

Secondary ITE Curriculum 2020/21

BEHAVIOUR AND EXPECTATIONS
PLANNING AND CURRICULUM
LEARNERS AND LEARNING
PURPOSE AND PROGRESS
PROFESSIONAL SELF AND DEVELOPMENT
SUBJECT-SPECIFIC SESSION

EXPECTATIONS & BEHAVIOUR

Pupils are:

- Motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- Driven by their prior experiences and perceptions of success and failure, which impacts on their investment in learning

Student-teachers should therefore aim to:

- ✓ Create an effective learning environment by establishing and reinforcing routines (including through positive reinforcement)
- ✓ Create a stable and secure environment to benefit all pupils, especially those with special educational needs
- ✓ Self-regulate their own emotions and expectations in order to positively impact pupils' ability to learn and achieve success in school and in their future lives
- ✓ Provide opportunities for all pupils to experience meaningful success by positively developing pupils' resilience and beliefs about their ability to succeed
- ✓ Build effective relationships with pupils by showing that pupils' feelings have been considered and understood.

PLANNING & CURRICULUM

Learn that...

Pupils are:

- Entitled to access a school curriculum that has set out its vision for the knowledge, skills and values that they will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- Transformed, in terms of their knowledge, capabilities and beliefs about learning, by effective teaching
- Learning effectively when there is a lasting change in their capabilities or understanding
- Significantly impacted by their prior knowledge
- Likely to learn more complex ideas once they have committed some key facts to their long-term memory
- More likely to succeed when they have confidently mastered foundational concepts and knowledge before moving on in their learning
- Supported in understanding new processes and ideas when abstract ideas are modelled in a more concrete and accessible way
- Able to become increasingly independent and academically successful through their knowledge and use of metacognitive skills
- More likely to succeed if they are able to repeatedly practise newly-acquired knowledge and skills
- Able to achieve higher levels of success if allowed to work in paired/grouped activities
- Positively impacted when they are provided with high-quality homework that is relevant to main class teaching.

Student-teachers should therefore aim to:

- ✓ Develop a secure subject knowledge that helps motivate pupils and teach them effectively.
- ✓ Develop a secure subject knowledge in order to anticipate common misconceptions within particular subjects/topics/skills
- ✓ Explicitly teach pupils the knowledge and skills they need to succeed within particular subject areas.
- ✓ Introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- ✓ Guide, scaffold and provide worked examples to help pupils apply new ideas, gradually removing these supports as pupil expertise increases.
- ✓ Develop a secure subject knowledge that explicitly teaches pupils subject-specific metacognitive strategies, including how to plan, monitor and evaluate their learning
- ✓ Incorporate questioning within their lessons for a range of purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
- ✓ Provide opportunities for high-quality classroom talk to support pupils with articulating key ideas, consolidating understanding and extending their vocabulary.
- ✓ Provide frequent, guided opportunities for pupils to practice new skills and understanding.
- ✓ Provide frequent, guided opportunities where pupils are explicitly taught how to work effectively in pairs/groups, whilst monitoring the impact of groupings on pupil attainment, behaviour and motivation and responding appropriately when necessary
- ✓ Provide high-quality homework opportunities that are relevant to main class teaching

LEARNERS & LEARNING

Learn that...

Pupils are:

- Learning effectively when there is a lasting change in their capabilities or understanding & significantly impacted by their prior knowledge
- Likely to learn more complex ideas once they have committed some key facts to their long-term memory
- More likely to develop misconceptions where their prior knowledge is weak, particularly if new ideas are introduced too quickly
- Helped to remember what they have learnt if they are exposed to regular, purposeful practice of what has previously been taught in order to consolidate material. Likely to strengthen the ability to recall if they are expected to retrieve information from memory
- Able to learn more effectively if they provided with worked examples that guides them through each step of a new process
- Able to learn new ideas by linking those ideas to existing knowledge and organising this knowledge into increasingly complex mental models (or "schemata")
- Likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- Provided with fundamental knowledge and access to the curriculum through competency of early literacy skills
- Likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Not identifiable by a distinct learning style and therefore do not benefit from lessons that are tailored to learning styles
- Likely to require additional or adapted support if they have special educational needs or disabilities

Student-teachers should therefore aim to:

- ✓ Understand that an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- ✓ Be aware that working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- ✓ Understand that long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- ✓ Require pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap. Provide worked examples.
- ✓ Carefully sequence teaching to facilitate pupils organising their knowledge into increasingly complex mental models (i.e. "schemata")
- ✓ Understand that reading comprises two elements: word reading and language comprehension, and that systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- ✓ Understand that they can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- ✓ Understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning
- ✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- ✓ Avoid artificially creating distinct tasks for different groups of pupils or setting lower expectations for particular pupils.
- ✓ Monitor the impact on engagement and motivation (particularly for low attaining pupils) when grouping pupils within a class to provide tailored support and therefore apply a flexible approach to pupil grouping.
- ✓ Work closely with colleagues, families and pupils to understand barriers for pupils with SEND and identify effective strategies.

PURPOSE & PROGRESS

Learn that...

Pupils are:

- Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so
- Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours
- Affected by teachers' expectations of their academic progress and outcomes
- Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds
- Able to monitor and regulate their own learning when provided with high-quality feedback over time.

Student-teachers should therefore aim to:

- ✓ Be positive role models to all pupils
- ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of language proficiency
- ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture.
- ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect
- ✓ Provide high-quality teaching
- ✓ Obtain information about pupils' understanding and needs from using good assessment effectively
- ✓ Avoid being over-influenced by potentially misleading factors, such as how busy pupils appear
- ✓ Be clear about the decision assessment will be used to support and be able to justify its use before using it
- ✓ use information from assessments to inform the decisions they make
- ✓ Provide opportunities for pupils to act on feedback for it to have an effect
- ✓ Provide high-quality feedback (written or verbal) that is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve
- ✓ Work with colleagues to identify efficient approaches to assessment to prevent it becoming onerous and have a disproportionate impact on workload.

PROFESSIONAL SELF & DEVELOPMENT

Learn that...

Pupils are:

- Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so
- Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours
- Affected by teachers' expectations of their academic progress and outcomes
- Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds
- Benefited from understanding and respecting the different values and knowledge of other cultures and languages

Student-teachers should therefore aim to:

- ✓ Be positive role models to all pupils
- ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy
- ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture.
- ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect
- ✓ Provide high-quality teaching
- ✓ Sustain effective professional development over time by accessing expert support, coaching, opportunities for collaboration
- ✓ Reflect on their practice to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research
- ✓ Make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
- ✓ Build effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success
- ✓ Prepare teaching assistants (TAs) for lessons in advance so they can provide supplementary (i.e. not replacement) support from teachers
- ✓ Understand that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils.

PROFESSIONAL LEARNING AND DEVELOPMENT CURRICULUM

7EDU1122/7EDU1126 (WEDNESDAY COHORT):

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
<p>w/c 07/09/20</p> <p>Tuesday 8th September</p> <p>[1] Professional self and development: An Introduction</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Contact the appropriate colleague with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. Fulfil the duties relating to Part 2 of the Teachers' Standards. Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management Engage critically with research and use evidence to critique practice. 	<p>The Bennet Report (2016)</p> <p>Blakemore and Frith (2005) <i>The Learning Brain</i> Chapter 10 'The Adolescent Brain'</p> <p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO</p>	<p>[1] LECTURE – introduction to the UH partnership vision – identity, voice, resilience, social justice DI</p> <p>[2] LECTURE - Understanding educational research FF</p> <p>[3] LECTURE – The Adolescent Brain</p> <p>[4] LECTURE – SSET and student support.AC and team</p> <p>[5] LRC/CANVAS induction BW</p>	<p>No subject session</p>	<p>Read school behaviour policy and discuss rewards and sanctions in WMM.</p> <p>Carry out lesson observation with a focus on the 3 R's of behaviour management.</p> <p>Carry out lesson observation and identify any elements of Rosenshine's principles you see.</p> <p>Complete statutory safeguarding awareness training as directed by school.</p>
<p>w/c 14/9/20</p> <p>Wednesday 16th September</p> <p>Subject session (Expectations & Behaviour; Planning & Curriculum; Learners & Learning; Purpose & Progress; Professional Self & Development)</p>		<p>Capel, Leask and Younie Chapter 2.3</p> <p>Capel, Leask and Younie Chapter 4.2, 4.3</p> <p>4 key readings from Aubrey and Riley: Dewey, Piaget, Vygotsky, Skinner.</p> <p>Capel, Leask and Younie Chapter 1.3</p>		<p>Review previous week's SBT follow-up</p> <p>Follow up 3 'Rs' of behaviour management in your subject area/Link to SKft model</p> <p>Lesson observation & planning/ Deconstructing a lesson plan/ Collaborative planning</p> <p>What does learning look like in my subject? Link to social, intellectual, dispositional learning theories & SKft model</p> <p>Follow up on the 'Adolescent Brain' lecture.</p>	<p>Carry out lesson observation with focus on identifying distinct parts of a lesson and transitions between them.</p> <p>Write a joint lesson plan in WMM.</p> <p>Carry out a lesson observation with a focus on the use of questioning.</p> <p>Shadow a class for the day and make note of different behaviour</p>

				The purpose and moral value of your subject area/Use of questioning linked to SKFT model Identity, voice, resilience, social justice in your subject area/What if things go wrong? Getting help during your teacher training.	management strategies used by teachers with reference to the 3 R's. Discuss SKFT model in WMM. Ensure reference is made to TS3 in LTTP.
w/c 21/9/20 AM [2] Behaviour & Expectations: Positive Relationships for Positive Outcomes	Learn how to... <ul style="list-style-type: none"> Build and sustain positive teacher-pupil relationships Promote teacher-pupil respect and pupil-pupil mutual respect Implement effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. 	Capel, Leask and Younie Chapter 3.1 Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass	[1] LECTURE – Building positive relationships with pupils LAJ [2] WORKSHOP – Behaviour for Learning 1 LAJ	Review previous week's SBT follow-up Behaviour for Learning [BfL] in your subject area Discussion and follow up work on how students can relationships with their pupils i.e. get to know names, abilities and interests through the learning activities of a lesson plan.	Specific observation on BfL Discussion in WMM of observation Discuss with mentor how relationships are built with students in WMM. Apply BfL to own classroom practice
w/c 28/9/20 AM/PM Subject session (Expectations & Behaviour; Planning & Curriculum)		Capel, Leask and Younie Chapter 5.2 Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO		Review previous week's SBT follow-up Follow up specific lesson observation on application of the principles of Behaviour for Learning to lesson planning/Link to SKFT model The principles of lesson planning - What you want pupils to learn? How you want pupils to learn it? Checking that pupils have learnt what you want them to learn? Peer planning, review and discussion Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions	Specific observation with a focus on lesson plan and learning objectives Co-planning a lesson with TM using the pro forma and then delivering/co-delivering it add annotating it with reflections afterwards. Discussion of observation and co-planning in WMM Apply principles of lesson planning to own classroom practice.
w/c 05/10/20 AM [2] Learners and Learning: Understanding &	Learn how to... <ul style="list-style-type: none"> Continue breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. 	Capel, Leask and Younie Chapter 4.4 3 further readings from Aubrey and Riley: Bloom, Bruner and Baddeley & Hitch Coe, R., Aloisi, C., Higgins, S., & Major, L.	1] LECTURE: Applying learning theories to our teaching practice DI [2] WORKSHOP - Examining intellectual, dispositional learning theories in more detail DI [3] Online presentations of the 3 key readings DI	No subject session	Complete a lesson observation and try to identify any elements that compliment theories of learning. Read school policy on learning and teaching in your school.

<p>Applying Learning Theories – social, intellectual, dispositional</p>	<ul style="list-style-type: none"> • Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. • Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. • Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. • Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). <p>Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</p>	<p>E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO</p>			<p>Discussion of observation and policy in WMM Apply to own classroom practice</p>
<p>w/c 12/10/20</p> <p>AM & PM</p> <p>Subject Session (Learners & Learning; Expectations & Behaviour; Purpose & Progress)</p>		<p>Capel, Leask and Younie Chapter 3.3</p> <p>3 further readings Barnes, Willingham, Freire</p> <p>Yeager, D. S., & Walton, G. M. (2011) Social-Psychological Interventions in Education: They're Not Magic. Review of Educational Research, 81(2), 267–301. https://doi.org/10.3102/0034654311405999</p> <p>Capel, Leask and Younie Chapter 5.3</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20.</p> <p>3 further readings Barnes, Willingham, Freire</p>		<p>Review previous week's SBT follow-up Applying intellectual, social and dispositional learning theories to your subject area Follow up principles and practice of Behaviour for Learning to lesson planning/Link to SKfT model Follow up the principles of lesson planning - What you want pupils to learn? How you want pupils to learn it? Checking that pupils have learnt what you want them to learn? Peer planning, review and discussion Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions Review lesson plans and teaching with regards intellectual, dispositional learning theories/Link to SKfT model</p>	<p>Plan and teach a lesson and in the evaluation comment on what you wanted students to learn, how your lesson achieved those aims and how you checked whether all pupils had achieved these objectives. Discussion in WMM</p> <p>Identify intellectual, dispositional learning theories/Link to SKfT model to own lesson plan and/or observed lesson. Discussion in WMM</p>

		Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf .			
w/c 19/10/20 AM [2] Purpose and Progress: Using Formative Assessment to Recognise and Maximise Progress in the Classroom	Learn how to... <ul style="list-style-type: none"> Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). Plan activities around what you want pupils to think hard about. Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Provide appropriate wait time between question and response where more developed responses are required. Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). Provide scaffolds for pupil talk to increase the focus and rigour of dialogue. Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitor pupil work during lessons, including checking for misconceptions. 	Capel, Leask and Younie Chapter 3.1 3 key readings on the use of questioning: Brown and Wragg, Morgan and Saxton and Dillon.	[1] LECTURE – use of questioning DI [2] WORKSHOP – questioning techniques and strategies DI 3] Online presentations of the 3 key readings DI	Review previous week's SBT follow-up Critical reflection and review of the use of questioning in your subject area	Teach a lesson in which you have prepared in advance the key questions you want to ask. Observe a lesson with a focus on questioning, note the split between open and closed questions, the questioning strategy used, the proportion of the class asked and how questions may have been differentiated. Discussion in WMM
HALF TERM					
w/c/ 02/11/20	Learn how to...	Capel, Leask and Younie Chapter 4.6	[1] LECTURE: Introduction to SEND and adaptive practice DI	Review previous week's SBT follow-up Subject Assignment Launch	Annotate a lesson plan you have written with the specific needs

<p>AM</p> <p>[3] Learners and Learning: Principles of Adaptive practice for pupils with SEND: Identifying Pupils and their needs</p>	<ul style="list-style-type: none"> Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. Identify pupils who need new content further broken down. Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. Balance input of new content so that pupils master important concepts. 	<p>Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.</p>	<p>[2] WORKSHOP – Thinking about different learning needs DI</p>	<p>Thinking about different pupils' needs in your subject area</p>	<p>of key students and how their specific needs will be met. Make reference to any EHC plans or other supporting documents that may be relevant. Evaluate the lesson focussing specifically on how their needs were met. Discussion in WMM.</p>
<p>w/c 09/11/20</p> <p>AM</p> <p>[3] Planning and Curriculum: Planning a sequence of lessons</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills Continue considering the factors that will support effective collaborative or paired work Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories) 	<p>Capel, Leask and Younie Chapter 5.4, 5.5, 5.7, 5.8</p> <p>Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641</p>	<p>[1] LECTURE – The why and how to plan a sequence of lessons. FF [2] WORKSHOP – practical strategies for planning sequences of lessons FF</p>	<p>Review previous week's SBT follow-up</p> <p>Plan a sequence of lessons in your subject area. Collaborative planning of a sequence of lessons</p>	<p>Meet with HoD to discuss curriculum planning and SoW planning. Work with TM to develop a sequence of lessons. Plan to include clear reference to SKfT and AfL. Discussion in WMM</p>
<p>w/c 16/11/20</p> <p>AM</p> <p>[2] Professional Self and Development</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Identify how experienced colleagues seek ways to support individual colleagues and work as part of a team. Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthen pedagogical and subject knowledge by participating in wider networks. Extend subject and pedagogic knowledge as part of the lesson preparation process. 	<p>Capel, Leask and Younie Chapter 1.3</p>	<p>[1] LECTURE – HOPE NOT HATE FF. [2] WORKSHOP – – me, myself and I: developing professional self-awareness. DI</p>	<p>No subject session</p>	<p>Review a lesson plan with a focus on compassionate learning. Discussion in WMM</p>

	<ul style="list-style-type: none"> • Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. • Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. • Engage critically with research and using evidence to critique practice. • Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management 				
w/c 16/11/20 PM Assignment Launch					
w/c 23/11/20 [3] Purpose and Progress: Continuing to Use Formative Assessment Effectively	<p>Learn how to...</p> <ul style="list-style-type: none"> • Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Plan activities around what you want pupils to think hard about. • Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). • Provide appropriate wait time between question and response where more developed responses are required. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions. 	<p>Capel, Leask and Younie Chapter 6.1</p> <p>3 further readings from Aubrey and Riley: William, Claxton and Sweller</p> <p>Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962</p>	<p>[1] LECTURE – AfL/formative assessment and checking of progress CP</p> <p>[2] WORKSHOP – AfL/formative assessment strategies CP</p> <p>[3] Online presentation on the 3 key readings. DI</p>	<p>Review previous weeks' SBT follow-up</p> <p>Subject Assignment follow-up</p> <p>Compassionate learning in your subject area 1</p> <p>Discuss AfL/Formative assessment in your subject area</p>	<p>Review a lesson plan with a focus on compassionate learning. Discussion in WMM</p> <p>Carry out lesson observation with a focus on AfL strategies used. Teach a lesson and evaluate your own AfL strategies. Discuss AfL in WMM and mark a selection of students work alongside TM.</p>

	<ul style="list-style-type: none"> Consider how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). Scaffold self-assessment by sharing model work with pupils, highlighting key details. Ensure feedback is specific and helpful when using peer- or self-assessment. 				
<p>w/c 30/11/20</p> <p>AM</p> <p>[4] Behaviour and Expectations: Motivating Pupils to Achieve Their Potential</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Support pupils in mastering challenging content, which builds towards long-term goals and deconstructing this approach. Provide opportunities for pupils to articulate their long-term goals, helping them to see how these are related to their success in school. Help pupils to transition from needing extrinsic motivation to being motivated to work intrinsically. 	<p>Capel, Leask and Younie Chapter 3.2</p> <p>Additional Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/</p>	<p>[1] LECTURE – engagement and motivation of pupils for learning CP [2] WORKSHOP – Practical strategies for engagement and motivation/Review of Behaviour for Learning techniques CP</p>	<p>Review previous week's SBT follow-up Subject Assignment follow-up</p> <p>Discussion and follow up work on engaging and maintaining motivation in pupils Lesson planning with a focus on engagement and motivation/Link to SKFT model</p>	<p>Carry out lesson observation with a focus on how the teacher engages the class from the start and motivates the students. Plan and teach a lesson with a focus on student engagement. Consider what pupil engagement looks like. Discussion in WMM.</p>
<p>w/c/ 07/12/20</p> <p>[4] Learners & Learning: Practical strategies for Adaptative practice for pupils with SEND: Maximising the available support</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Make effective use of formative assessment. Work closely with the Special Educational Needs Co-ordinator (SENCO), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. Make use of well-designed resources (e.g. textbooks). Plan to connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge Build in additional practice or remove unnecessary expositions. 	<p>Capel, Leask and Younie Chapter 5.5</p> <p>Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.</p>	<p>[1] LECTURE – supporting SEND pupils FF [2] WORKSHOP – practical strategies for supporting SEND pupils FF</p>	<p>No subject session</p>	<p>Meet with SENCO to discuss differentiation strategies. Discuss with TM or HoD strategies specific to your subject. Plan and teach a lesson that makes use of a differentiation strategy and evaluate its effectiveness. Read school SEND policy. Discussion in WMM.</p>

w/c 14/12/20	•	3 further readings from Schon, Kolb and Lave and Wenger.		<p>Review previous week's SBT follow-up Subject Assignment follow-up Discuss practical strategies for supporting SEND pupils in your subject area. Critical review and reflection of practical SEND strategies in your subject area/Link to SKfT model Further critical reflection, discussion and review of the use of questioning in your subject area Critical reflection, discussion and review of AfL/formative assessment in your subject area. Link both to SKfT model.</p>	<p>Discuss in WMM effectiveness of differentiation strategies. Refer to SKfT model. Plan and teach a lesson that makes use of a questioning strategy you have researched. Discuss with TM in WMM marking of assessments.</p>
CHRISTMAS BREAK					
w/c 11/01/21		N/A		<p>PLD Assignment launch [in Friday session]</p> <p>Tutorials</p>	
w/c 18/01/21	<p>Learn how to...</p> <ul style="list-style-type: none"> Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling Work closely with the SENCO and other professionals to support pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). 	<p>Capel, Leask and Younie Chapter 1.1</p> <p>Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt. [accessed 18 October 2018].</p>	<p>[1] LECTURE – Pastoral role of the form tutor CP [2] WORKSHOP – compassionate learning 2 FF</p>	<p>No subject session</p>	<p>Carry out a lesson observation with a focus on compassionate learning. Evaluate the impact of this and discuss in WMM.</p>
w/c 18/01/21					
PM					
Assignment Launch					

w/c 25/01/21 [4] Planning and Curriculum: Embedding challenge to your planning	Learn how to... <ul style="list-style-type: none"> Plan activities around what you want pupils to think hard about. Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). Provide appropriate wait time between question and response where more developed responses are required. Continue considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. Continue sharing the intended lesson outcomes with teaching assistants ahead of lessons. Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. 	Capel, Leask and Younie Chapter 3.2, 5.2, 5.7 Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x	[1] LECTURE – Planning to extend and challenge pupils' learning CP [2] WORKSHOP – practical strategies to extend and challenge pupils' learning CP	Review previous week's SBT follow-up PLD Assignment follow up Planning for challenge in your subject area. Collaborative planning of a sequence of lessons Peer planning, review and discussion Focused around challenging activities, remembering, use of educational talk.	Carry out a lesson observation with a focus on the level of challenge the students are faced with. Evaluate the impact of this. Discuss in WMM lessons learnt from previous sequence of lessons in preparation for planning of next sequence of lessons.
w/c 01/02/21 AM [5] Behaviour and Expectations: Revisiting Behaviour for Learning in a new school context	Learn how to... <ul style="list-style-type: none"> Apply the knowledge and skills developed in Placement 1 re. routines, relationships, responses and motivation to a new school context. 	The Bennet Report (2016)	[1] LECTURE – Building a positive learning environment FF [2] WORKSHOP – Critical reflection and review of behaviour in a second school context. FF	Review previous week's SBT follow-up	Shadow a class in at least two lessons over the week, note how the learning environment varies from lesson to lesson and why this is the case and the impact it has. Critically reflect, discuss and review building a positive learning environment in your subject area/Link to SKFT model
w/c 01/02/21 PM	Learn how to... <ul style="list-style-type: none"> Record data only when it is useful for improving pupil outcomes. 	Capel, Leask and Younie Chapter 6.2 Black, P., & Wiliam, D. (2009) Developing the	[1] LECTURE – Good practice in marking and written feedback FF [2] WORKSHOP – practical strategies for managing the	Review previous week's SBT follow-up	In WMM mark a selection of students work alongside TM. Discuss written feedback strategies.

<p>[4] Purpose and Progress: Understanding the Impact of Summative Assessment</p>	<ul style="list-style-type: none"> • Develop an understanding that written marking is only one form of feedback. • Identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions. • Use verbal feedback during lessons in place of written feedback after lessons where possible. • Reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). • Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. 	<p>theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.</p>	<p>workload of marking and giving written feedback. FF</p>		
<p>w/c 08/02/21 [5] Learners and Learning: EAL CONFERENCE</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Teach unfamiliar vocabulary explicitly, including high-utility and high-frequency phrases beyond isolated, subject specialist 'key words' • Make language and texts comprehensible for EAL pupils, particularly those who are New to English or at the Early acquisition stage • Teach oracy and literacy skills specific to individual subjects • Promote high standards of literacy, articulation and the correct use of standard English³ • Integrate language-focused activities into subject lessons to meet the needs of EAL pupils • Plan for diversity, building in sensible differentiation where necessary to support EAL pupils 	<p>Conteh, J. (2015) <i>The EAL Teaching Book</i> (Chapter 2: All About Language and Learning)</p> <p>Demie, F. (2013) "English as an additional language pupils: how long does it take to acquire English fluency?" <i>Language and Education</i>, vol. 27, no. 1, pp. 59-69</p> <p>Capel, Leask and Younie Chapter 5.8</p>	<p>FF</p>	<p>No Subject Session?</p>	<p>Plan and teach a lesson that includes a specific focus on promoting high standards of literacy. Discussion in WMM</p> <ol style="list-style-type: none"> 1. Find out who has responsibility for tracking the progress of groups of students in your school and arrange to talk to them about how they track and monitor progress of EAL pupils 2. Find and talk to the person responsible for providing support for pupils with EAL and record examples of effective practice 3. MFL teachers are skilled practitioners in

					<p>the pedagogy of language acquisition. Arrange to observe the teaching of MFL over the course of a sequence of lessons. Find out how teachers of MFL use target language, active and receptive skills to sequence the learning and progress of pupils learning languages?</p> <p>4. Join the National Association for Language Development in the Curriculum (NALDIC) (student-teachers have free membership) and using the link below, read the information about how to assess pupils with EAL: http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/eal-assessment</p>
<p>w/c 22/02/21</p> <p>[6] Learners and Learning: Adaptive Practice for Embedding Stretch and Challenge</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Reframe questions to provide greater scaffolding or greater stretch. • Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. • Changes pupil groups regularly, avoiding the perception that groups/attainment are fixed. • Ensure that any groups based on attainment are subject specific. • Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). 	<p>Capel, Leask and Younie Chapter 5.7</p> <p>Allison, S. (2017) <i>Making Every Lesson Count</i>: Chapter 1</p> <p>3 further readings from Aubrey and Riley: Bandura, Dweck, Kirschner</p>	<p>[1] LECTURE – stretch and challenge for all pupils CP</p> <p>[2] WORKSHOP – practical strategies for stretch and challenge CP</p>	<p>Review previous weeks' SBT follow-up</p> <p>PLD Assignment follow up</p> <p>Critically reflect, discuss and review practical strategies for stretch and challenge/promoting literacy in your subject area.</p>	<p>In WMM discuss differentiation strategies for most able. Carry out lesson observation with a focus on how the most able are stretched.</p>

	<ul style="list-style-type: none"> Provide scaffolds for pupil talk to increase the focus and rigour of dialogue. 				
w/c 15/02/21	HALF TERM				
w/c 01/03/21 AM [5] Purpose and Progress: The Role of External Examinations	<p>Learn how to...</p> <ul style="list-style-type: none"> Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). 	<p>Capel, Leask and Younie Chapter 6.2</p> <p>William, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.</p>	<p>[1] LECTURE - summative assessment and exam marking CP Understanding/using examiners' reports formatively for future planning. CP [2] WORKSHOP – practical strategies for summative assessment and exam marking CP</p>	No subject session	In WMM mark a selection of summative assessments/exam papers and moderate the marking.
w/c 1/3/21 PM [7] Learners and Learning		3 Key readings on multi-cultural pedagogy	[1] WORKSHOP – FOLLOW UP ON LEARNING THEORIES. MULTI-CULTURAL PEDAGOGY	No subject session	
w/c 08/03/21 AM [5] Planning and Curriculum: Planning Opportunities for Retrieval, Practice and Development	<p>Learn how to...</p> <ul style="list-style-type: none"> Plan the regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities). Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. Balance exposition, repetition, practice and retrieval of critical knowledge and skills. Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing 	<p>Capel, Leask and Younie Chapter 7.1, 7.2</p> <p>Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage</p>	<p>[1] LECTURE – Medium term planning FF [2] WORKSHOP – practical strategies for medium term planning FF</p>	<p>Review previous week's SBT follow-up</p> <p>Summative assessment and exam marking in your subject area.</p> <p>Critically reflect, discuss and review Medium term planning in your subject area/Link to SKfT model</p>	<p>In WMM follow up marking done the previous week.</p> <p>Discuss with HoD considerations to be made for medium-term planning including opportunities for assessment, retrieval and distributed practice.</p>

	scaffolding, lengthening spacing or introducing interacting elements).				
w/c 15/03/21 AM [4] Self and Professional Development: How to Continue Developing Your Professional Identity	Learn how to... <ul style="list-style-type: none"> Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthen pedagogical and subject knowledge by participating in wider networks. Extend subject and pedagogic knowledge as part of the lesson preparation process. Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. 		1] LECTURE – Revisiting to the UH partnership vision – identity, voice, resilience, social justice DI [2] WORKSHOP – compassionate learning 3 FF	No subject session PLD Assignment follow up	Discuss with HoD opportunity to contribute to extra-curricular activities in your subject area.
w/c 15/03/21 PM [6] Planning and Curriculum:	Learn how to... <ul style="list-style-type: none"> Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). Continue considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. Identify and understand the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. 	Capel, Leask and Younie Chapter 7.4 Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x Capel, Leask and Younie Chapter 5.4 Capel, Leask and Younie Chapter 6.2 William, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. Review of	[1] LECTURE – The purpose and principles of the curriculum DI [2] WORKSHOP – Critical reflection and review of the curriculum DI		In WMM review AfL strategies used so far and evaluate their impact. Plan and teach a lesson that makes explicit use of a questioning strategy that is new to you.

		Research in Education, 34, pp. 254-284.			
w/c 22/03/21		<p>Capel, Leask and Younie Chapter 8.1, 8.2, 8.3</p> <p>Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9.</p>	<p>1] LECTURE – Preparation for the NQT Year CP</p> <p>2] WORKSHOP – – Preparation for the NQT Year CP</p>	<p>Preparation for NQT Year*</p> <p>Review previous week's SBT follow-up</p> <p>Critical review and reflection of adaptive practice in your subject area/Link to SKfT model</p> <p>Critical review and reflection of questioning, AfL, formative assessment, exam marking and summative assessment/Link to SKfT model</p> <p>Extracurricular activities in your subject area.</p> <p>Compassionate learning in your subject area 3</p>	<p>Discuss in WMM opportunities for CPD and developing subject and pedagogical knowledge beyond in the NQT year and beyond.</p>
w/c 24/05/21		N/A	Mental Health and Wellbeing in Schools Conference	No subject session	Discuss in WMM requirements issue of mental health and wellbeing in schools.
<p>[5] Self & Professional Development: Preparing for your NQT year</p>					
<p>wednesday 26th May (AM)</p> <p>Mental Health and Wellbeing in Schools Conference</p>					

7EDU1112/7EDU1126 (MONDAY COHORT): THEMATIC MAP

EXPECTATIONS & BEHAVIOUR

Pupils are:

- Motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).
- Driven by their prior experiences and perceptions of success and failure, which impacts on their investment in learning

Student-teachers should therefore aim to:

- ✓ Create an effective learning environment by establishing and reinforcing routines (including through positive reinforcement)
- ✓ Create a stable and secure environment to benefit all pupils, especially those with special educational needs
- ✓ Self-regulate their own emotions and expectations in order to positively impact pupils' ability to learn and achieve success in school and in their future lives
- ✓ Provide opportunities for all pupils to experience meaningful success by positively developing pupils' resilience and beliefs about their ability to succeed
- ✓ Build effective relationships with pupils by showing that pupils' feelings have been considered and understood.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 14/9/20 Monday 14 th September Subject session Behaviour & Expectations				Follow up 3 'Rs' of behaviour management in your subject area/Link to SKFT model	Specific observation Discussion in WMM Read school policy document on behaviour policy
w/c 21/9/20 AM [2] Behaviour & Expectations: Positive Relationships for Positive Outcomes	Learn how to... <ul style="list-style-type: none"> • Build and sustain positive teacher-pupil relationships • Promote teacher-pupil respect and pupil-pupil mutual respect • Implement effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. 	Capel, Leask and Younie Chapter 3.1 Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: Jossey Bass	[1] LECTURE – Building positive relationships with pupils LAJ [2] WORKSHOP – Behaviour for Learning 1 LAJ	Review previous week's SBT follow-up Behaviour for Learning [BfL] in your subject area Discussion and follow up work on how students can relationships with their pupils i.e. get to know names, abilities and interests through the learning activities of a lesson plan.	Specific observation on BfL Discussion in WMM of observation Discuss with mentor how relationships are built with students in WMM. Apply BfL to own classroom practice
w/c 12/10/20					

<p>[3] Behaviour & Expectations: Responses</p> <p>Subject Session Behaviour & Expectations</p>				<p>Follow up principles and practice of Behaviour for Learning to lesson planning/Link to SKfT model</p>	
<p>w/c 30/11/20</p> <p>AM</p> <p>[4] Behaviour and Expectations: Motivating Pupils to Achieve Their Potential</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Support pupils in mastering challenging content, which builds towards long-term goals and deconstructing this approach. Provide opportunities for pupils to articulate their long-term goals, helping them to see how these are related to their success in school. Help pupils to transition from needing extrinsic motivation to being motivated to work intrinsically. 	<p>Capel, Leask and Younie Chapter 3.2</p> <p>Additional Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation/</p>	<p>[1] LECTURE – engagement and motivation of pupils for learning CP</p> <p>[2] WORKSHOP – Practical strategies for engagement and motivation/Review of Behaviour for Learning techniques CP</p>	<p>Review previous week's SBT follow-up Subject Assignment follow-up</p> <p>Discussion and follow up work on engaging and maintaining motivation in pupils</p> <p>Lesson planning with a focus on engagement and motivation/Link to SKfT model</p>	<p>Carry out lesson observation with a focus on how the teacher engages the class from the start and motivates the students.</p> <p>Plan and teach a lesson with a focus on student engagement. Consider what pupil engagement looks like. Discussion in WMM.</p>
<p>w/c 01/02/21</p> <p>AM</p> <p>[5] Behaviour and Expectations: Revisiting Behaviour for Learning in a new school context</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Apply the knowledge and skills developed in Placement 1 re. routines, relationships, responses and motivation to a new school context. 	<p>The Bennet Report (2016)</p>	<p>[1] LECTURE – Building a positive learning environment FF</p> <p>[2] WORKSHOP – Critical reflection and review of behaviour in a second school context. FF</p>	<p>Review previous week's SBT follow-up</p>	<p>Shadow a class in at least two lessons over the week, note how the learning environment varies from lesson to lesson and why this is the case and the impact it has.</p> <p>Critically reflect, discuss and review building a positive learning environment in your subject area/Link to SKfT model</p>

PLANNING & CURRICULUM

Learn that...

Pupils are:

- Entitled to access a school curriculum that has set out its vision for the knowledge, skills and values that they will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- Transformed, in terms of their knowledge, capabilities and beliefs about learning, by effective teaching
- Learning effectively when there is a lasting change in their capabilities or understanding
- Significantly impacted by their prior knowledge
- Likely to learn more complex ideas once they have committed some key facts to their long-term memory
- More likely to succeed when they have confidently mastered foundational concepts and knowledge before moving on in their learning
- Supported in understanding new processes and ideas when abstract ideas are modelled in a more concrete and accessible way
- Able to become increasingly independent and academically successful through their knowledge and use of metacognitive skills
- More likely to succeed if they are able to repeatedly practise newly-acquired knowledge and skills
- Able to achieve higher levels of success if allowed to work in paired/grouped activities
- Positively impacted when they are provided with high-quality homework that is relevant to main class teaching.

Student-teachers should therefore aim to:

- ✓ Develop a secure subject knowledge that helps motivate pupils and teach them effectively.
- ✓ Develop a secure subject knowledge in order to anticipate common misconceptions within particular subjects/topics/skills
- ✓ Explicitly teach pupils the knowledge and skills they need to succeed within particular subject areas.
- ✓ Introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
- ✓ Guide, scaffold and provide worked examples to help pupils apply new ideas, gradually removing these supports as pupil expertise increases.
- ✓ Develop a secure subject knowledge that explicitly teaches pupils subject-specific metacognitive strategies, including how to plan, monitor and evaluate their learning
- ✓ Incorporate questioning within their lessons for a range of purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
- ✓ Provide opportunities for high-quality classroom talk to support pupils with articulating key ideas, consolidating understanding and extending their vocabulary.
- ✓ Provide frequent, guided opportunities for pupils to practice new skills and understanding.
- ✓ Provide frequent, guided opportunities where pupils are explicitly taught how to work effectively in pairs/groups, whilst monitoring the impact of groupings on pupil attainment, behaviour and motivation and responding appropriately when necessary
- ✓ Provide high-quality homework opportunities that are relevant to main class teaching

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
<p>w/c 14/9/20</p> <p>Monday 14th September</p> <p>Subject session [1] Planning & Curriculum</p>				<p>Lesson observation & planning/Deconstructing a lesson plan/Collaborative planning</p>	<p>Specific observation Discussion in WMM Read school policy document on behaviour policy</p>
<p>w/c 28/9/20</p> <p>Subject session [2] Planning & Curriculum</p>				<p>The principles of lesson planning - <i>What you want pupils to learn? How you want pupils to learn it? Checking that pupils have learnt what you want them to learn?</i> Peer planning, review and discussion Modelling of explanations, exposition, questioning, sequencing of activities, dealing with misconceptions</p>	<p>Putting Behaviour for Learning into practice in a taught lesson</p>
<p>w/c 09/11/20</p> <p>AM</p> <p>[3] Planning and Curriculum: Planning a sequence of lessons</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills Continue considering the factors that will support effective collaborative or paired work Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories) 	<p>Capel, Leask and Younie Chapter 5.4, 5.5, 5.7, 5.8</p> <p>Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. <i>Instructional Science</i>, 43(5), 615-641</p>	<p>[1] LECTURE – The why and how to plan a sequence of lessons. FF [2] WORKSHOP – practical strategies for planning sequences of lessons FF</p>	<p>Review previous week's SBT follow-up</p> <p>Plan a sequence of lessons in your subject area. Collaborative planning of a sequence of lessons</p>	<p>Meet with HoD to discuss curriculum planning and SoW planning. Work with TM to develop a sequence of lessons. Plan to include clear reference to SKFT and AfL. Discussion in WMM</p>
<p>w/c 25/01/21</p> <p>[4] Planning and Curriculum:</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Plan activities around what you want pupils to think hard about. 	<p>Capel, Leask and Younie Chapter 3.2, 5.2, 5.7</p>	<p>[1] LECTURE – Planning to extend and challenge pupils' learning CP [2] WORKSHOP – practical strategies to extend and challenge pupils' learning CP</p>	<p>Review previous week's SBT follow-up PLD Assignment follow up</p> <p>Planning for challenge in your subject area.</p>	<p>Carry out a lesson observation with a focus on the level of challenge the students</p>

<p>Embedding challenge to your planning</p>	<ul style="list-style-type: none"> • Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). • Provide appropriate wait time between question and response where more developed responses are required. • Continue considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. • Continue sharing the intended lesson outcomes with teaching assistants ahead of lessons. • Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. 	<p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x</p>		<p>Collaborative planning of a sequence of lessons Peer planning, review and discussion Focused around challenging activities, remembering, use of educational talk.</p>	<p>are faced with. Evaluate the impact of this. Discuss in WMM lessons learnt from previous sequence of lessons in preparation for planning of next sequence of lessons.</p>
<p>w/c 08/03/21 AM [5] Planning and Curriculum: Planning Opportunities for Retrieval, Practice and Development</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Plan the regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities). • Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. • Balance exposition, repetition, practice and retrieval of critical knowledge and skills. • Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). 	<p>Capel, Leask and Younie Chapter 7.1, 7.2 Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage</p>	<p>[1] LECTURE – Medium term planning FF [2] WORKSHOP – practical strategies for medium term planning FF</p>	<p>Review previous week's SBT follow-up Summative assessment and exam marking in your subject area. Critically reflect, discuss and review Medium term planning in your subject area/Link to SKfT model</p>	<p>In WMM follow up marking done the previous week. Discuss with HoD considerations to be made for medium-term planning including opportunities for assessment, retrieval and distributed practice.</p>
<p>w/c 15/03/21 PM [6] Planning and Curriculum:</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Make the steps in a process memorable and ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). • Continue considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). 	<p>Capel, Leask and Younie Chapter 7.4 Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x</p>	<p>[1] LECTURE – The purpose and principles of the curriculum DI [2] WORKSHOP – Critical reflection and review of the curriculum DI</p>		<p>In WMM review AfL strategies used so far and evaluate their impact. Plan and teach a lesson that makes explicit use of a questioning strategy that is new to you.</p>

	<ul style="list-style-type: none"> • Continue providing scaffolds for pupil talk to increase the focus and rigour of dialogue. • Identify and understand the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. 	<p>1467-8535.2005.00507.x</p> <p>Capel, Leask and Younie Chapter 5.4</p> <p>Capel, Leask and Younie Chapter 6.2</p> <p>William, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. <i>Review of Research in Education</i>, 34, pp. 254-284.</p>			
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LEARNERS & LEARNING

Learn that...

Pupils are:

- Learning effectively when there is a lasting change in their capabilities or understanding & significantly impacted by their prior knowledge
- Likely to learn more complex ideas once they have committed some key facts to their long-term memory
- More likely to develop misconceptions where their prior knowledge is weak, particularly if new ideas are introduced too quickly
- Helped to remember what they have learnt if they are exposed to regular, purposeful practice of what has previously been taught in order to consolidate material. Likely to strengthen the ability to recall if they are expected to retrieve information from memory
- Able to learn more effectively if they provided with worked examples that guides them through each step of a new process
- Able to learn new ideas by linking those ideas to existing knowledge and organising this knowledge into increasingly complex mental models (or "schemata")
- Likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- Provided with fundamental knowledge and access to the curriculum through competency of early literacy skills
- Likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Not identifiable by a distinct learning style and therefore do not benefit from lessons that are tailored to learning styles
- Likely to require additional or adapted support if they have special educational needs or disabilities

Student-teachers should therefore aim to:

- ✓ Understand that an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- ✓ Be aware that working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- ✓ Understand that long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- ✓ Require pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap. Provide worked examples.
- ✓ Carefully sequence teaching to facilitate pupils organising their knowledge into increasingly complex mental models (i.e. "schemata")
- ✓ Understand that reading comprises two elements: word reading and language comprehension, and that systematic synthetic phonics is the most effective approach for teaching pupils to decode.
- ✓ Understand that they can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.
- ✓ Understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning
- ✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- ✓ Avoid artificially creating distinct tasks for different groups of pupils or setting lower expectations for particular pupils.
- ✓ Monitor the impact on engagement and motivation (particularly for low attaining pupils) when grouping pupils within a class to provide tailored support and therefore apply a flexible approach to pupil grouping.
- ✓ Work closely with colleagues, families and pupils to understand barriers for pupils with SEND and identify effective strategies.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
<p>w/c 14/9/20</p> <p>Monday 14th September</p> <p>Subject session [1] Learners & Learning</p>		<p>4 key readings from Aubrey and Riley: Dewey, Piaget, Vygotsky, Skinner.</p>		<p>What does learning look like in my subject? Link to social, intellectual, dispositional learning theories & SKfT model</p>	<p>Specific observation Discussion in WMM Read school policy document on behaviour policy</p>
<p>w/c 05/10/20</p> <p>AM</p> <p>[2] Learners and Learning: Understanding & Applying Learning Theories – social, intellectual, dispositional</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Continue breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). Use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge. Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). <p>Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</p>	<p>Capel, Leask and Younie Chapter 4.4</p> <p>3 further readings from Aubrey and Riley: Bloom, Bruner and Baddeley & Hitch</p> <p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO</p>	<p>[1] LECTURE: Applying learning theories to our teaching practice DI [2] WORKSHOP - Examining intellectual, dispositional learning theories in more detail DI [3] Online presentations of the 3 key readings DI</p>	<p>No subject session</p>	<p>Complete a lesson observation and try to identify any elements that compliment theories of learning. Read school policy on learning and teaching in your school. Discussion of observation and policy in WMM Apply to own classroom practice</p>
<p>w/c/ 02/11/20</p> <p>AM</p> <p>[3] Learners and Learning: Principles of Adaptive</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. Identify pupils who need new content further broken down. 	<p>Capel, Leask and Younie Chapter 4.6</p> <p>Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils</p>	<p>[1] LECTURE: Introduction to SEND and adaptive practice DI [2] WORKSHOP – Thinking about different learning needs DI</p>	<p>Review previous week's SBT follow-up Subject Assignment Launch</p> <p>Thinking about different pupils' needs in your subject area</p>	<p>Annotate a lesson plan you have written with the specific needs of key students and how their specific needs will be met. Make reference to any EHC plans or other supporting documents</p>

practice for pupils with SEND: Identifying Pupils and their needs	<ul style="list-style-type: none"> Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. Balance input of new content so that pupils master important concepts. 	with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf .			that may be relevant. Evaluate the lesson focussing specifically on how their needs were met. Discussion in WMM.
w/c/ 07/12/20 [4] Learners & Learning: Practical strategies for Adaptative practice for pupils with SEND: Maximising the available support	<p>Learn how to...</p> <ul style="list-style-type: none"> Make effective use of formative assessment. Work closely with the Special Educational Needs Co-ordinator (SENCO), special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. Make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. Make use of well-designed resources (e.g. textbooks). Plan to connect new content with pupils' existing knowledge or provide additional pre-teaching if pupils lack critical knowledge Build in additional practice or remove unnecessary expositions. 	<p>Capel, Leask and Younie Chapter 5.5</p> <p>Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. <i>Educational Research Review</i>, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.</p>	<p>[1] LECTURE – supporting SEND pupils FF [2] WORKSHOP – practical strategies for supporting SEND pupils FF</p>	No subject session	Meet with SENCO to discuss differentiation strategies. Discuss with TM or HoD strategies specific to your subject. Plan and teach a lesson that makes use of a differentiation strategy and evaluate its effectiveness. Read school SEND policy. Discussion in WMM.
w/c 08/02/21 [5] Learners and Learning: EAL CONFERENCE	<p>Learn how to...</p> <ul style="list-style-type: none"> Teach unfamiliar vocabulary explicitly, including high-utility and high-frequency phrases beyond isolated, subject specialist 'key words' Make language and texts comprehensible for EAL pupils, particularly those who are New to English or at the Early acquisition stage Teach oracy and literacy skills specific to individual subjects Promote high standards of literacy, articulation and the correct use of standard English³ Integrate language-focused activities into subject lessons to meet the needs of EAL pupils Plan for diversity, building in sensible differentiation where necessary to support EAL pupils 	<p>Conteh, J. (2015) <i>The EAL Teaching Book</i> (Chapter 2: All About Language and Learning)</p> <p>Demie, F. (2013) "English as an additional language pupils: how long does it take to acquire English fluency?" <i>Language and Education</i>, vol. 27, no. 1, pp. 59-69</p> <p>Capel, Leask and Younie Chapter 5.8</p>	FF	No Subject Session?	<p>Plan and teach a lesson that includes a specific focus on promoting high standards of literacy. Discussion in WMM</p> <p>1. Find out who has responsibility for tracking the progress of groups of students in your school and arrange to talk to them about how they track and monitor progress of EAL pupils 2. Find and talk to the person responsible for providing support for</p>

					<p>pupils with EAL and record examples of effective practice</p> <p>3. MFL teachers are skilled practitioners in the pedagogy of language acquisition. Arrange to observe the teaching of MFL over the course of a sequence of lessons. Find out how teachers of MFL use target language, active and receptive skills to sequence the learning and progress of pupils learning languages?</p> <p>4. Join the National Association for Language Development in the Curriculum (NALDIC) (student-teachers have free membership) and using the link below, read the information about how to assess pupils with EAL: http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources/eal-assessment</p>
<p>w/c 22/02/21</p> <p>[6] Learners and Learning: Adaptive Practice for Embedding Stretch and Challenge</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Reframe questions to provide greater scaffolding or greater stretch. • Apply high expectations to all groups, and ensure all pupils have access to a rich curriculum. • Changes pupil groups regularly, avoiding the perception that groups/attainment are fixed. • Ensure that any groups based on attainment are subject specific. 	<p>Capel, Leask and Younie Chapter 5.7</p> <p>Allison, S. (2017) <i>Making Every Lesson Count</i>: Chapter 1</p> <p>3 further readings from Aubrey and Riley: Bandura, Dweck, Kirschner</p>	<p>[1] LECTURE – stretch and challenge for all pupils CP</p> <p>[2] WORKSHOP – practical strategies for stretch and challenge CP</p>	<p>Review previous weeks' SBT follow-up PLD Assignment follow up</p> <p>Critically reflect, discuss and review practical strategies for stretch and challenge/promoting literacy in your subject area.</p>	<p>In WMM discuss differentiation strategies for most able. Carry out lesson observation with a focus on how the most able are stretched.</p>

	<ul style="list-style-type: none"> • Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue. 				
<p>w/c 1/3/21 PM</p> <p>[7] Learners and Learning</p>		<p>3 Key readings on multi-cultural pedagogy</p>	<p>[1] WORKSHOP – FOLLOW UP ON LEARNING THEORIES. MULTI-CULTURAL PEDAGOGY</p>	<p>No subject session</p>	

PURPOSE & PROGRESS

Learn that...

Pupils are:

- Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so
- Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours
- Affected by teachers' expectations of their academic progress and outcomes
- Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds
- Able to monitor and regulate their own learning when provided with high-quality feedback over time.

Student-teachers should therefore aim to:

- ✓ Be positive role models to all pupils
- ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of language proficiency
- ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture.
- ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect
- ✓ Provide high-quality teaching
- ✓ Obtain information about pupils' understanding and needs from using good assessment effectively
- ✓ Avoid being over-influenced by potentially misleading factors, such as how busy pupils appear
- ✓ Be clear about the decision assessment will be used to support and be able to justify its use before using it
- ✓ use information from assessments to inform the decisions they make
- ✓ Provide opportunities for pupils to act on feedback for it to have an effect
- ✓ Provide high-quality feedback (written or verbal) that is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve
- ✓ Work with colleagues to identify efficient approaches to assessment to prevent it becoming onerous and have a disproportionate impact on workload.

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
<p>w/c 14/9/20</p> <p>Monday 14th September</p> <p>Subject session [1] Purpose & Progress</p>				<p>The purpose and moral value of your subject area/Use of questioning linked to SKfT model</p>	<p>Specific observation Discussion in WMM Read school policy document on behaviour policy</p>

<p>w/c 19/10/20</p> <p>AM</p> <p>[2] Purpose and Progress: Using Formative Assessment to Recognise and Maximise Progress in the Classroom</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). • Plan activities around what you want pupils to think hard about. • Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). • Provide appropriate wait time between question and response where more developed responses are required. • Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). • Provide scaffolds for pupil talk to increase the focus and rigour of dialogue. • Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. • Monitor pupil work during lessons, including checking for misconceptions. 	<p>Capel, Leask and Younie Chapter 3.1</p> <p>3 key readings on the use of questioning: Brown and Wragg, Morgan and Saxton and Dillon.</p>	<p>[1] LECTURE – use of questioning DI [2] WORKSHOP – questioning techniques and strategies DI [3] Online presentations of the 3 key readings DI</p>	<p>Review previous week's SBT follow-up</p> <p>Critical reflection and review of the use of questioning in your subject area</p>	<p>Teach a lesson in which you have prepared in advance the key questions you want to ask. Observe a lesson with a focus on questioning, note the split between open and closed questions, the questioning strategy used, the proportion of the class asked and how questions may have been differentiated. Discussion in WMM</p>
<p>w/c 23/11/20</p> <p>[3] Purpose and Progress: Continuing to Use Formative Assessment Effectively</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> • Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). • Plan activities around what you want pupils to think hard about. • Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). • Provide appropriate wait time between question and response where more developed responses are required. 	<p>Capel, Leask and Younie Chapter 6.1</p> <p>3 further readings from Aubrey and Riley: William, Claxton and Sweller</p> <p>Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from:</p>	<p>[1] LECTURE – AfL/formative assessment and checking of progress CP [2] WORKSHOP – AfL/formative assessment strategies CP [3] Online presentation on the 3 key readings. DI</p>	<p>Review previous weeks' SBT follow-up</p> <p>Subject Assignment follow-up</p> <p>Compassionate learning in your subject area 1</p> <p>Discuss AfL/Formative assessment in your subject area</p>	<p>Review a lesson plan with a focus on compassionate learning. Discussion in WMM</p> <p>Carry out lesson observation with a focus on AfL strategies used. Teach a lesson and evaluate your own AfL strategies. Discuss AfL in WMM and mark a selection of students work alongside TM.</p>

	<ul style="list-style-type: none"> Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitor pupil work during lessons, including checking for misconceptions. Consider how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). Scaffold self-assessment by sharing model work with pupils, highlighting key details. Ensure feedback is specific and helpful when using peer- or self-assessment. 	https://eric.ed.gov/?id=EJ705962			
<p>w/c 01/02/21</p> <p>PM</p> <p>[4] Purpose and Progress: Understanding the Impact of Summative Assessment</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Record data only when it is useful for improving pupil outcomes. Develop an understanding that written marking is only one form of feedback. Identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach. Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitor pupil work during lessons, including checking for misconceptions. Use verbal feedback during lessons in place of written feedback after lessons where possible. Reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking. 	<p>Capel, Leask and Younie Chapter 6.2</p> <p>Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.</p>	<p>[1] LECTURE – Good practice in marking and written feedback FF</p> <p>[2] WORKSHOP – practical strategies for managing the workload of marking and giving written feedback. FF</p>	<p>Review previous week's SBT follow-up</p>	<p>In WMM mark a selection of students work alongside TM. Discuss written feedback strategies.</p>
<p>w/c 01/03/21</p> <p>AM</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. 	<p>Capel, Leask and Younie Chapter 6.2</p> <p>Wiliam, D. (2017) Assessment, marking</p>	<p>[1] LECTURE - summative assessment and exam marking CP</p>	<p>No subject session</p>	<p>In WMM mark a selection of summative assessments/exam</p>

<p>[5] Purpose and Progress: The Role of External Examinations</p>	<ul style="list-style-type: none"> Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). 	<p>and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.</p>	<p>Understanding/using examiners' reports formatively for future planning. CP [2] WORKSHOP – practical strategies for summative assessment and exam marking CP</p>		<p>papers and moderate the marking.</p>
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PROFESSIONAL SELF & DEVELOPMENT

Learn that...	<p>Pupils are:</p> <ul style="list-style-type: none"> ➤ Able to improve their wellbeing, motivation and behaviour when supported by teachers to do so ➤ Influenced by their teachers (who are key role models) with regards to their attitudes, values and behaviours ➤ Affected by teachers' expectations of their academic progress and outcomes ➤ Positively impacted by high-quality teaching which has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds ➤ Benefited from understanding and respecting the different values and knowledge of other cultures and languages <p>Student-teachers should therefore aim to:</p> <ul style="list-style-type: none"> ✓ Be positive role models to all pupils ✓ Set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy ✓ Set and sustain clear expectations can help communicate shared values that improve classroom and school culture. ✓ Support the development of effective relationships by establishing and embedding a culture of mutual trust and respect ✓ Provide high-quality teaching ✓ Sustain effective professional development over time by accessing expert support, coaching, opportunities for collaboration ✓ Reflect on their practice to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research ✓ Make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. ✓ Build effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success ✓ Prepare teaching assistants (TAs) for lessons in advance so they can provide supplementary (i.e. not replacement) support from teachers ✓ Understand that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils.
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Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
w/c 07/09/20 Tuesday 8 th September	Learn how to... <ul style="list-style-type: none"> • Contact the appropriate colleague with any safeguarding concerns and have a clear understanding of what sorts of behaviour, disclosures and incidents to report. 	The Bennet Report (2016) Blakemore and Frith (2005) <i>The Learning</i>	[1] LECTURE – introduction to the UH partnership vision – identity, voice, resilience, social justice DI [2] LECTURE - Understanding educational research FF	No subject session	Read school behaviour policy and discuss rewards and sanctions in WMM. Carry out lesson observation with a

<p>[1] Professional self and development: An Introduction</p>	<ul style="list-style-type: none"> Fulfil the duties relating to Part 2 of the Teachers' Standards. Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management Engage critically with research and use evidence to critique practice. 	<p><i>Brain</i> Chapter 10 'The Adolescent Brain'</p> <p>Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO</p>	<p>[3] LECTURE – The Adolescent Brain [4] LECTURE – SSET and student support.AC and team [5] LRC/CANVAS induction BW</p>		<p>focus on the 3 R's of behaviour management. Carry out lesson observation and identify any elements of Rosenshine's principles you see. Complete statutory safeguarding awareness training as directed by school.</p>
<p>w/c 16/11/20 AM [2] Professional Self and Development</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Identify how experienced colleagues seek ways to support individual colleagues and work as part of a team. Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthen pedagogical and subject knowledge by participating in wider networks. Extend subject and pedagogic knowledge as part of the lesson preparation process. Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. Engage critically with research and using evidence to critique practice. Manage workload and wellbeing by observing and deconstructing the approaches used by expert colleagues to personalise systems and routines to support efficient time and task management 	<p>Capel, Leask and Younie Chapter 1.3</p>	<p>[1] LECTURE – HOPE NOT HATE FF. [2] WORKSHOP – – me, myself and I: developing professional self-awareness. DI</p>	<p>No subject session</p>	<p>Review a lesson plan with a focus on compassionate learning. Discussion in WMM</p>
<p>w/c 18/01/21 AM</p>	<p>Learn how to...</p>	<p>Capel, Leask and Younie Chapter 1.1</p>	<p>[1] LECTURE – Pastoral role of the form tutor CP [2] WORKSHOP – compassionate learning 2 FF</p>	<p>No subject session</p>	<p>Carry out a lesson observation with a focus on</p>

<p>[3] Professional Self and Development: Being A Positive Role Model</p>	<ul style="list-style-type: none"> Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling Work closely with the SENCO and other professionals to support pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). 	<p>Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Accessible from: https://tdtrust.org/about/dgt. [accessed 18 October 2018].</p>			<p>compassionate learning. Evaluate the impact of this and discuss in WMM.</p>
<p>w/c 15/03/21 AM [4] Self and Professional Development: How to Continue Developing Your Professional Identity</p>	<p>Learn how to...</p> <ul style="list-style-type: none"> Engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthen pedagogical and subject knowledge by participating in wider networks. Extend subject and pedagogic knowledge as part of the lesson preparation process. Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. 		<p>1] LECTURE – Revisiting to the UH partnership vision – identity, voice, resilience, social justice DI [2] WORKSHOP – compassionate learning 3 FF</p>	<p>No subject session PLD Assignment follow up</p>	<p>Discuss with HoD opportunity to contribute to extra-curricular activities in your subject area.</p>
<p>w/c 22/03/21 [5] Self & Professional Development: Preparing for your NQT year</p>		<p>Capel, Leask and Younie Chapter 8.1, 8.2, 8.3</p> <p>Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of school context variables, stress and job satisfaction among teachers in senior high</p>	<p>1] LECTURE – Preparation for the NQT Year CP [2] WORKSHOP – Preparation for the NQT Year CP</p>	<p>Preparation for NQT Year* Review previous week's SBT follow-up Critical review and reflection of adaptive practice in your subject area/Link to SKfT model Critical review and reflection of questioning, AfL, formative assessment, exam marking and summative assessment/Link to SKfT model</p>	<p>Discuss in WMM opportunities for CPD and developing subject and pedagogical knowledge beyond in the NQT year and beyond.</p>

		school. Social Psychology of Education, 20(1), 15–37. https://doi.org/10.1007/s11218-016-9363-9 .		Extracurricular activities in your subject area. Compassionate learning in your subject area 3	
w/c 24/05/21 Wednesday 26 th May (AM) Mental Health and Wellbeing in Schools Conference		N/A	Mental Health and Wellbeing in Schools Conference	No subject session	Discuss in WMM requirements issue of mental health and wellbeing in schools.