relate your strengths and targets to TS? Look at section 4 for support.</b></li> </ul> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; display: inline-block; background-color: #ffe0b2; margin-top: 10px;">  6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.         </div> <p style="text-align: center; margin-top: 10px;">PLEASE CREATE NEXT WEEK’S TIMETABLEPLEASE</p>	<p style="text-align: center;"><b>Mentor meeting focus:</b></p> <p style="color: purple;">Preparing for my APK assignment</p> <p><b>Please watch this short film together before ...</b></p> <p style="text-align: center; font-weight: bold; margin-top: 10px;">FRIDAY 26<sup>th</sup> November is Mentor and Trainee Day</p> <p>The university funds supply cover for your class so that your mentor can join you for a university-based day. Ideally this will be F2F on campus but may need to be remote. It is an opportunity to support the mentoring process including observation process and assessment forms, but also to allow time for reflection and to share some recent research We are hoping that NEIL MERCER will be joining us to discuss his latest research on talk. Your mentor and you can reflect on this against your class!</p> <p>Time is planned for your professional dialogue on your observed lessons within the day.</p> <div style="text-align: right; margin-top: 10px;"> </div> <p style="text-align: center; margin-top: 10px;">PLEASE CREATE NEXT WEEK’S TIMETABLE</p>

AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase B Week 4** (Friday is Mentor and trainee Day at university)

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school	
M		ENGLISH	PHONICS	ASSEMBLY	PLAYTIME	MATHS	LUNCHTIME	TOPIC: SCIENCE FOCUS			Story	Staff Meeting
	Listen to focus ch read	Take part in lesson	Lead phonics	Out of class – reflection on PHONICS LWB		Lead input, Team teach lesson TALK LWB		Take part in lesson EXPLORE GROUP TALK ACTIVITY	Read story to class	Attend meeting		
T		ENGLISH	PHONICS	SINGING	PLAYTIME	MATHS	LUNCHTIME	TOPIC: HISTORY	TOPIC: ART	Story	Try out maths activities for following lessons, practice your explanations	
	Take register	Take part in lesson	Lead phonics	Out of class – reflection on PHONICS LWB		Lead input, Team teach lesson TALK LWB Mentor observe input		Out of class- reflect on Phonics and TALK LWB	Take part in lesson	Read story to class		
W		TOPIC ENGLISH	PHONICS	ASSEMBLY	PLAYTIME	MATHS	LUNCHTIME	CT PPA			Reflect on group talk activity LWB	
	Listen to ch read	Take part in lesson	Lead Phonics MENTOR OBSERVE	Out of class – reflection on PHONICS LWB		Lead input and lesson with support TALK LWB		MUSIC	RE	FRENCH		Story
T		ENGLISH	PHONICS	ASSEMBLY	PLAYTIME	PE	LUNCHTIME	Out of class - PPA with Mentor			Short Mentor Meeting – watch film in preparation for tomorrow!	
	Take register	Take part in lesson	Lead Phonics Mentor observe	Out of class – reflection on PHONICS		Slice of cheese – teach parts of lesson from school planning		MATHS	COMPUTING	Story		
F		ASSEMBLY	ENGLISH		PLAYTIME	MATHS	LUNCHTIME	PSHE	Handwriting	PE	Story	Mentor and trainee day at UNIVERSITY
	Mentor and trainee day at UNIVERSITY					UNIVERSITY		Mentor and trainee day at UNIVERSITY				

## PHASE B – Week 5 and 6 (29.11.21 and 06.12.21)

Week 5	Week 6
<b>Your role:</b>	
<ul style="list-style-type: none"> <li>• To be proactive and organise your time well and continue to support in class under your mentor’s direction/guidance. Build up to 8 hours of teaching each week, from a balance of your own planning and the school’s planning. This can include, but not be restricted to your increased role in the teaching of phonics/grammar and maths.</li> <li>• To continue to collect information for your two LWBs - reflect upon the role of phonics/grammar in developing children as readers and writers and the role of talk in developing mathematical understanding. You will bring your Talk and Phonics/grammar LWBs to university in weeks 5 and 6 so that we can support your reflections and help you draw evidence of your understanding from your LWBs.</li> </ul>	
<b>Weekly timetable for week 5 and 6 to include:</b>	
<ul style="list-style-type: none"> <li>• WEEKLY LESSON OBSERVATIONS: Agree with your mentor which teaching they will observe and a focus (this will come from discussion of your progress against the TS and from previous lesson observations). Be well prepared with your planning using the university planning form and paper copies of your plan and the observation form ready for your observer/s</li> <li>• Opportunities to work on target areas through observing others and/or building in plenty of opportunities to practise.- TRY THE DRIVING INSTRUCTOR APPROACH, p.14!</li> <li>• Increase your teaching to <b>8 hours</b> each week – this can include your focus on phonics/grammar and maths, but not be restricted to these.</li> <li>• Week 5 Opportunities for a <i>I notice, I wonder</i> activity with your focus children (and others if time!)</li> <li>• Week 6 – possibly some parts of planning related to research shared on Mentor Trainee Day</li> </ul> <p>Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</p> <ul style="list-style-type: none"> <li>• Following your observed lesson – complete your evaluation and be prepared to be part of the professional dialogue in your meeting. Take along examples of the children’s learning where possible. Begin to identify where children are learning, and their well-being is supported – then reflect on what it is you did or did not do that enabled this to happen.</li> <li>• Collect examples of learning linked to research by Alexander and Mercer, shared on our Mentor Trainee Day. How does this help you understand the learning in the class? Are there areas to develop further?</li> </ul> <div style="text-align: right; margin-right: 50px;">  <span style="background-color: #c8e6c9; padding: 5px; border-radius: 10px; display: inline-block;">4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</span> </div> <ul style="list-style-type: none"> <li>• Questioning Consider the range, quantity and quality of the questions asked of the children. Look at Bloom’s and/or Sayers work to identify the types of thinking and consider how you can include different questions/ponderings to develop a range of these in your planning. Add to your Talk LWB. Ensure ALL children have access to higher level questions.</li> <li>• Week 6 Observe yourself teach part of a lesson – ask your mentor or TA to film parts of your teaching and use these to help you reflect upon your communication with the children, both verbal and non-verbal. This can be deleted after you have had the opportunity to observe yourself.</li> </ul>	
<b>Mentor meeting focus:</b>	<b>Mentor meeting focus:</b>
<ul style="list-style-type: none"> <li>• <b>Professional dialogue</b> – reflect upon the weekly observation/s your mentor can share their running records and you can share your own evaluations to inform the dialogue. Complete the rest of the observation form identifying strengths and targets. We suggest you complete the form in your meeting to reduce workload! This can be handwritten.</li> <li>• <b>Can you relate your strengths and targets to TS? Look at section 4 for support.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional dialogue</b> – reflect upon the weekly observation/s your mentor can share their running records and you can share your own evaluations to inform the dialogue. Complete the rest of the observation form identifying strengths and targets. We suggest you complete the form in your meeting to reduce workload! This can be handwritten.</li> <li>• <b>Can you relate your strengths and targets to TS? Look at section 4 for support.</b></li> </ul> <p>Reminder that PPPB section of PPPA/B form needs to be forwarded to your professional tutor by the end of this phase. In university this week, you will have some time and support to record your reflections to share with your mentor next week.</p>
PLEASE CREATE NEXT WEEK’S TIMETABLE	PLEASE CREATE NEXT WEEK’S TIMETABLE

## PHASE B – Week 7 (13.12.21)

### Week 7

#### Your role:

- Be proactive and organise your time well and continue to support in class under your mentor's direction/guidance. Teach up to 8 hours where possible but as it is the end of term and nearly Christmas be flexible and support wherever you can!
- You will have had time at university in Week 6 to reflect on your achievements and progress towards meeting the TS by the end of this placement/course. Share the PPPB reflections on the relevant section of PPPA/B form with your mentor so they can complete their section and share it with you before forwarding it to the professional tutor to complete and send to university in first week of Phase C.

#### Weekly timetable for week 7 to include:

- Opportunities to enjoy the festivities and be part of the class and school team.
- NO weekly observation this week or mentor meeting but...
- Planning time is key: Ensure you are clear on the focus for next phase and your first week's timetable. This may include your first APK lesson!

Plus, timetable your **Reflection time** - some may be after 3pm:

- Behaviour Policy Task B (This is an interesting time to focus upon behaviour again – with the impact of tiredness, excitement and possibly changes in usual routines and activities!)

Observe the children's behaviour and the behaviour management strategies employed by the teacher, TA and how they are supported by classroom and learning routines. Annotate the behaviour policy with examples from your class. Focusing on your class reflect on how the following impacts on learning behaviour management and helps maintain the pace of and focus on learning ? Reflect against any reading and university sessions.

RELATIONSHIPS, TRANSITIONS & ORGANISATION, CHILDREN'S CHOICE, REWARDS AND SANCTIONS, SEATING & STATUS, USE OF VOICE, MOTIVATION, RESOURCES

Add your reflections to your Relationships LWB

#### Mentor meeting focus:

**There is no expectation of a formal meeting in this last very busy week of term.  
However please do share reflections and comments on Phase B section of PPPA/B form.**

PLEASE CREATE NEXT WEEK'S TIMETABLE

# Your Phonics Learning and Well-being Bundle



2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

Reflect on the importance of modelling TS?

How can you use phonics to develop reading and writing for pleasure? TS?

## Prior Learning

What could you collect that shows the children's prior learning and their current understanding (your starting point!)

- Phonics stage, teacher assessments
- Children's attitudes towards reading and books
- Children's awareness of print and decoding
- Previous focus in phonics

What could you collect that shows your current understanding (your starting point!)

- Sketchbook pages on your SK and CK- key concepts, strategies, resources – phonics sessions at university and canvas resources
- Sketchbook pages on pedagogy – exploratory and presentational talk
- The scheme used and guidance provided
- Notes from Professional studies meeting

How did your increased SK support your planning? TS?



3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.



4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.



2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.



2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

Where do some children struggle? Why? How can you support them further? TS?

## Learning & Well being

What could you collect that shows the impact on learning and well-being?

- Examples of children's learning – possibly compared to previous learning
- Parent/carers comments- children continuing learning at home or in the playground!
- Your evaluations of the lessons and observations of your teaching
- Assessments – feedback, verbal and written feedback and children's response to this!
- Your lesson observation and feedback

## Your Reflective Sketchbook is a key part of each of your Learning and Well-being Bundles

This will include

- reference to the content of your LWB and where information can be located
- some of your research and reflections on subject knowledge and pedagogy which will inform your planning, teaching and evaluations
- reference to connections between your reading and practice, between earlier sessions at university and the children's learning, between reflections on your own experiences as a learner and ...!
- Reflections, reflections, reflections!

THIS IS THE GLUE!

## Planning & Teaching

What could you collect that shows your planning and teaching?

- The plans and resources
- Links between the sequence of lessons
- Opportunities to apply phonic knowledge and skills across the day and the rest of the curriculum
- Toy !



3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.



What did you do that impacted on the children's learning? Which core aspects or TS does this relate to?

What engages the children? TS? Did you use a toy? How?



# Your Grammar Learning and Well-being Bundle

CCF 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

CCF 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.



Reflect on the importance of discussion about the impact of grammar TS?

CCF 3.9 To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.

CCF 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.

How did your increased SK support your planning? TS?

## Prior Learning

What could you collect that shows the children's prior learning and their current understanding (your starting point!)

- teacher assessments, evidence in children's writing
- Children's attitudes towards writing
- Children's awareness of grammar and its impact on writing
- Previous focus in grammar

What could you collect that shows your current understanding (your starting point!)

- Sketchbook pages on your SK and CK- key concepts, strategies, resources – grammar sessions at university and canvas resources
- Sketchbook pages on pedagogy – grammar subject knowledge, impact on writing
- Grammar audit
- The resources used and guidance provided
- Notes from Professional studies meeting

How can you use grammar knowledge to develop reading and writing for pleasure? TS?

CCF 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

CCF 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.

What might the barriers be to grammar? Why? How can you support them further? TS?

## Learning & Well being

What could you collect that shows the impact on learning and well-being?

- Examples of children's learning – possibly compared to previous learning
- Parent/carers comments- children continuing learning at home or in the playground!
- Your evaluations of the lessons and observations of your teaching
- Assessments – feedback, verbal and written feedback and children's response to this!
- Your lesson observation and feedback

What did you do that impacted on the children's learning? Which core aspects or TS does this relate to?

## Your Reflective Sketchbook is a key part of each of your Learning and Well-being Bundles

This will include

- reference to the content of your LWB and where information can be located
- some of your research and reflections on subject knowledge and pedagogy which will inform your planning, teaching and evaluations [https://ukla.org/wp-content/uploads/View\\_Grammar.pdf](https://ukla.org/wp-content/uploads/View_Grammar.pdf)
- reference to connections between your reading and practice, between earlier sessions at university and the children's learning: <https://socialsciences.exeter.ac.uk/education/research/centres/writing/grammar-teacher-resources/grammarschoice/thegrammarforwritingpedagogy/> between reflections on your own experiences as a learner and ...!
- Reflections, reflections, reflections!  
**THIS IS THE GLUE!**

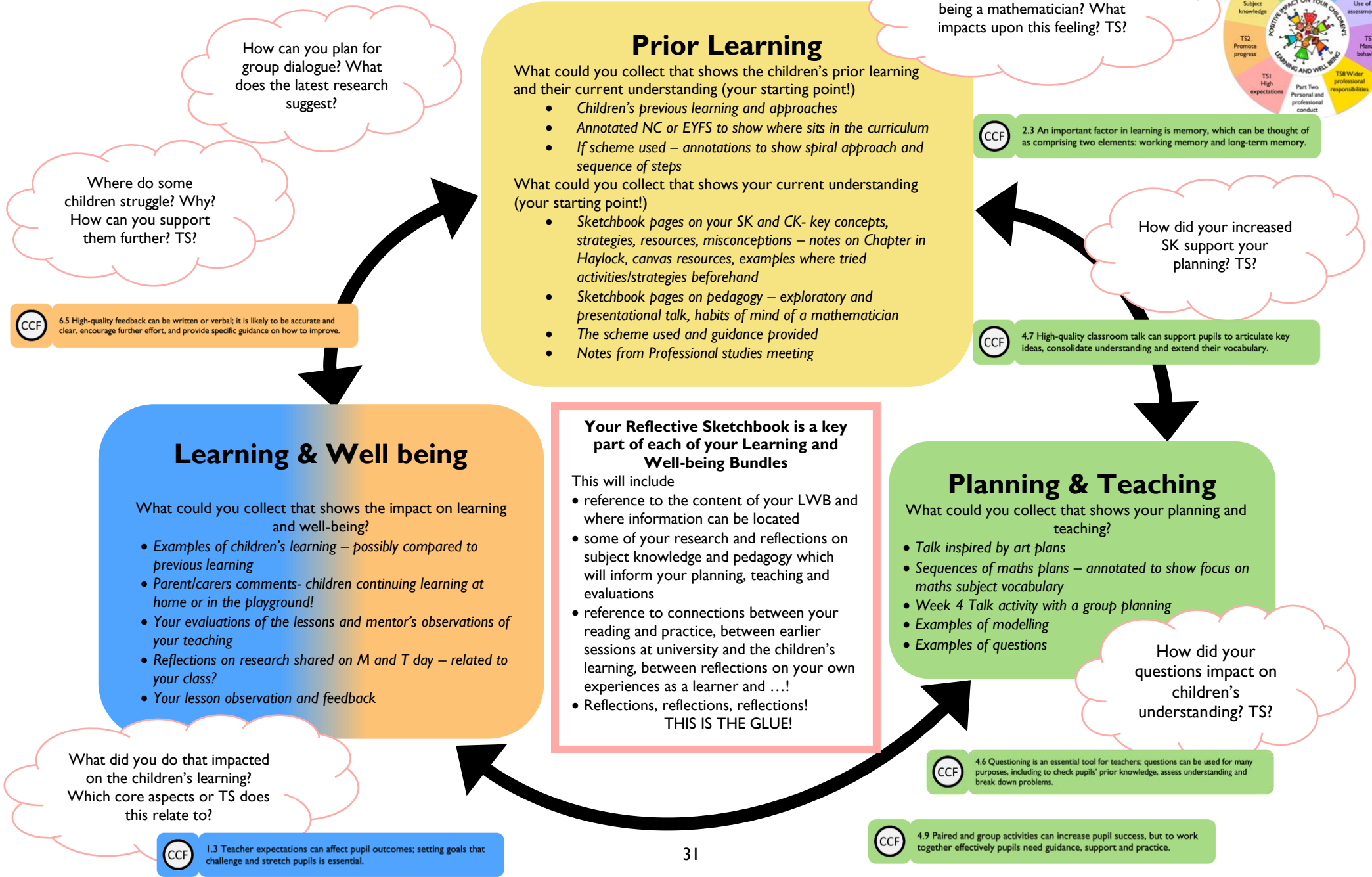
## Planning & Teaching

What could you collect that shows your planning and teaching?

- The plans and resources
- Links between the sequence of lessons developed from the writing sequence
- Opportunities to apply grammar subject knowledge and skills across the day and the rest of the curriculum
- Opportunities for children to talk about the impact of grammar (not necessarily the terms)
- Children's writing
- Videos of teaching

What engages the children? TS? Did you use a toy? How?

# Your Talk Learning and Well-being Bundle



How can you plan for group dialogue? What does the latest research suggest?

Where do some children struggle? Why? How can you support them further? TS?

**CCF** 6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

## Prior Learning

What could you collect that shows the children's prior learning and their current understanding (your starting point!)

- Children's previous learning and approaches
- Annotated NC or EYFS to show where sits in the curriculum
- If scheme used – annotations to show spiral approach and sequence of steps

What could you collect that shows your current understanding (your starting point!)

- Sketchbook pages on your SK and CK- key concepts, strategies, resources, misconceptions – notes on Chapter in Haylock, canvas resources, examples where tried activities/strategies beforehand
- Sketchbook pages on pedagogy – exploratory and presentational talk, habits of mind of a mathematician
- The scheme used and guidance provided
- Notes from Professional studies meeting

How do the children feel about being a mathematician? What impacts upon this feeling? TS?

**CCF** 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.

How did your increased SK support your planning? TS?

**CCF** 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

## Learning & Well being

What could you collect that shows the impact on learning and well-being?

- Examples of children's learning – possibly compared to previous learning
- Parent/carers comments- children continuing learning at home or in the playground!
- Your evaluations of the lessons and mentor's observations of your teaching
- Reflections on research shared on M and T day – related to your class?
- Your lesson observation and feedback

What did you do that impacted on the children's learning? Which core aspects or TS does this relate to?

**CCF** 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

## Your Reflective Sketchbook is a key part of each of your Learning and Well-being Bundles

This will include

- reference to the content of your LWB and where information can be located
- some of your research and reflections on subject knowledge and pedagogy which will inform your planning, teaching and evaluations
- reference to connections between your reading and practice, between earlier sessions at university and the children's learning, between reflections on your own experiences as a learner and ...!
- Reflections, reflections, reflections!  
**THIS IS THE GLUE!**

## Planning & Teaching

What could you collect that shows your planning and teaching?

- Talk inspired by art plans
- Sequences of maths plans – annotated to show focus on maths subject vocabulary
- Week 4 Talk activity with a group planning
- Examples of modelling
- Examples of questions

How did your questions impact on children's understanding? TS?

**CCF** 4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

**CCF** 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.



## Section 3: PHASE C

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
JAN	S	S	M <sup>BH</sup>	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
FEB	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M			

### UNIVERSITY LEARNING OVERVIEW:

Prior Learning: Your planning and teaching of your APK lessons will be informed by your reading about a pedagogical focus and a subject focus. Your sessions and reading on AfL will support you in your planning and teaching, encouraging children to share their emerging understanding or misunderstandings.


You have had introductory inputs on a wide range of subjects now and you can draw upon these to teach across the curriculum in the next two phases. In each we hope that you continue to explore talk as a pedagogical tool and add to your LWBs.

In each phase we explore how children access learning and how we can provide rich learning opportunities for all children.

In Phase C we reflect on the planning process to support children access the learning, for example,

- how we sequence the learning in order that children build upon their current understanding
- How can we break complex material into smaller steps without taking away from big ideas and a rich context?
- How do we revisit big ideas of subjects and give a range of examples?

We also return to reflect at a deeper level on aspects of teaching and learning, e.g. Inclusion, including SEND and EAL and explore the use of data, drama for learning, PE, and RE.

Throughout the phase you are challenged and supported to reflect upon practice in the light of theory and policy. There is further support and guidance on writing your APK assignment – the evaluations. 

In Phase C or D your university tutor will support your development and moderate across the schools by a remote professional dialogue or a F2F school visit.

### SCHOOL LEARNING OVERVIEW:

#### TEACHING AND PLANNING EXPECTATIONS

You are expected to be teaching at least **10 hours** each week by the end of this phase.

Although you will continue to be part of team planning, you will be expected to plan independently a sequence of 6 lessons as part of your **APK assignment**. Your planning will be informed by your reading and you will evaluate these lessons against the literature in a 6000-word written assignment.

**The lessons need to be taught in January so timetabling these is important.** Where possible, your formal lesson observations will be of some of these, as this will support your own evaluations of teaching and learning.

In addition to your APK assignment you need to continue developing your planning and teaching ability and complete tasks to help you do so. You will begin to lead the class for a morning, afternoon or even full day. If your mentor and university tutor agree, you can use the school's planning forms for all lessons except the APK and observed lessons.

In this and the next phase you need to build the range of subjects that you plan and teach (this may be supported or following school's planning)

History	Geography
Science	MFL
DT	Art
RE	PE
Music	Computing
PSCHE	Outdoor learning (any and every subject!)

Reflect on how often these are taught, the time of day in which they are taught, children's engagement, cross curricular links. Read the NC to help you understand progression in

Record your reflections in your sketchbook. Can you relate these to your summer activities and the Mathematician's

\* PLEASE NOTE, AS WE ENDEAVOUR TO ADAPT THE COURSE TO THE NEEDS OF THE TRAINEES and in response to guidance re COVID, THESE SESSIONS ARE SUBJECT TO CHANGE

# PHASE C – SCHOOL BASED PROFESSIONAL STUDIES



- Arrange for yourself or a suitable colleague to conduct the Professional Studies meetings to cover the areas in the circles below.
- Share copies of or give access to relevant school policies and resources
- Conduct a joint observation of the trainee teaching with the mentor
- Complete PPPC form to be sent to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk) by **Tuesday 22<sup>nd</sup> February**. The trainee and mentor will ensure you receive a copy of this by the end of the half term for you to review and add your comments to.

During Phase C, your Professional Tutor should help you in arranging fortnightly meetings with suitable members of staff to discuss aspects of profession that relate to your placement school. These will help you to gain a bigger picture of the role of a teacher within a school community.

## CORE AREA: ASSESSMENT

Learn how to:

- Use assessments to check for prior knowledge and pre-existing misconceptions
- Plan formative assessment tasks linked to LO and think ahead about what would indicate understanding
- Record data only when useful for improving pupil outcomes



## CORE AREA: PEDAGOGY

(How children learn, Classroom Practice & Adaptive Teaching)

Learn how to:

- Understand different pupils needs
- Use the SEND Code of Practise effectively
- Adapt lessons so all pupils can meet expectations
- Create a culture of respect and trust in the classroom that supports all children to succeed

AfL & reading the Data

EAL & SEND

Educating Global Citizens



## INCLUSION

### Prompt questions:

- How is learning assessed?
- How does assessment help the children's learning, development and well-being?
- How are the children involved in assessment?
- How is assessment data collected, recorded and used?
- How does assessment help in planning and adapting learning?
- How are all children represented in planning, teaching and resources?
- How is learning adapted to meet the needs and provide challenge for all children?
- What is the role of the SENCO?
- How do the children learn to view and treat others fairly and without discrimination regardless of race, gender, skin colour, language, sexuality, disability?



You may need to prompt your Professional Tutor to arrange these meetings.

Be prepared to share your sketchbook reflections and your progress with your Professional Tutor. Ensure you are prepared for the meetings with any resources or reading you may need to do and take notes and questions!

Share your reflections on your APK focus, reading, planning and learning.

## PHASE C – Additional Professional Tutor support

### Applying for teaching positions

It is usually around this time that trainees begin thinking about applying for jobs. The University Tutors will support the trainees in the process of applying for teaching positions, reading draft applications and supporting in preparing for interviews. We have also produced a series of short videos for trainees to watch to help them to understand the process as well as further guidance on Canvas.

#### Finding the jobs



#### The Application Process



#### The Interview



Professional Tutors may also support in a number of ways – some examples are below:

- Sharing the school 'application pack'
- Support in reading through application letters and forms and offering feedback
- Sharing the school's structure for interviews, examples tasks/interview questions etc.
- Offering a 'mock' interview and providing feedback
- Talking through ideas for a teaching observation during an interview
- Allowing trainees time off to visit schools before applying (within reason!)
- Allowing trainees time off to attend interviews

We are happy to share any vacancies you may have with our trainees on our Canvas site. Please just send an advert to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk)

# PHASE C – Week 1 – 4 (04.01.22, 10.01.22, 17.01.22 and 24.01.22)

Week 1

Week 2

### Your role:

- Your APK sequence of lessons – teach your lessons, evaluate the impact on learning and collect examples of children’s learning and well-being. Annotate and adapt your planning and teaching in response to your evaluations and your understanding of theory and policy from your reading. Try to timetable at least some of your weekly lesson observations within this sequence of lessons. **THIS CAN BE A CHALLENGING TIME COMPLETING THE WRITING OF YOUR ASSIGNMENT IN ADDITION TO TEACHING**, but it is important that you continue developing within the classroom. Time can be built into support your evaluations both in school and university, but you also need to:
- Build your teaching time from 8 hours per week to 10 hours. Plan to lead the class for some whole mornings or whole afternoons within these 4 weeks.
- Increase the range of subjects that you are teaching – you can use the school/team planning for at least some of these- refer to Phase C overview.

### Weekly timetable for each week

- APK lessons (where possible timetable reflection time immediately afterwards for your evaluations). Avoid leading the whole morning or afternoon whilst you are teaching these lessons.
- Weekly observations – timetable at least some observations during your APK lessons – you can use your mentor or professional tutor’s feedback within your assignment.
- Teach a wider range of subjects where possible
- Opportunities to work on your target areas – observing others/opportunities to practice TRY THE CO-PILOT APPROACH p.14
- Week 2 is a full week in school

### Reflection time (some may be timetabled for after 3pm)

The children’s learning

Look at the focus in your mentor meetings and reflect upon these in advance, you may be able to share examples of children’s learning and sketchbook pages to support your professional dialogue. These reflections are planned to support your teaching and evaluations of your APK lessons BUT also your development beyond these lessons!

### Mentor meetings:

In each mentor meeting continue to focus on:

- Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children’s learning or resources to support you. Together identify strengths and target areas to develop, so you can make progress towards meeting the TS.
- PLEASE CREATE NEXT WEEK’S TIMETABLE, plus see the following focus for discussion. You need to be prepared in advance.

### Week 1 Mentor meeting focus:

CCF

5.7 Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

### Week 2 Mentor meeting focus:

CCF

4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.

CCF

4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.

### Week 3 Mentor meeting focus:

CCF

6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.

CCF

6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.

### Week 4 Mentor meeting focus:

Share some of your reading with your mentor and reflect upon examples of the children’s learning in your APK lessons against your understanding of theory and policy.

## AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase C Week 2**

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school	
M		TOPIC MATHS	PHONICS	ASSEMBLY	PLAYTIME	ENGLISH	LUNCHTIME	SCIENCE INVESTIGATIONS		Story	Staff Meeting	
	Take register	APK lesson	Out of class – APK evaluation			Opportunity to observe and focus on feedback (your target)		Lead science lesson (increase range of subjects taught – can be following school planning with some adaptations)	Read story to class	Attend meeting		
T		TOPIC MATHS	PHONICS	SINGING		ENGLISH		TOPIC GEOGRAPHY	TOPIC ART	Story	Planning Meeting	
	Take register	APK lesson	Out of class – APK evaluation			Opportunity to observe and focus on feedback (your target)		Team Teach	Team teach	Read story to class	Attend meeting	
W		TOPIC MATHS	PHONICS	ASSEMBLY		ENGLISH		CT PPA				
	Take register	APK lesson MENTOR OBSERVES	Out of class – APK evaluation			Opportunity to observe and focus on feedback (your target)		MUSIC	RE	FRENCH	Story	Mentor Meeting
T		MATHS	PHONICS	ASSEMBLY		PE		ENGLISH	COMPUTING	Story		
	Out of class – APK reflection, collection of children's learning, annotated plans for your appendices				Opportunity to observe and focus on feedback (your target)	LEAD THE AFTERNOON (with mentor support as needed)						
F		ASSEMBLY	ENGLISH		MATHS	PSHE	Handwriting	PE	Story			
	LEAD AND TEACH ALL MORNING				LEAD AND TEACH ALL MORNING	Opportunity to observe and focus on feedback (your target) and experience subjects that may have had less experience of						

## PHASE C – Week 5 and 6 (31.01.22 and 07.02.22)

Week 5

Week 6

### Your role:

- Teach 10 hours each week. Plan to lead the class for some whole mornings or whole afternoons or a day within these 2 weeks.
- Increase the range of subjects that you are teaching – you can use the school/team planning for at least some of these- refer to Phase C overview.

### Weekly timetable for each week

- Weekly observation
- Teaching a wider range of subjects where possible
- Opportunities to work on your target areas – observing others/ opportunities for practice

Your **Reflection time/tasks** (some can be timetabled for after 3pm):



**Task will be added to this link**

Read through section 4 and draw upon your LWB and current teaching to help you reflect upon the descriptors for Phase C in each TS. Are there areas of strength? Are there areas that you need to target? Be well-prepared to share your evaluations and some evidence with your mentor in your review meetings. This will inform your reflections on your PPC section of the PPC/D/E form!

### Mentor meetings:

In each mentor meeting continue to focus on:

- Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children’s learning or resources to support you. Together identify strengths and target areas to develop, so you can make progress towards meeting the TS.
- The focus is a review of your progress against meeting the TS, using Section 4. This will inform your and your mentor’s comments on your PPC section of the PPC/D/E form.
- PLEASE CREATE NEXT WEEK’S TIMETABLE, plus see the following focus for discussion. You need to be prepared in advance to make the best use of your mentor’s time.

### Week 5 Mentor meeting focus:

Review of progress- preparation for PPC section of PPC/D/E form

### Week 6 Mentor meeting focus:

Review of progress- preparation for PPC section of PPC/D/E form and preparation for your final phase in this placement Phase D

## Section 3: PHASE D

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
FEB																					M	T	W	T	F	S	S	M			
MAR	T	W	T	F APK	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T

### **UNIVERSITY LEARNING OVERVIEW:**

Prior Learning: Your understanding of pedagogy and subject knowledge supported your planning across a sequence of lessons for your APK assignment. This was informed by your critical reflection of theory and policy. This phase you can build upon this.

You have continued with your subject and curriculum knowledge audit and have Shulman’s model to guide you to identify areas to work on. There is a reflection task to complete which builds upon your PE input and resources from university.

In Phase D there is only one Friday in university as you need to be teaching across full weeks at this stage of your development. However, you finish your placement a week earlier than the children do when you will transition to your second placement in another setting and another key stage!

Throughout the phase you are challenged and supported to reflect upon practice in the light of theory and policy.

**\* PLEASE NOTE, AS WE ENDEAVOUR TO ADAPT THE COURSE TO THE NEEDS OF THE TRAINEES and in response to guidance re COVID, THESE SESSIONS ARE SUBJECT TO CHANGE**



### **SCHOOL LEARNING OVERVIEW:**

#### **TEACHING AND PLANNING EXPECTATIONS**

This is the time to enjoy the experience and confidence you have gained in a familiar school and with children who you know well! Make the most of the time you have and plan and teach as much as you can, leading some whole days, so that you are well-prepared for your next placement. You are expected to be teaching at least **12 hours** each week by the end of this phase. The expectation is that you will meet all or most of the TS at the end of this phase. In your next placement you then have an opportunity to apply your skills and understanding to another age group!

Please continue to build the range of subjects that you plan and teach (some of this may be following school’s planning)

History	Geography	PSCHE
Science	MFL	Outdoor learning
DT	Art	Computing
RE	PE	Music

Your last Learning and Well-being Bundle in this long placement is based on subject and curriculum knowledge. From your subject knowledge audit and from reflecting on your teaching experiences and the half term planning with your mentor select two subject areas to research and develop and plan and teach a sequence of lessons on each. Use your developing knowledge to plan the sequences exploring how to keep the focus on the learning without removing inspiration and purpose which will motivate and create a context for the children! Collect and explore examples of making the abstract more accessible for children- for example: using Analogues, Illustrations, Models, Metaphors, Examples and non-examples, explanations and demonstrations

## PHASE D – SCHOOL BASED PROFESSIONAL STUDIES



- Arrange for yourself or a suitable colleague to conduct the Professional Studies meetings to cover the areas in the circles below.
- Share copies of or give access to relevant school policies and resources
- Complete PPPD form to be sent to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk) by **Friday 25<sup>th</sup> March**. The trainee and mentor will ensure you receive a copy of this by the end of the half term for you to review and add your comments to.

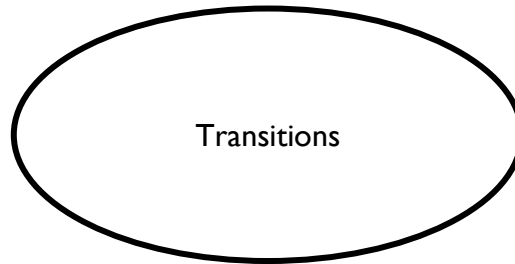
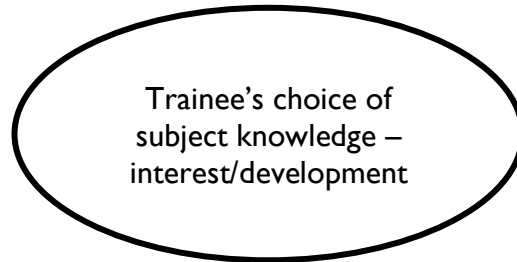
During Phase D, your Professional Tutor should help you in arranging fortnightly meetings with suitable members of staff to discuss aspects of profession that relate to your placement school. These will help you to gain a bigger picture of the role of a teacher within a school community.



### CORE AREA: SUBJECT AND CURRICULUM

Learn how to:

- Identify essential concepts, knowledge, skills, and principles of the subject
- Ensure pupil's thinking is focused on key ideas within the subject
- Be aware of common misconceptions
- How to revisit the big ideas of the subject over time and teach key concepts through a range of examples



### Prompt questions:

- What is the role of a subject coordinator?
- What resources, materials, schemes of work/curriculum are used by the school?
- What is the current focus in the chosen subject knowledge areas?
- What is the progression of skills/learning in the chosen subject knowledge area? Is this part of the long-term planning?
- How are transitions managed in the school?
- Is this the same for all children?
- What information is passed on to the next school/class?
- How are children who are new to the school welcomed?



You may need to prompt your Professional Tutor to arrange these meetings. Be prepared to share your sketchbook reflections and your progress with your Professional Tutor. Ensure you are prepared for the meetings with any resources or reading you may need to do and take notes and questions! Share your reflections on your Subject Knowledge LWB.



# PHASE D – Weeks 1- 4 (14.02.22 or 21.02.22, 28.02.22, 07.03.22 and 14.03.22)

Variation in school holidays across the different counties!

## Weeks 1-4

### Your role:

- Identify two subject areas to develop your understanding and plan and teach a sequence of lessons in both
- Teach up to 12 hours each week, including some part and full days and continue to teach across the curriculum (some can be following the school planning)
- The APK assignment deadline is planned after a school holiday to allow time for the writing process away from your placement and should not impact on your practice this phase!

### Weekly timetable for each week

- Your selected sequences of lessons based on two subject areas you are researching- explore using Analogues, Illustrations, Models, Metaphors, Examples and non-examples, explanations and demonstrations to help make learning meaningful to children.
- Teach a wider range of subjects where possible
- Weekly observations – timetable at least some observations during your subject-focus sequence of lessons to support your SKLWB.
- Opportunities to work on your target areas – observing others/opportunities to practice
- Week 3 is the only week where you are in university on Friday 11.03.22

### Reflection time (some may be timetabled for after 3pm)

#### • PE Task

Explore the resources available within school and ensure you are aware of the location of the PE equipment.

Consider how playtimes are used/could be used for in your school to support active physical development and engagement for all children.

Using the fantastic 4 model (introduced during phase C). You are to observe a lesson/range of lessons critiquing your observations versus the fantastic 4 model that should form the basis of ALL PE sessions (exploratory, achievable, active and inclusive). This could be presented however you feel appropriate in your sketchbook using images and critical reflection. To demonstrate a depth of understanding you should add further detail to this by critically exploring what you could add to the lesson/s to ensure all 4 areas were/are achieved.

- PPPD reflections so that your form can be returned to university by the end of your placement.
- The children's learning -Look at the focus in your mentor meetings and reflect upon these in advance, you may be able to share examples of children's learning and sketchbook pages to support your professional dialogue. These reflections are planned to support your teaching and evaluations of your sequences of lessons for your SKLWB

### Mentor meetings:

In each mentor meeting continue to focus

- Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children's learning or resources to support you. Together identify strengths and target areas to develop, so you can make progress towards meeting the TS.
- PLEASE CREATE NEXT WEEK'S TIMETABLE, plus see the following focus for discussion. You need to be prepared in advance.

#### Week 1 Mentor meeting focus:

**CCF** 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.

**CCF** 3.4 Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.

**CCF** 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

**CCF** 3.7 In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemas"); carefully sequencing teaching to facilitate this process is important.

#### Week 2 Mentor meeting focus:

**CCF** 4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.

**CCF** 6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.

**CCF** 1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

**CCF** 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.

#### Week 3 Mentor meeting focus:

**CCF** 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.

**CCF** 6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.

**CCF** 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

#### Week 4 Mentor meeting focus:

**CCF** 3.10 Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

Review meeting, share your reflections on PPPD and discuss your progress and achievements

AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase D Week 3** approximately 10-12 hours (with blocks of time where you are responsible for the class)

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school
M		MATHS	GUIDED READING	ASSEMBLY	PLAYTIME	ENGLISH- writing sequence	LUNCHTIME	SCIENCE			Staff Meeting
	Take register	Observe lesson – focus on your target of modelling on board	Out of class- Reflect on lesson and your target area			SKLWB SEQUENCE OF LESSONS		SKLWB SEQUENCE OF LESSONS			
T		MATHS	GUIDED READING	SINGING	PLAYTIME	ENGLISH- writing sequence	LUNCHTIME	GEOGRAPHY	ART	Story	Reflect on day and rest!
	Take register	LEAD AND TEACH ALL DAY	LEAD AND TEACH ALL DAY			SKLWB SEQUENCE OF LESSONS		LEAD AND TEACH ALL DAY	LEAD AND TEACH ALL DAY	Read story to class	
W		MATHS	GUIDED READING	ASSEMBLY	PLAYTIME	ENGLISH- writing sequence	LUNCHTIME	CT PPA			
	Observe a subject in another class/year group to see progression – if allowed					SKLWB SEQUENCE OF LESSONS Mentor to observe		MUSIC	RE	FRENCH	Story
T		MATHS	GUIDED READING	ASSEMBLY	PLAYTIME	PE	LUNCHTIME	ENGLISH	COMPUTING	Story	Mentor meeting
	Lead interventi on group	Observe a subject in another class/year group to see progression – if allowed				Lead PE lesson		Support learning	Support learning	Read story to class	
F		ASSEMBLY	ENGLISH		PLAYTIME	MATHS	LUNCHTIME	PSHE	Handwriting	PE	Story
	University					University		University			

## PHASE D – Week 5 (21.03.22) Your final week in this placement!

### Week 5

#### Your role:

- To prepare for your departure and move to your next placement
- Finding out about your next placement setting and introductions
- Prepare yourself and the children for your move. This is an important event and process for the children to experience in a positive (despite sad) way.
- 12 hours of teaching across the week.

#### Weekly timetable for final week

- Final 12 hours and final lesson observations
- Transition events Discuss with your mentor how you can prepare the children in your class for your departure. What learning can be developed that will support the children's own transitions in the future?

Your **Reflection time/tasks** (some can be timetabled for after 3pm):

- Build a child's self-esteem and status in class task  
By sharing some of their skills, home language, interests or by planning lessons around their particular interest area. Reflect upon how you could use this strategy in your next placement to support the children's learning and well-being.
- Reflect upon your progress against the TS. Many of you will have met these at this stage, be prepared to share your self-assessments and some examples of evidence from your LWBs in your final mentor meeting.

#### Mentor meetings:

#### Week 5 Mentor meeting focus:

Final professional dialogue and ...



## Section 3: PHASE E

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
M A R																												M	T	W	T
A P R	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
M A Y	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	

### **UNIVERSITY LEARNING OVERVIEW:**

There are two Fridays in Phase E where you are learning at university. This is planned to maximise your opportunities to plan and teach in your final and very short placement.

University sessions will help prepare you for becoming an ECT and give further guidance on your RPK assignment.

Your university tutor may visit you at your placement for a joint observation with your mentor.

During the week beginning 7<sup>th</sup> June 2021 you will have your RPK interview at university.



**PROFESSIONALISM: Examination Board and External Examiners meet the week after the course ends. ALL TRAINEES MUST ENSURE THAT THEY ARE AVAILABLE during this week**

### **SCHOOL LEARNING OVERVIEW:**

#### **TEACHING AND PLANNING EXPECTATIONS**

You are expected to be teaching at least **12 hours** each week following a short transition phase where your focus will be on getting to know and understand learning routines, the children as learners, your new environment and the school and class culture.

Observing and talking with your mentor is key to this smooth transition, and greatly supported by your mentor **NARRATING** their **THOUGHT PROCESS** ('thinking aloud') wherever possible. Together look at p.14 and make use of some of these approaches to help you make the transition to planning and teaching in a new school and different key stage!

Focus on planning and teaching and consider how you can develop relationships and get to know the children as learners and individuals as quickly as possible to reap the benefits. This will be excellent experience ready for starting your first ECT year in September.

**IF THERE ARE ANY TS WHICH YOU HAVE YET TO MEET, TARGET THESE AREAS.**



Learning and Well-being Bundles

Now that you have changed key stage, develop a Phonics (KS1) or Grammar (KS2) Learning and well-being bundle (p29, 30)

Reflect on the similarities and differences between the key stages and add to your Learning bundles.

**Applying for jobs** - Some of you may be applying for jobs in this phase. Be selective and visit schools at the end of the day where possible to reduce the disruption to your placement.

\* PLEASE NOTE, AS WE ENDEAVOUR TO ADAPT THE COURSE TO THE NEEDS OF THE TRAINEES and in response to guidance re COVID, THESE SESSIONS ARE SUBJECT TO CHANGE

## PHASE E – SCHOOL BASED PROFESSIONAL STUDIES



- Welcome to our school: Induct and welcome the trainee to the school, introduce them to members of staff and share ‘housekeeping’ information such as arrival time, access to the school, door codes, dress codes and name badge/ID pass. Ensure trainees have access to internet, photocopier, computer etc. access to building, technology etc.
- Arrange for yourself of a suitable colleague to conduct the Professional Studies meetings to cover the areas in the circles below.
- Share copies of or access to relevant school policies
- Conduct a joint observation of the trainee teaching with the mentor
- Complete PPPE form to be sent to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk) by **Thursday 26<sup>th</sup> May**. The trainee and mentor will ensure you receive a copy of this by the end of the half term for you to review and add your comments to.

During Phase E, your new Professional Tutor should help you in arranging fortnightly meetings with suitable members of staff to discuss aspects of profession that relate to your new placement school. These will help you to gain a wider picture of different school contexts and key stages.

### CORE AREA: BEHAVIOUR MANAGEMENT

(High Expectations & Behaviour Management)

Learn how to:

- Create a culture of respect and trust in the classroom that supports all pupils to succeed
- Applying rules, sanctions, and rewards in line with school policy, escalating behaviour incidents as appropriate.



Behaviour & Relationships Policy

Trainee's choice of Subject knowledge – interest/development



### Prompt questions:

- What do the school's policies say?  
How does the policy support an inclusive environment?
- How do the school's rewards and sanctions systems work?  
How are children with 'challenging behaviour' supported?
- What resources, materials, schemes of work/curriculum are used by the school?  
What is the current focus in the chosen subject knowledge areas?
- What is the progression of skills/learning in the chosen subject knowledge area?



You may need to prompt your Professional Tutor to arrange these meetings.

Be prepared to share your sketchbook reflections and your progress with your Professional Tutor. Ensure you are prepared for the meetings with any resources or reading you may need to do and take notes and questions!

Share your reflections on Phonics/Grammar LWB and your reflections from comparing the two key stages.

# PHASE E – Week I (28.03.21)

## Week I

### Your role:

- To become familiar with the classroom environment
- To become familiar with and reflect upon learning routines and the structure of the days and the week as a whole
- To join in and support where you can, under the guidance of your mentor
- To begin to build your teacher status and develop relationships
- THERE IS NO LESSON OBSERVATION IN WEEK I!

### Weekly timetable for week I to include:

Phase E Mentor Zoom Meeting – Wednesday 30<sup>th</sup> March 2022 (16.00-17.00)

*The 4 tasks below to help you **begin to build your teacher status from day one in order to help the children understand your role.** (Although initially you will need to observe and be guided in your role, it is important that you do not join the class as a 'helper'.)*

- Read a story to the class (take one/several in that your mentor has agreed are suitable and that you have practised reading). Will you use props or clues to support engagement?
- Lead the class to PE/assembly or to the playground
- Give the stopping signal across the day
- Observe and play with the children at play times and get to know them outside of lessons.
- PPA with your mentor – to talk through planning for the rest of the Phase and preparation needed.

Your **Reflection time/tasks** (some can be timetabled for after 3pm):

- Read and reflect upon the school's behaviour/relationships policy and handwriting policy- find out which cursive script is used in your school. Ensure that you spend time practising using this so that you can demonstrate this in any recording that you do with or for the class – displays, recording on the white board, written feedback. **THIS NEEDS TO BE ACHIEVED ASAP.**
- Planning Task A  
Observe your mentor teach a lesson **without seeing the written lesson plan** Can you write what you think the plan was? This is useful for seeing many aspects that an experienced teacher has considered and is part of their daily practice. (They do not need to record everything on a planning sheet as you will need to do initially.)
- Begin to reflect on similarities and differences between routines, resources, the learning environment. Are these due or despite of differences in age group teaching or class and school ethos?

### Mentor meeting focus:

Mentor to introduce the class and current learning

You can share some of your notes, reflections and questions about

- Children – interests and friendships
- Children as learners
- Identify differing needs of pupils: EAL, SEN,
- Curriculum
- Behaviour policy
- Classroom environment and routines



7.1 Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.



5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

### You

Share your PPPD section of the PPPD/E assessment form, - remember that strengths and target areas may be different initially due to the different setting and age group! Do not panic!

CREATE NEXT WEEK'S TIMETABLE (for some this is within this half term and for others after the Easter break.)

Explain about your phonics/grammar LWB and share your sketchbook to support you.

AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase E Week 1**

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school	
M		MATHS	READING	ASSEMBLY	PLAYTIME	ENGLISH	LUNCHTIME	SCIENCE		Story	Staff Meeting	
		Take part	Take part			Take part		Take part				
T		MATHS	READING	SINGING	PLAYTIME	ENGLISH	LUNCHTIME	HISTORY	ART	Story	After school explore resources in prep for next day	
	Take register	Take part Give stopping signal	Lead group	Observe in assembly		IN CLASS REFLECTION Planning task A		OUT OF CLASS REFLECTION TASK – write up plan of previous lesson on uni plan	Take part	Read story to class		
W		MATHS	READING	ASSEMBLY	PLAYTIME	ENGLISH	LUNCHTIME	CT PPA				
	Take register	Take part Give stopping signal	Lead group	Lead to assembly		Take part Give stopping signal		MUSIC	RE	FRENCH	Story	
T		MATHS	READING	ASSEMBLY	PLAYTIME	PE	LUNCHTIME	ENGLISH		COMPUTING	Story	
	Take register	Take starter then take part Give stopping signal	Lead group	TA task		LEAD the children to hall/playground, team teach		Reflect on your observations and reflections and planning task and prepare for Mentor meeting		Read story to class	Mentor meeting	
F		ASSEMBLY	ENGLISH		PLAYTIME	MATHS	LUNCHTIME	PSHE	Handwriting	PE	Story	
	UNIVERSITY			UNIVERSITY				UNIVERSITY				



## PHASE E – Week 2 and 3 (04.04 or 18.04.22 and 25.04.22)

Week 2	Week 3
<b>Your role:</b>	
<ul style="list-style-type: none"> <li>• To begin to build your teaching time with initial support with planning and teaching from your mentor. When working from and adapting the school's plans record some of these on the uni lesson planning form to help you reflect on the different key stage needs and strategies. Aim to be teaching up to 10-12 hours each week.</li> <li>• To collect information for your phonics or grammar LB and reflect on how this supports your understanding of how children become writers and readers. Initially observe these lessons and then increase your role in both the planning and teaching of these.</li> <li>• To be prepared for your first weekly lesson observations in your new placement</li> </ul>	
<p style="text-align: center;"><b>Weekly timetable for week 2 to include:</b></p> <p>Teaching up to 10 hours (with support with planning and teaching from your mentor. Just as with children, strong support initially will lead to greater independence later! The aim is to teach well not to get by- make the most of the guidance and coaching in this second week, -</p> <ul style="list-style-type: none"> <li>• Practice skills; use of technology where this is different, modelling of writing, definitions, use of a puppet in phonics. PRACTISE before you teach!</li> <li>• Select a lesson or parts of lessons for your weekly lesson observation. At this stage it may be more useful to observe you lead all the maths starters. Your mentor will complete the running record and you can evaluate the lessons to feed into your professional dialogue in your mentor meeting.</li> <li>• PPA time and possibly a professional studies meeting (find out from your professional tutor)</li> <li>• Support groups and individuals as directed by your mentor.</li> </ul> <p>Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</p> <p style="text-align: center;"><b>The Learning Environment Task A</b></p> <p>The aim of this task is to help you become familiar and confident at using all areas and resources within the class and to reflect upon and to understand factors of the learning environment that affect teaching and learning. Create a page in your reflective sketchbook for each of the following:</p> <ul style="list-style-type: none"> <li>• <u>Layout</u> - Draw a simple plan of the class showing the arrangement of the furniture and seating. How does the seating support learning? Is this/can this be changed to suit the learning?</li> </ul>	<p style="text-align: center;"><b>Weekly timetable for week 3 to include:</b></p> <ul style="list-style-type: none"> <li>• Teaching hours up to 12 hours, increase your involvement in the planning, particularly across sequences of lessons</li> <li>• Select a lesson or parts of lessons for your Weekly observation</li> <li>• Continue with your focus of the teaching and application of phonics or grammar for your LWB</li> <li>• Observe your mentor and (possibly other teachers where possible) to support progress on your individual targets.</li> <li>• FRIDAY IS A UNIVERSITY DAY (bring your LWB to share)</li> </ul> <p>Your <b>Reflection time/tasks</b> (some can be timetabled for after 3pm):</p> <p style="text-align: center;"><b>The Learning Environment Task A (continued!)</b></p> <ul style="list-style-type: none"> <li>• <u>Resources</u> - Make a simple AUDIT of the resources and consider how and when they can support children's learning. Are they accessible? Does the organisation of resources communicate how they are valued? Do ALL of the children use the resources? If there are resources, e.g. Cuisenaire rods or Numicon which you are not familiar with – spend time playing and exploring how these could be used.</li> <li>• Does the organisation and display of books help develop a love of books and an excitement for reading? How has the Covid related guidance impacted upon all of this?</li> </ul>
<p>Mentor meeting focus:</p> <ul style="list-style-type: none"> <li>• Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children's learning or resources to support you. Together identify strengths and target areas to develop.</li> </ul> <p style="text-align: center;">PLEASE CREATE NEXT WEEK'S TIMETABLE</p>	<p>Mentor meeting focus:</p> <ul style="list-style-type: none"> <li>• Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children's learning or resources to support you. Together identify strengths and target areas to develop.</li> </ul> <p style="text-align: center;">PLEASE CREATE NEXT WEEK'S TIMETABLE</p>

## PHASE E – Weeks 4 – 7 (02.05.22, 09.05.22, 16.05.22 and 23.05.22)

### Weeks 4-7

#### Your role:

- To plan and teach some sequences of lessons (including phonics or grammar)
- To teach other sequences of lessons which you have planned with your mentor/team so you are developing your skills for planning for this key stage.
- To teach up to 12 hours each week, including where possible leading the class for mornings or afternoons and a few full days.
- To develop your LWB – reflecting upon the information you have collected

#### Weekly timetable for each week

- Your selected sequences of lessons, including phonics/grammar
- Opportunities to work on your target areas – observing others/opportunities to practice
- Week 6 is the only week where you are in university on Friday 20.04.22
- If there are subjects, approaches that you have less experience of from your first placement seek out these opportunities and expertise here, e.g. early years practice (if come from a junior school, the use of outdoor space, forest or seaside schools, nurture groups) Depending on school policy re Covid.

Your **Reflection time/tasks** (some can be timetabled for after 3pm):

- Professional studies sessions as organised by your professional tutor
- Your LWB – phonics (ks1) or grammar (ks2) and by reflecting on how this key stage is the same and how it is different and add to your previous bundles This will support you to prepare for your RPK interview.
- The children's learning -Look at the focus in your mentor meetings and reflect upon these in advance, you may be able to share examples of children's learning and sketchbook pages to support your professional dialogue. These reflections are planned to support your teaching and evaluations of your sequences of lessons.

#### Mentor meetings:

In each mentor meeting continue to focus

- Your Professional dialogue – following the observed lessons. Your Mentor will share the running record and you can share your evaluations and examples of children's learning or resources to support you. Together identify strengths and target areas to develop, so you can make progress towards meeting your targets.
- PLEASE CREATE NEXT WEEK'S TIMETABLE, plus see the following focus for discussion. You need to be prepared in advance. These will support you identify targets for your ECT year and your mentor to complete your PPPE section of the PPPD/E assessment form.

#### Week 4 Mentor meeting focus:

Identify any areas of SK to focus upon and reflect on how to motivate your class and keep their focus on the learning  
Draw on your understanding and experience of engaging children as learners – which can you explore here in another key stage?

#### Week 5 Mentor meeting focus:

Reflect on how to support children to access the learning and keep their focus on the learning  
Draw on your understanding and experience of the use of analogies, metaphors, models, illustrations, examples and non examples...

#### Week 6 Mentor meeting focus:

Review meeting – complete PPPE and identify targets for your ECT

#### Week 7 Mentor meeting focus:

Final professional dialogue and



AN EXAMPLE OF WHAT YOUR TIMETABLE may look like in **Phase E Week 4**

	8:45	9:10	10:10	10:30	10:45	11:00	12:00	13:00	14:00	14:50	After school
M		MATHS	PHONICS	ASSEMBLY	PLAYTIME	ENGLISH	LUNCHTIME	SCIENCE		Story	Staff Meeting
	Take register	Lead maths lesson (school plans)	Plan and teach	Reflect on phonics LWB		Plan and teach		Observe art in Y5 (if possible)			
T		MATHS	PHONICS	SINGING	PLAYTIME	ENGLISH	LUNCHTIME	GEOGRAPHY	ART	Story	Planning Meeting
	Take register	Lead maths lesson (school plans)	Plan and teach	Reflect on phonics LWB		Plan and teach MENTOR OBSERVES		Reading with individuals	Reading with individuals	Read story to class	
W		MATHS	PHONICS	ASSEMBLY	PLAYTIME	ENGLISH	LUNCHTIME	CT PPA		Story	
	Take register	Lead maths lesson (school plans)	Plan and teach	Reflect on phonics LWB		Plan and teach		MUSIC	RE		
T		MATHS	PHONICS And WRITING		PLAYTIME	PE	LUNCHTIME	ENGLISH	COMPUTING	Story	Mentor meeting
	Take register	Lead maths lesson (school plans)	Plan and teach			Lead PE lesson (school plans)		Plan and teach	Lead computing lesson (school's plan)	Read story to class	
F		ASSEMBLY	ENGLISH		PLAYTIME	MATHS	LUNCHTIME	GEOGRAPHY	PE	Story	
	Take register	JOIN FOREST SCHOOLS FOR THE MORNING IN Y3		JOIN FOREST SCHOOLS FOR THE MORNING IN Y3		Reflection time		Lead PE lesson (school plans)	Read story to class		

## SECTION 4: RELATIONSHIPS **BEHAVIOUR** AND WELL-BEING

**Teachers' Standard 1** Set high expectations, which inspire, motivate and challenge all children

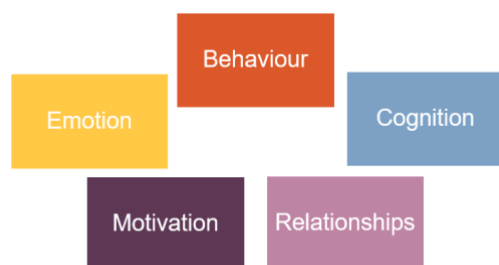
**Teachers' Standard 7** Manage behaviour effectively to ensure a good and safe learning environment

One of the core areas listed in the CCF is Behaviour Management.

Reflect on why at Sussex we have selected the title Relationships, Behaviour and Well-being.

Could relationships relate to those the children have with the adults and their peers, but also their relationship with their learning and learning environment? This may support your understanding of how TS1 and TS7 interrelate. Can you draw on evidence of this from your Relationship Learning Bundle or any of your other bundles?

Some schools have a Relationships Policy rather than a Behaviour Policy. Does your reading of Louise Bomber's book help you reflect upon this choice of language? If *behaviour is a form of communication* is it something to be managed? Can you think of an alternative term that fits with your understanding of Child Development and education?



Reflect back to the Child Development sessions in induction. Professor Robin Banerjee shared this slide and spoke about how behaviour was what the part that was visible but cautioned at looking at behaviour in isolation.

From Phase B, for each TS you are asked to draw on your LWBs to demonstrate your progress towards meeting the TS by the end of Phase D or E. There is also a page of prompts for discussion and reflection for you to use with your mentor and peers and some additional tasks to support you when working on a particular target or building upon a strength. Remember the university sessions and resources shared on canvas are there to support you too!

## RELATIONSHIPS, BEHAVIOUR AND WELL-BEING

To help you progress towards meeting the TS reflect on the following:

### Phase B

Reflect on your Relationships Learning and Well-being Bundle, can you select evidence to support you to:

- Describe some expectations and routines within the class regarding children's learning and attitudes and explain how these are communicated and established. Give examples of how these impact on children's learning and well-being.
- Can you demonstrate how you use the school's Behaviour policy/Relationship policy? How do you use school systems to follow up any issues, e.g. rewards, sanctions?
- Identify any individuals in your class for whom adaptations to the behaviour approaches are needed. Can you relate this to your reading and the text Know me to teach me by Louise Bomber?

Reflect on your developing Talk LWB, can you select evidence to support you communicate

- Your developing teacher presence and the impact of this
- How through talk you show the children that they are valued and that you believe they can achieve.
- How planning for talk can motivate children to learn.

### Phase C:

Draw on your teaching (including your APK lessons) demonstrate how

- You have ensured tasks are relevant and engaging, that they provide purpose and are meaningful to the students?
- Reflect upon intrinsic versus extrinsic motivation of children in relation to your practice. Refer to Dr Banerjee's inputs in Induction and maybe some of your own reading.
- You motivate and involve the children in the process of learning increasing levels of engagement, courtesy, collaboration and co-operation.
- You understand that *behaviour management* is context-dependent and how you are able to articulate which factors may contribute to more challenging behaviour

## To be met by end of Phase D and E

### TS1 Set high expectations, which inspire, motivate and challenge all children

**Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop:**

- You are able to encourage children to participate and contribute in an environment conducive to learning.
- You are able to develop a rapport with most learners (individuals and groups) and the majority of children are engaged in their learning.

**Set goals that stretch and challenge children of all backgrounds, abilities and dispositions:**

- You generally set high but realistic expectations of children in your class.
- You can show examples of ways that you have set appropriately high expectations, believing that all children have the potential to make progress, challenging children of all backgrounds, attainment levels and dispositions.
- You are generally well respected by the children and can effectively teach and promote children's resilience, confidence and independence when tackling challenging activities.

**Demonstrate and model the positive values, attitudes and behaviours expected of children:**

- The children view you as fair.
- You consistently demonstrate professional behaviour, respect for children, colleagues, parents and carers and support the ethos of the school.

### TS7 Manage behaviour effectively to ensure a good and safe learning environment

**Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.**

- You work within the school's framework for behaviour and can apply rules and routines consistently and fairly.
- You have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.

**Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**

- You are able to follow the school policy in using sanctions and rewards, including praise, in order to create an environment supportive of learning.
- You are consistent and fair in your approach and the children are aware of what is expected of them.

**Manage classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them**

- You understand that behaviour is a form of communication and you ask yourself why a child may be exhibiting certain behaviours and adapt plans and approach in response to your evaluations.
- You seek additional support in addressing the needs of children where significantly challenging behaviour is demonstrated.

**Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary**

- You recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address children's needs and employing appropriate assessment strategies will all contribute to successful behaviour management.

**Encourage children to take a responsible and conscientious attitude to their own work and study**

- You show an understanding of how barriers to learning can impact on behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.

## RELATIONSHIPS, BEHAVIOUR AND WELL-BEING

### Phase C onwards

Reflect on any of the following you have explored to develop children's engagement in and motivation to learn and reflect upon their impact on learning and well-being:

- Create a context
- Create a context that goes beyond engagement and develops conceptual understanding
- Use a toy or character
- Open door approach
- Low threshold yet high ceiling activity
- Provide greater levels of choice and autonomy

Explore any you have yet to try!

### Phase D

Draw on your LWBs to show

- How you promote your class as a community of learners and joint decisions and high levels of responsibility are encouraged.
- How you praise effort and emphasise children's progress
- How you are a role model for the children...

Preparing for Phase E

- Reflect on what strategies you have used to establish good relationships with children. To what extent have these been successful?

How have your behaviour support strategies changed as your relationships with children develop? How does the children's behaviour change when another less familiar adult leads the class (a supply teacher or you initially)? You understand that equal opportunities are not the same as treating every child exactly the same and can show this in your practice.

How can you use this understanding to aid a smooth transition into your next placement class?

## To be met by end of Phase D and E

**TS1 Set high expectations, which inspire, motivate and challenge all children**

**PLEASE HIGHLIGHT BELOW WHEN MET**  
(end of Phase D and in Phase E)

**Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop:**

- You are able to encourage children to participate and contribute in an environment conducive to learning.
- You are able to develop a rapport with most learners (individuals and groups) and the majority of children are engaged in their learning.

**Set goals that stretch and challenge children of all backgrounds, abilities and dispositions:**

- You generally set high but realistic expectations of children in your class.
- You can show examples of ways that you have set appropriately high expectations, believing that all children have the potential to make progress, challenging children of all backgrounds, attainment levels and dispositions.
- You are generally well respected by the children and can effectively teach and promote children's resilience, confidence and independence when tackling challenging activities.

**Demonstrate and model the positive values, attitudes and behaviours expected of children:**

- The children view you as fair.
- You consistently demonstrate professional behaviour, respect for children, colleagues, parents and carers and support the ethos of the school.

**TS7 Manage behaviour effectively to ensure a good and safe learning environment**

**PLEASE HIGHLIGHT BELOW WHEN MET**  
(end of Phase D and in Phase E)

**Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.**

- You work within the school's framework for behaviour and can apply rules and routines consistently and fairly.
- You have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.

**Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly**

- You are able to follow the school policy in using sanctions and rewards, including praise, in order to create an environment supportive of learning.
- You are consistent and fair in your approach and the children are aware of what is expected of them.

**Manage classes effectively, using approaches which are appropriate to children's needs in order to involve and motivate them**

- You understand that behaviour is a form of communication and you ask yourself why a child may be exhibiting certain behaviours and adapt plans and approach in response to your evaluations.
- You seek additional support in addressing the needs of children where significantly challenging behaviour is demonstrated.

**Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary**

- You recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address children's needs and employing appropriate assessment strategies will all contribute to successful behaviour management.

**Encourage children to take a responsible and conscientious attitude to their own work and study**

- You show an understanding of how barriers to learning can impact on behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.

Some additional tasks and some prompts for discussion and reflection with your Mentor  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TSI. Set high expectations which inspire, motivate and challenge pupils

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- How have you contributed to ensuring the learning environment is stimulating? How could you do so? What about other areas in the school?
- Do the children feel valued and that there is equal status in the class? How has this been achieved?
- How do you seek to ensure pupils feel comfortable in lessons and able to contribute?
- What is the impact of the pandemic on the school environment? What challenges does this present to the school and class ethos?
- How do you challenge inappropriate behaviour and comments demonstrating anti-bias and anti-discriminatory practice?  
**How do you build opportunities to build your anti-bias and anti-discriminatory practice?**
- How is the personal, social and emotional development of the children developed and supported?

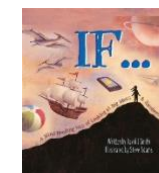
**SUGGESTED APPROACHES AND TASKS:**

Explore strategies to engage children's thinking and motivate them to learn:

- Create a context
- Create a context that goes beyond engagement and develops conceptual understanding
- Use a toy or character
- Open door approach
- Low threshold yet high ceiling activity
- Provide greater levels of choice and autonomy

Explore strategies to make learning meaningful for children and make the abstract more accessible:

- Models
- Illustrations
- Metaphors and analogies
- Examples and non-examples
- Explanations and demonstrations



Use an example from the text or be inspired to create one of your own!



Some additional tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS7. Manage behaviour effectively to ensure a good and safe learning environment

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- Reflect and discuss the statement; *Equality is not the same as equivalence*. Can you relate this to the children in your class? What questions if any does this raise?
- To what extent do you consider classroom management issues when selecting learning activities, organising groups, and selecting, and organising resources?
- Do you follow up instructions with positive reinforcement to promote a positive classroom ethos?
- What are the seating arrangements in your class? How much choice do the children have on where they learn? How has Covid- guidelines impacted on this?
- Do the children praise each other? Consider the impact of this and how they have learned to do so?

**SUGGESTED APPROACHES AND TASKS:**

**LANGUAGE:**

Be aware of the language you use and explore the impact of not using certain terms for a day or longer, e.g.

- Behaviour
- Ability or any of the terms used to group the class and to compare them
- Gender

Be aware of the language you use and explore the impact of intentionally using certain terms for a day or longer, e.g. words linked with:

- Aspirations
- Emotions to support self-regulation
- Meta cognition

Observe other teachers in lessons/playtimes

How do they share expectations and praise children – both verbally and non-verbally

**WATCH YOURSELF**

Ask your mentor or TA to film you teaching or leading the class, so you can reflect upon your verbal and body language.

## SECTION 4: PEDAGOGY - How Children Learn

**Teachers' Standard 2 Promote good progress and outcomes by children**

**Teachers' Standard 4 A teacher must plan and teach well-structured lessons**

**Teachers' Standard 5 A teacher must adapt teaching to respond to the strengths and needs of all children**

The second of the core areas listed in the CCF is Pedagogy.

Reflect on how children learn to support your understanding of these **three** Teachers' Standards.

Your reflections from Induction both on your reading and on your experiences of being a learner, will support you in this core area. Continue to try out learning for yourself and *reflect through the lens of the child*. It may be valuable to reflect from the perspective of each of your three focus children.

Throughout the course you will read and reflect upon more theory and policy to support your understanding of how children learn and this will inform your planning and teaching and evaluations. In Phase B and beyond, your Talk LWB focuses on talk as a pedagogical tool. In Phase C your APK assignment will have a subject area focus and a pedagogical focus.

Be clear on what you want the children to learn – how will you plan and teach to support the children to focus their thinking on this. How will you achieve the balance between engaging and immersing the children in the learning and maintaining the focus on learning and not distracting upon this. Learning is complex and thus so is teaching, it cannot be reduced to a list of principles!

From Phase B, for each TS you are asked to draw on your LWBs to demonstrate your progress towards meeting the TS by the end of Phase D or E. There is also a page of prompts for discussion and reflection for you to use with your mentor and peers and some additional tasks to support you when working on a particular target or building upon a strength. Remember the university sessions and resources shared on canvas are there to support you too!

## PEDAGOGY- HOW CHILDREN LEARN

To help you progress towards meeting the TS reflect on the following:

### Phase B

Draw on your LWBs to demonstrate

- How you have practiced your own skills and teaching prior to the lesson and the impact of doing so
- You offer ideas in planning as to how to engage the children's interest- such as the use of a toy, high quality text, unusual resources or images, open door activities or prompts.
- How you aim to plan to ensure that all children can **access** the learning.
- How you have begun to identify barriers to learning and plan strategies to overcome or reduce these in order that all children can access learning.
- How you use questioning to help focus your teaching for different children? Are you encouraging children to question and respond to each other?

Drawing on your Talk LWB demonstrate how your reading and understanding of research is impacting upon your practice

### Phase C

Draw on your teaching (including your APK lessons) to demonstrate

- How you are planning for pupil progression across sequences of lessons.
- How you are able to articulate a clear and well-justified rationale as to how you are building on prior achievement.
- How you plan activities to discover and build upon starting points. E.g. through enquiry-based approaches, open ended and low threshold high ceiling activities, promoting use of exploratory talk
- How your understanding of theory and policy has informed your planning and supported your evaluations and adaptive practice.

## To be met by end of Phase D and E

### TS2 Promote good progress and outcomes by children

#### Be accountable for attainment, progress and outcomes of the children

- You have taken some responsibility for the attainment, progress and outcomes of children with guidance from the class teacher.
- You have attended a pupil progress meeting.

#### Plan teaching to build on children's capabilities and prior knowledge

- You are aware of children's starting points; current attainment, prior knowledge and learning needs.
- You plan and teach a sequence of lessons in order to build upon these starting points.

#### Guide children to reflect on the progress they have made and their emerging needs

- When planning lessons, you devise suitable opportunities for learners to evaluate and improve their performance.
- You support children in reflecting on their learning and identifying their progress and emerging learning needs.

#### Demonstrate knowledge and understanding of how children learn and how this impacts on teaching

- You are able to explain how effective teaching strategies are informed by an understanding of how children learn and offer a rationale for choices made in the context of practice.

#### Encourage children to take a responsible and conscientious attitude to their own work and study

- You encourage children to take a responsible and conscientious attitude to their own work and study.
- You understand the importance of children having some ownership of their learning and environment.

### TS4 A teacher must plan and teach well-structured lessons

#### Impart knowledge and develop understanding through effective use of lesson time

- You plan learning sequences across a series of well- structured lessons using a range of strategies.
- You have considered classroom organisation and the use of resources including adults.
- You manage transitions between activities and lessons effectively and smoothly.

#### Promote a love of learning and children's intellectual curiosity

- You can create an environment in which the learners are usually engaged. Children respond positively to the learning and may continue with this at home or at play times.

#### Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired

- You understand how home learning or other out-of-class work can sustain children's progress and consolidate learning, and you can design and set appropriate tasks in line with the school's approach.

#### Reflect systematically on the effectiveness of lessons and approaches to teaching

- Your Learning bundles and professional conversations demonstrate how you are able to evaluate your planning and teaching in regards to their impact on children's learning and well-being.

#### Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- You work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work and curriculum frameworks.

### TS5 A teacher must adapt teaching to respond to the strengths and needs of all children

#### Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively

- Your Learning bundles and professional conversations demonstrate how you know the children well enough to recognise the different needs and strengths of individuals and groups and begin to adapt your teaching to address those needs and strengths so that learners are supported towards achieving their potential.

#### Have a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these

- You are using some of these strategies yourself working alongside experienced teachers and professionals as appropriate.

#### Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development

- You show awareness of how children and young people develop and take account of this in your teaching.
- You plan for all children to be physically active in and out of the class.

#### Have a clear understanding of the needs of all children, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- You have some understanding of the challenges and opportunities of teaching in a diverse society.
- You have a developing understanding of the needs of all children and are able to articulate distinctive teaching approaches and strategies needed to engage and support children with particular needs, including EAL and SEND.

## PEDAGOGY- HOW CHILDREN LEARN

### To be met by end of Phase D and E

Phase D:	<b>TS2 Promote good progress and outcomes by children</b> <small>PLEASE HIGHLIGHT BELOW WHEN MET (end of Phase D and in Phase E)</small>	<b>TS4 A teacher must plan and teach well-structured lessons</b> <small>PLEASE HIGHLIGHT BELOW WHEN MET (end of Phase D and in Phase E)</small>	<b>TS5 A teacher must adapt teaching to respond to the strengths and needs of all children</b> <small>PLEASE HIGHLIGHT BELOW WHEN MET (end of Phase D and in Phase E)</small>
<p>Drawing on your LWB demonstrate how you are aware of the need to:</p> <ul style="list-style-type: none"> <li>• Maintain the focus on the learning</li> <li>• Avoid distractions to do so</li> <li>• Use purpose, context, resources to support the focus and engage the children to think and learn</li> </ul> <p>Demonstrate how you did this and any challenges you faced</p> <p>Share examples of where you <b>planned</b></p> <ul style="list-style-type: none"> <li>• shared learning experiences which you can draw back upon to support the children's understanding- to become your <b>shared starting point</b>.</li> <li>• <b>high-quality feedback</b> which links with the LO. This feedback enables the children to identify the learning and progress made and to understand what they need to improve.</li> <li>• 'open door' learning.</li> </ul> <p>Share the impact of this on children's learning and well-being!</p>	<p><b>Be accountable for attainment, progress and outcomes of the children</b></p> <ul style="list-style-type: none"> <li>• You have taken some responsibility for the attainment, progress and outcomes of children with guidance from the class teacher.</li> <li>• You have attended a pupil progress meeting.</li> </ul> <p><b>Plan teaching to build on children's capabilities and prior knowledge</b></p> <ul style="list-style-type: none"> <li>• You are aware of children's starting points; current attainment, prior knowledge and learning needs.</li> <li>• You plan and teach a sequence of lessons in order to build upon these starting points.</li> </ul> <p><b>Guide children to reflect on the progress they have made and their emerging needs</b></p> <ul style="list-style-type: none"> <li>• When planning lessons, you devise suitable opportunities for learners to evaluate and improve their performance.</li> <li>• You support children in reflecting on their learning and identifying their progress and emerging learning needs.</li> </ul> <p><b>Demonstrate knowledge and understanding of how children learn and how this impacts on teaching</b></p> <ul style="list-style-type: none"> <li>• You are able to explain how effective teaching strategies are informed by an understanding of how children learn and offer a rationale for choices made in the context of practice.</li> </ul> <p><b>Encourage children to take a responsible and conscientious attitude to their own work and study</b></p> <ul style="list-style-type: none"> <li>• You encourage children to take a responsible and conscientious attitude to their own work and study.</li> <li>• You understand the importance of children having some ownership of their learning and environment.</li> </ul>	<p><b>Impart knowledge and develop understanding through effective use of lesson time</b></p> <ul style="list-style-type: none"> <li>• You plan learning sequences across a series of well- structured lessons using a range of strategies.</li> <li>• You have considered classroom organisation and the use of resources including adults.</li> <li>• You manage transitions between activities and lessons effectively and smoothly.</li> </ul> <p><b>Promote a love of learning and children's intellectual curiosity</b></p> <ul style="list-style-type: none"> <li>• You can create an environment in which the learners are usually engaged. Children respond positively to the learning and may continue with this at home or at play times.</li> </ul> <p><b>Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired</b></p> <ul style="list-style-type: none"> <li>• You understand how home learning or other out-of-class work can sustain children's progress and consolidate learning, and you can design and set appropriate tasks in line with the school's approach.</li> </ul> <p><b>Reflect systematically on the effectiveness of lessons and approaches to teaching</b></p> <ul style="list-style-type: none"> <li>• Your Learning bundles and professional conversations demonstrate how you are able to evaluate your planning and teaching in regards to their impact on children's learning and well-being.</li> </ul> <p><b>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</b></p> <ul style="list-style-type: none"> <li>• You work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work and curriculum frameworks.</li> </ul>	<p><b>Know when and how to differentiate appropriately, using approaches which enable children to be taught effectively</b></p> <ul style="list-style-type: none"> <li>• Your Learning bundles and professional conversations demonstrate how you know the children well enough to recognise the different needs and strengths of individuals and groups and begin to adapt your teaching to address those needs and strengths so that learners are supported towards achieving their potential.</li> </ul> <p><b>Have a secure understanding of how a range of factors can inhibit children' ability to learn, and how best to overcome these</b></p> <ul style="list-style-type: none"> <li>• You are using some of these strategies yourself working alongside experienced teachers and professionals as appropriate.</li> </ul> <p><b>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development</b></p> <ul style="list-style-type: none"> <li>• You show awareness of how children and young people develop and take account of this in your teaching.</li> <li>• You plan for all children to be physically active in and out of the class.</li> </ul> <p><b>Have a clear understanding of the needs of all children, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</b></p> <ul style="list-style-type: none"> <li>• You have some understanding of the challenges and opportunities of teaching in a diverse society.</li> </ul> <p>You have a developing understanding of the needs of all children and are able to articulate distinctive teaching approaches and strategies needed to engage and support children with particular needs, including EAL and SEND.</p>

Some additional tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS2. Promote good progress and outcomes by pupils

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- How do children learn? How is your understanding of this informing planning and your approach? Relate this to the UNESCO document 'How children learn' and any university sessions, further reading and research.
- Are you aware of the children's current attainment? What may the reasons be for differences in attainment? How can this affect the children's self-esteem? How does the use of language affect their self-esteem and motivation? How can you help close the attainment gap? Relate to your focus children, how can this information help you gain greater understanding of all the children in your class?
- Can you recognise when questions are less effective and may stop or limit dialogue developing? Have you developed a hierarchy of questions? Are these accessible to ALL children? Refer back to your reflections on Bloom's taxonomy of thinking to support you. Can you ponder aloud rather than ask a direct question? What is the impact of this? How does it support dialogic teaching?
- How have you sought to encourage pupils to take responsibility for their learning and how do you continually develop their ability to learn? Relate this to your focus children.
- Do you include learning skills and attitudes towards learning in your shared objectives? How can you share the 'wider picture' and 'purpose' of learning with children so that they are not limited to a skill set? (For example, are they aware of the purpose of writing for communication or reflection rather than merely what each word class is?)

**SUGGESTED APPROACHES AND TASKS:**

**PRE-TEACHING**

Explore how pre-teaching can support individuals, both with self-esteem and increased status (can they lead parts of the lesson or answer questions first?) and with their access to whole class lessons.

**HOME LEARNING**

Reflect back on children's experiences during partial school closures in the last couple of years.

**TASK-** Access some of the recorded inputs for this age group or which your class received in the previous year? Plan how you would create a recorded lesson for one of your lessons. This may help you focus on what is key in the learning and within a limited time frame will what you will include. Use this understanding to plan your live lesson!

**TASK** access some recordings across different age groups to identify progression and where key ideas are revisited.

**THROUGH THE LENS OF THE CHILD**

When planning think through each stage of the lesson through the lens of each of your focus children. What do they experience? How are they supported? How are they challenged? What and how can you adapt the planning to increase the impact on learning and well-being?

Some additional tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS4. Plan and teach well-structured lessons

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- Are you clear about different types of planning? Can you talk through some long, medium and short-term planning and show the differences in these as well, as how they connect?
- Are you able to explain key content clearly and accessibly? Can you select suitable and child- friendly resources and images to support your explanations?
- Have you considered transitions and the organisation and use of resources? When this works well what impact does this have on pace, behaviour and learning?
- How do you communicate enthusiasm / passion for the subject and learning?
- Are your learning objectives clear and if these are presented to the children, are they done in a child friendly way and using child-friendly language? Are they related to developing learning skills and positive attitudes to subjects as well as skill based?
- Do you make learning topical, linked to real-world events? Are you able to make links with other subject areas?

**SUGGESTED APPROACHES AND TASKS:**

**REPRESENTING THE CHILD AND THEIR INTERESTS AND FAMILY**  
Is every child represented through stories, displays, choice of topics, role models?

Search for positive role models which represent the diversity of human beings (race, gender, skin colour, language, sexuality, disability).

**MISTAKES** as part of the learning process

Model making mistakes and reflecting upon these to support your learning.

Can the term 'tinkering' support you to do this? How?

**PLANNING TASK A**

Observe other teachers' lessons (where possible) and record the plan from your observations. If your target is regarding transitions or instructions focus on this aspect in depth.

**BRUNER'S MODES OF REPRESENTATION**

Reflect on how you can draw on these three modes – enactive, iconic and symbolic across sequences of lessons. How does this deepen children's understanding and support information to move from working memory to become part of the long term memory?



Some additional tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS5. Adapt teaching to respond to the strengths and needs of all pupils

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- How does your planning refer to individuals and groups of children's learning needs? Do you know what the children already know and are able to do?
- Are you able to explain how particular lessons provide appropriate challenge and support? How do you use a variety of strategies for adaptive teaching? Can you explain why specific strategies are being used?
- Who are the learning objectives for? What is their purpose? Does this effect how they are worded?
- How do you use children's prior knowledge in their teaching? Are you able to plan to do so, and to do this effectively?
- How does your planning and teaching reflect the school's inclusion policy and develop equality of status within the classroom?
- Consider the benefits and disadvantages of using attainment groupings. How does your choice of language affect children's self-esteem? Have the children in your class a Growth rather than Fixed mindset? How has this been achieved? How do you model this yourself?
- How are concrete and pictorial resources used to support learning? Are these available to all? Are they valued by all?
- To what extent do you ask questions you do not know the answer to? Thereby encouraging children to think as equals– modelling that learning never stops.

**SUGGESTED APPROACHES AND TASKS:**

**LTHC**

Explore using low threshold yet high ceiling activities. This page from the nrich website can support your understanding of this strategy and give you some ideas, but can you plan these for all subjects not just maths? <https://nrich.maths.org/8769>

**LEARNING OBJECTIVES**

Explore sharing these in different ways – through pictures or actions rather than words or partially hide the LO, or explore sharing at different times – in the middle or end of a lesson. Reflect on impact to help you understand effective LO and how or when or if to share with the children

**CONCRETE RESOURCES**

Design activities where these are used by all children, demonstrate how manipulatives and other resources can support high levels of thinking and learning!

**INCLUSION RESOURCES and SUSSEX CLASS**

Reflect on Sussex class inputs to support your practice. Explore canvas resources to help you meet the needs of the children in your class.



## SECTION 4: SUBJECT AND CURRICULUM KNOWLEDGE

### Teachers' Standard 3 - Demonstrate good curriculum and subject knowledge

One of the core areas listed in the CCF is Subject Knowledge.

Being able to reflect upon your developing subject knowledge is an essential aspect of your progress towards becoming a thinking teacher.

Shulman (1986) clarifies the key strands of subject knowledge that you need to consider:

1. **Subject Knowledge** – ‘knowing what’ - the key facts & concepts of the subject, & ‘knowing how’ - understanding how the subject is structured and developed
2. **Curriculum Knowledge** – the key skills associated with the subject, i.e., literacy, numeracy, critical thinking, creativity etc
3. **Pedagogic Knowledge** – the ways of representing & formulating a subject to make it comprehensible, e.g., how to question, model & assess; your beliefs about teaching e.g., recognising cultural differences and viewpoints; and your knowledge of learners, how children develop & learn, potential barriers to learning and how to overcome these, including the affective, e.g., emotion & confidence

In induction you began your subject knowledge audit, and as your placement progresses you need to continue to reflect upon the different curriculum areas of the National Curriculum – where do your strengths lie? Which areas might you want to develop further, through reading, observation, practice of key skills? In Phase B and E, you will focus on developing your understanding of phonics, grammar and maths and in Phase D your LWB focus will be on two subject areas in phase, but you can reflect throughout the course on your own learning needs in different areas and use your reflective sketchbook to explore these. There are resources on Canvas to support you.

How do your school vision, policies and plans support children in developing knowledge, understanding and progression of skills in different curriculum areas? What might successful learning look like in mathematics? In art & design? In history? Reflect back on your summer activities what did you learn about being a mathematician, artist, musician etc?

From Phase B, for each TS you are asked to draw on your LWBs to demonstrate your progress towards meeting the TS by the end of Phase D or E. There is also a page of prompts for discussion and reflection for you to use with your mentor and peers and some additional tasks to support you when working on a particular target or building upon a strength. Remember the university sessions and resources shared on canvas are there to support you too!

## SUBJECT AND CURRICULUM KNOWLEDGE

To help you progress towards meeting the TS reflect on the following:

### Phase B (KSI placement)

Drawing on your Phonics and Talk LWB demonstrate how you

- Have developed your phonics SK and can plan and teach phonics (with guidance)
- Explain the role of phonics in the teaching of reading? How can the role of phonics in reading and writing be clear to the children? How does this alter depending on the age range? How else do children learn to read and write?
- How do you show the value and importance of the *habits of mind of a mathematician* to children and maintain this at the core of your teaching of maths?
- Where have you found opportunities across the day for the children to use their number and reading skills (outside of these specific lessons)? Can you begin to identify further possibilities?
- How talk supports children's understanding of a concept and your assessment of a child's current understanding

### Phase B (KS2 placement)

Drawing on your Grammar and Talk LWB demonstrate how you

- Have developed your grammar SK and can plan and teach grammar (with guidance)
- Show the importance of teaching grammar in context
- Explain the role of grammar in the teaching of writing How can the role of grammar in reading and writing be clear to the children? How does this alter depending on the age range? How else do children learn to read and write?
- How do you show the value and importance of the *habits of mind of a mathematician* to children and maintain this at the core of your teaching of maths?
- Where have you found opportunities across the day for the children to use their number and reading skills (outside of these specific lessons)? Can you begin to identify further possibilities?
- How talk supports children's understanding of a concept and your assessment of a child's current understanding

To be met by end of Phase D and E

### TS3. Demonstrate good subject and curriculum knowledge

**Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's interest in the subject, and address misunderstandings**

- You have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in your class/es and can relate this to the rest of the age phase for which you are training to teach.
- You are aware of how learning progresses within and across the subject/curriculum age phases you are training to teach, in relation to the development of key concepts and of children's common misconceptions.
- You are able to respond appropriately to subject-specific questions the children ask within your class and you use subject-specific language accurately and consistently in order to help them develop knowledge, understanding and skills in the subject.

**Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship**

- Your reflective sketchbook and professional conversations demonstrate how you are developing your understanding of subject knowledge and pedagogy, and how you have read theory/research to help inform your practice. You can articulate and give examples.

**Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject**

- You demonstrate an understanding of the need to promote high standards of communication, reading and writing for all children and begin to build this into lessons.

**If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics**

- In relation to early reading: you demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and are able to apply this effectively across the specific age phases you are training to teach.

**If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.**

- In relation to early mathematics: you know and understand the principles and practices of teaching and assessing early mathematics and plan for fluency, reasoning and problem solving.

## SUBJECT AND CURRICULUM KNOWLEDGE

### Phase C

Draw on your teaching (of your APK lessons) to demonstrate how

- You have developed your subject knowledge in your focus area
- The impact of this on your planning and teaching- how you sequenced the learning, introduced key concepts and returned to key learning points to allow children understand and remember (long term memory)
- The impact on the children's learning and well-being

### Phase D

Draw on your teaching of your SKLWB and demonstrate

- the impact on the planning, teaching and assessing cycle and the impact on the children's learning and well-being, including...
- how you built on prior learning and helped the children connect the new learning to existing schemas
- broke some areas down further to ensure all could access the learning (without losing sight of the purpose and context!)

Draw on the range of lessons you have taught in these last two phases of this placement, identify strengths and areas to develop further. Plan where there may be opportunities to gain further experiences in your next placement and in your ECT year.

To be met by end of Phase D and E

### TS3. Demonstrate good subject and curriculum knowledge

PLEASE HIGHLIGHT BELOW WHEN MET  
(end of Phase D and in Phase E)

**Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain children's interest in the subject, and address misunderstandings**

- You have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in your class/es and can relate this to the rest of the age phase for which you are training to teach.
- You are aware of how learning progresses within and across the subject/curriculum age phases you are training to teach, in relation to the development of key concepts and of children's common misconceptions.
- You are able to respond appropriately to subject-specific questions the children ask within your class and you use subject-specific language accurately and consistently in order to help them develop knowledge, understanding and skills in the subject.

**Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship**

- Your reflective sketchbook and professional conversations demonstrate how you are developing your understanding of subject knowledge and pedagogy, and how you have read theory/research to help inform your practice. You can articulate and give examples.

**Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject**

- You demonstrate an understanding of the need to promote high standards of communication, reading and writing for all children and begin to build this into lessons.

**If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics**

- In relation to early reading: you demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and are able to apply this effectively across the specific age phases you are training to teach.

**If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.**

In relation to early mathematics: you know and understand the principles and practices of teaching and assessing early mathematics and plan for fluency, reasoning and problem solving.

Some tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS3. Demonstrate good subject and curriculum knowledge

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- Are you able to identify the core concepts and skills of each subject? What do the children need to be a mathematician, a reader, a geographer, an artist...? Can you relate this to your pre-course activities and reflections?
- How far do you anticipate, look for, and identify misconceptions **and address them?** Do your plans show how you will aim to reveal misconceptions and correct these with the class?
- Do you provide clear explanations? Have you planned and rehearsed these prior to the lesson?
- Do you use strong analogies, practical examples, resources and visual images and modelling? REPRESENTATIONS
- Do you ask probing questions to test understanding?
- How do you act as a role-model and show an interest in all subject areas and in learning in general?
- How are you becoming a role model for speaking and listening, reading, writing and maths? How do you use your understanding of the early stages to build on the children's understanding and skills?
- How are you identifying areas to develop further? How are you approaching this and linking this to your planning and teaching? How are you recording this and your progress in your Reflective Sketchbook

**SUGGESTED APPROACHES AND TASKS:**

**CANVAS RESOURCES**

Use these to support your SK audit and development of SK in a subject area

**PEERS**

Work with your peer/s to develop SK and explore useful resources.

Try out approaches together.

Work in some cross phase groups to find out about progression across the curriculum.

**KEY IDEAS or CONCEPTS**

Take 10 mins (no longer) to focus on a concept and try to answer as many of the following in that time:

- What object could you use to demonstrate this?
- What icon could you use to represent the concept?
- How could you use drama to explore this concept?
- Why do the children need to learn this?
- How is this relevant to their lives now?
- Is there a link to a story/topic to add meaning?
- Draw the concept with your eyes closed!
- List 5 (no more) key words related to concept

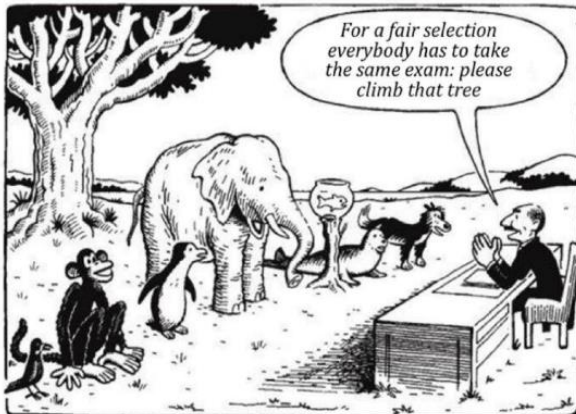
Breathe, walk away, and return to your answers another day and build upon them! If you can work with a partner you can create answers together or compare answers.

## SECTION 4: ASSESSMENT

### Teachers' Standard 6 Make accurate and productive use of assessment

One of the core areas listed in the CCF is Assessment.

Reflect on the image below against your own experience of assessment, how can this inform your own practice?



### Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

*- Albert Einstein*

Assessing children's understanding and misunderstandings provides teachers with a starting point to build upon, where they can plan and connect new learning to children's existing schemas and store of knowledge. Be creative and find alternative ways to do this rather than tests or quizzes, e.g. if you are teaching y6 children about nets of 3d shapes, before you begin the sequence of lessons provide time to play with construction such as Polydron. This could be an early morning task and children could have time to explore or be given small challenges. Could you use a toy to support assessment? How?

In Phase you have an introduction to assessment session and further sessions in Phase B and beyond, to focus on Assessment for Learning (AfL). In your placement observe and keep a list of ways your mentor and other colleagues assess the children both formally and informally. What happens with this information?

Your LWB will help you understand the connection between assessment, planning, and teaching and how they inform one another. Imagine if one area was weak what would the impact on children's learning and well-being be?

From Phase B, for each TS you are asked to draw on your LWBs to demonstrate your progress towards meeting the TS by the end of Phase D or E. There is also a page of prompts for discussion and reflection for you to use with your mentor and peers and some additional tasks to support you when working on a particular target or building upon a strength. Remember the university sessions and resources shared on canvas are there to support you too!

## ASSESSMENT

To be met by end of Phase D and E

**TS6 A teacher must make accurate and productive use of assessment**

### Phase B

Draw on your Relationships Learning and Well-being Bundle, and select evidence to support you to:

- Talk through your information and understanding of your focus children. How do you know this?

Drawing on your Phonics/Grammar and Talk LWB

- Discuss the role of assessment in the teaching and learning of phonics (KS1) or grammar (KS2) -distinguish between summative and formative assessments and reflect on their impact on children's learning and well-being.
- Describe where talk can have a role in assessment process – the teacher's and also the children's talk
- Describe the role of the TA has in assessment? How is this planned and organised? How is feedback shared?

### Phase C

Drawing on your teaching (including your APK lessons), can you select evidence to support you to:

- Understand a variety of AfL (Assessment for Learning) strategies? Are you able to justify why specific strategies are being used?
- Use assessment strategies to help you in your planning. How do you incorporate this in your teaching?
- Attend pupil progress meetings. How do these help the teacher and the children? How does the school use statistical information? How does this relate to the national picture?
- Understand how you use assessment to form a view of children's learning. How do you use this information within lessons and to review plans between lessons?

Reflect on how these have impacted on the children's learning and well-being

**Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements:**

- You have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases you are preparing to teach and are able to make broadly accurate assessments against national benchmarks.

**Make use of formative and summative assessment to secure children's progress:**

- Your planning is characterised by the use of a range of formative and summative assessment strategies, designed to support children in making progress.
- You deploy these strategies effectively in lessons, both to evaluate the impact of teaching on children's progress and as a basis for modifying your teaching and classroom practice when necessary.

**Use relevant data to monitor progress, set targets, and plan subsequent lessons:**

- You understand how school- and pupil-level summative data are used to set targets for groups and individuals, and you use that knowledge to monitor progress in the groups you teach.
- With guidance from experienced teachers, you monitor children's progress and maintain accurate records, setting new targets for individuals and groups.

**Give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback:**

- In line with your school's policy, you mark the children's work constructively and provide relevant verbal feedback to children to help them to make progress.



## ASSESSMENT

To be met by end of Phase D and E

**TS6 A teacher must make accurate and productive use of assessment**

PLEASE HIGHLIGHT BELOW WHEN **MET**  
(end of Phase D and in Phase E)

To help you progress towards meeting this TS:

### Phase D

Drawing on your Subject Knowledge Learning and Well-being Bundle, can you select information to demonstrate your understanding of:

- The difference between formative and summative assessment?
- The marking in books. Does the marking support progress and do children have opportunities to engage with and respond to marking comments?
- Verbal feedback and its impact
- The marking and moderation experience. How has any moderation of work informed your practice?
- Being able to build in opportunities for peer and self-assessment. Do you enable children to effectively reflect on learning and progress? How do you ensure that the children know what success looks like? Is this always possible or useful?

In your chosen subjects are there any statutory assessments? Reflect on your answer and the implications for teachers, children, families and the school.

In preparation for Phase E and your ECT

Reflect upon what information about your next class will be most useful for you and enable you to make a smooth transition and for the children to benefit from this both with their learning and well-being.

**Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements:**

- You have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases you are preparing to teach and are able to make broadly accurate assessments against national benchmarks.

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**Give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback:**

In line with your school's policy, you mark the children's work constructively and provide relevant verbal feedback to children to help them to make progress.



Some additional tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS6. Make accurate and productive use of assessment

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- What are the purposes of assessment? Who is the assessment for? Is the child aware of being assessed? If so, what do they see as the purpose?
- How can exploratory and presentational talk support assessment?
- What are the benefits to the teacher and child of having clear success criteria or an example of what a good one looks like? Are there any disadvantages? Which subjects, lessons, situations may these be valuable and which less so or even be restricting?
- What data is collected about the child? Who uses this data and for what purpose? Can this help the school develop as a whole rather than individual classes or children?
- What data is passed on to the next class or school? What would you want to know about the children who were going to be in your ECT class? Why

**SUGGESTED APPROACHES AND TASKS:**

**HOW HAVE YOU BEEN ASSESSED?**

Reflect back to how you have been assessed over the years?

What has been the purpose?

Who has this supported and how? Can you sort the assessments in different ways? How can this inform your own practice?

**STATUTORY ASSESSMENTS**

Find out what statutory assessments a child sits across their primary school years. Try these for yourself. Reflect on the purpose, value and impact of these assessments, both positive and negative where you can. Are there any that you would add? If so, what and why?

**EYFS**

Where you have the opportunity spend time in EY class and talk with EY colleagues, how are the youngest children in the school assessed?

Explore a variety of strategies and resources to support assessment such as

- Use of construction toys/small world
- Odd one out games
- Problem solving
- Missing information activities
- Drawing
- Sorting
- Help of a toy

## SECTION 4: PROFESSIONAL BEHAVIOURS

### Teachers' Standard 8: Wider Professional Responsibilities

#### Part Two

One of the core areas listed in the CCF is Professional Behaviours

What does it mean to be professional in a school community? Reflect on how you are professional throughout the school day; talking to parents at the door, following the school dress code, arriving in time to prepare and support your class teacher prepare for the day. How do you represent and support the school beyond your class?

What needs to be confidential? How does the schools GDPR policies work?

Are you aware of the safe-guarding procedures that are in place in school? Are you aware of the vulnerable children in school? How are their needs supported and monitored?

Are you aware of the Prevent Strategy, its implications and FGM concerns?

Reflect on whether you have a commitment to uphold the high standards of the teaching profession within and outside of school?

Do you know who you would contact in school if you are concerned about your well-being?



<p style="text-align: center;"><b>PROFESSIONAL RELATIONSHIPS</b></p>	To be met by end of Phase D and E	
	<p><b>TS8</b> Fulfil wider professional responsibilities</p>	<p><b>Part 2</b> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p>
<p><b>Phase B</b></p> <p>Draw on your Relationships Learning and Well-being Bundle, to select examples to support you to demonstrate</p> <p>How you have begun to build relationships with</p> <ul style="list-style-type: none"> <li>• the children in your class.</li> <li>• Your mentor and class team</li> <li>• Other members of the school community</li> </ul> <p>Reflect on what you have learnt from your discussions with your professional tutor about safeguarding. Explain to your mentor how this informs your practice.</p> <p>Weekly observations – you are well prepared before and after the observation. You have evaluated your teaching and its impact on children’s learning and well-being prior to your professional dialogue (where time).</p> <p>You are proactive in responding to feedback.</p>	<ul style="list-style-type: none"> <li>• You understand and are able to support the ethos of the school and show an inclination to contribute to the wide life of the school in appropriate ways being about to reflect on how these extra activities impact on the children’s learning and well-being.</li> <li>• You are well prepared for meetings and planning and teaching. You are reflective and responsive to any guidelines and feedback.</li> <li>• You build strong professional relationships and demonstrate that you are able to work collaboratively with colleagues on a regular basis.</li> <li>• You effectively communicate with your TA to share planning and to receive and discuss their feedback. You recognise and utilise your TA’s strengths where possible.</li> <li>• You deliberately seek out opportunities to develop your own professional learning and respond positively to all the feedback you receive.</li> <li>• You support the teacher in communicating with children’s families at set points in the year, including at parent’s evenings and through written reports and at other points in response to individual children’s emergent needs.</li> </ul>	<ul style="list-style-type: none"> <li>• treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>• having regard for the need to safeguard children’s well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit children’s vulnerability or might lead them to break the law.</li> <li>• having proper and professional regard for the ethos, policies and practices of the school in which you teach, and maintaining high standards in your own attendance and punctuality.</li> <li>• having an understanding of, and always acting within, the statutory frameworks which set out your professional duties and responsibilities.</li> </ul>

## PROFESSIONAL RELATIONSHIPS

To be met by end of Phase D and E

### TS8

#### Fulfil wider professional responsibilities

PLEASE HIGHLIGHT BELOW WHEN MET  
(end of Phase D and in Phase E)

### Part 2

#### Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

PLEASE HIGHLIGHT BELOW WHEN MET  
(end of Phase D and in Phase E)

#### Phase C

Drawing on your teaching, including your APK lessons demonstrate how you

- Aimed to represent and interest all children in your sequence of lessons
- You worked on your targets to improve your practice
- You critically reflected on theory and policy to improve your planning, teaching and assessment and how this impacted on the children's learning and well-being.
- Where you work with TA/s you planned and communicated their role clearly.

#### Phase D:

Drawing on your SKLWB, demonstrate how

- Successfully you have integrated yourself into the school team
- How you are a reflective practitioner
- How you are being proactive in your development and role

Share how these have impacted on the children's learning and well-being.

Share your understanding of the partnership between children's families and home life and school and any role you have had in promoting this.

Share your plans for developing this partnership in your ECT year?

- You understand and are able to support the ethos of the school and show an inclination to contribute to the wide life of the school in appropriate ways being about to reflect on how these extra activities impact on the children's learning and well-being.
- You are well prepared for meetings and planning and teaching. You are reflective and responsive to any guidelines and feedback.
- You build strong professional relationships and demonstrate that you are able to work collaboratively with colleagues on a regular basis.
- You effectively communicate with your TA to share planning and to receive and discuss their feedback. You recognise and utilise your TA's strengths where possible.
- You deliberately seek out opportunities to develop your own professional learning and respond positively to all the feedback you receive.
- You support the teacher in communicating with children's families at set points in the year, including at parent's evenings and through written reports and at other points in response to individual children's emergent needs.

- treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard children's well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit children's vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which you teach, and maintaining high standards in your own attendance and punctuality.
- having an understanding of, and always acting within, the statutory frameworks which set out your professional duties and responsibilities.

Some tasks and some prompts for discussion and reflection with your mentor or peers  
TO SUPPORT YOU TO WORK ON TARGETS and BUILD ON YOUR STRENGTHS in relation to

TS8. Fulfil wider professional responsibilities

**PROMPTS FOR DISCUSSION AND REFLECTION:**

- How are you identifying areas to develop further? How are you approaching this and linking this to your planning and teaching? How are you recording this and your progress in your Reflective Sketchbook?
- How have you managed to get to know the people that work in the school community including office staff, lunchtime supervisors etc.
- What is the role of TA's in the school? Discuss with your peers is it the same in other schools?
- How does school keep children safe on the internet or social media? Are there stand alone lessons or specific assemblies etc.
- What after school clubs are run at the school? Are these run by teachers, support staff or outside companies.
- When taking children off site, how does the school ensure the staff's and the children's well-being during these activities?

How do teachers communicate with parents/carers

- Are there any special things in place for children with SEND needs?
- When do parents' evenings and reports happen throughout the year?
- Does the school have anything in place to support the parent's well-being needs?
- How is home- learning communicated with parents/carers.

**SUGGESTED APPROACHES AND TASKS:**

**DISPLAYS**

Look at the displays in a school and reflect on how the wider community is celebrated in the displays. How are all children and their cultures represented?  
Reflect on the displays in your classroom. Do these reflect the school community and well-being? \*Church schools must have a reflection area

**ASSEMBLIES**

Reflect on the assemblies that you have seen. What aspects of school life do they cover? How are the children involved in the topics discussed?

**BRITISH VALUES**

- Find the lead in the school for British values and look through the curriculum. Are the lessons stand alone or are they integrated into other subjects? What might be some of the challenging in teaching British values in school?

**POLICIES**

Read, understand and apply school policies at all times e.g. health and safety, risk assessments before trips, home learning, safe-guarding, British values, child protection and Prevent.

## 5. ATTENDANCE CALENDAR 2021/22

Please mark any absence on this calendar – **YOU MUST ALSO** complete an Absence form (see Canvas) and email it to [primaryite@sussex.ac.uk](mailto:primaryite@sussex.ac.uk)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
S E P	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	
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J U N	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	

At Sussex:

### **Our ethos**

As a partnership, we share the following vision, ambitions and expectations:

### **Our mission**

We are committed to high quality teacher education built upon genuine partnerships, inspired by best classroom practice, and engaged in teaching as an intellectual and ethical vocation. Our collective mission is to recognise, support and develop a generation of reflective practitioners who are ready, willing and able to improve the life chances of every young person they teach.

### **Our trainees**

We value, encourage and seek to empower our trainees to be imaginative and creative; reflexive and curious; open and responsive; enthusiastic and passionate; independent and collaborative; determined and resilient; good-humoured and optimistic and always ready to see the 'glass half full'!

### **Our approach**

We believe that, in a challenging and dynamic environment, and amongst richly diverse school contexts, we are more likely to succeed in mutually beneficial partnerships than apart. Working together in school-based teacher education is a tradition founded at Sussex where we recognise that new teachers need to observe, collaborate with and be supported by the best classroom practitioners. We know that we can all learn - and go on learning - from each other, and that engagement in teacher education illustrates an ongoing engagement with learning-based practice and continuing professional development.

### **Our goals**

Our partnership is ambitious. Quite simply, we expect our graduate teachers to make a meaningful and tangible difference; raising the achievement of all their pupils by being good or better in their teaching. Equally, we all have a responsibility as credible role models to share fresh ideas, foster a hunger to learn, and empower our young people to thrive as life-long learners. We want teacher education, and all those involved with it, to enrich the fabric of the school, contributing beyond the classroom - engaging with the wider community and valuing the whole child within them.