

Principles for inclusive practice



Equality Act 2010 - SEND Code of Practice - Keeping children safe in education – National Curriculum

Postgraduate Primary PLD

The modules which comprise our Initial Teacher Education courses are structured into three curriculum areas: *professional learning and development*; *subject and curriculum knowledge*; and *school-based training* (placement). Each curriculum area is represented by a model/framework to provide a frame of reference for the content and intention of the modules that are aligned to the area. Underpinning each area is the ITT Core Content Framework 'Learn that' and 'learn how to' statements. Over the three stages of training student teachers acquire knowledge, understanding and skill in relation to the five core areas of practice – behaviour management, pedagogy, curriculum, assessment and professional behaviours - to best enable the pupils they teach to participate, learn, enjoy and make progress. Student teachers' knowledge, understanding and skills is applied to the context in which they are practising and assessed at each Progress Review Point (see Progress Review Point Profiles). Meeting the Teachers' Standards as a by-product, at Final Assessment student teachers have learned the curriculum and are ready to begin their Early Career Teacher induction having developed our partnership's values and attributes which recognises the importance of sustained and structured professional learning.



- *Professional learning and development* is represented through our inclusive practice model, informed by: the [ITT Core Content Framework](#); [Keeping Children Safe in Education](#); the [National Curriculum](#) statement on inclusion (section 4); [SEND code of Practice](#); and the [Equality Act 2010](#). The curriculum area seeks to enable student teachers to develop a secure knowledge-base for inclusive practice and high-quality teaching for all. We explicitly use the following terms: inclusion; inclusive practice; anticipating and removing barriers to learning; adaptive practice; protected characteristics (age; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation); enabling access and participation. We interrogate substantive knowledge, including the concept and practice of social justice within one's classroom. Our centre-based approach is one of reflective, critical pedagogy predicated on a how children learn.

How do we respond to pupils' needs and overcome potential barriers to learning so that all pupils make progress and achieve? Choose one of the following broad areas of SEND as the focus of your critical analysis of provision and practice in your school:

1. Communication and interaction difficulties
2. Cognition and learning needs – MLD; SLD; PMLD; SpLD
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

5 Core Areas of the ITE Curriculum

The five core areas are underpinned by the [ITT Core Content Framework](#)

Behaviour management	Pedagogy	Curriculum	Assessment	Professional behaviours
----------------------	----------	------------	------------	-------------------------

UH Week	Date	Title/Aims – Learn that	Reading	School-based follow-up – Learn how to by....
8	15 th Sep	<p>Welcome, Introduction and Expectations of the Course</p> <ul style="list-style-type: none"> ✓ Learn that high-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. ✓ Learn that teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. ✓ Learn that a culture of mutual trust and respect supports effective relationships. 	<p>In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers' reflective practice and how this sets the context for teaching and learning: https://www.youtube.com/watch?v=0glFJMYv1JY</p> <p>This 10-minute video provides some time saving workload tips for new teachers: https://www.youtube.com/watch?v=OKW_Y2E7KK8</p> <p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 8.3</p>	<p>1. Discuss with an expert colleague what high quality teaching means to you as a beginning teacher Talk to your colleague about how they see themselves as a role model and how they promote their own high expectations.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
8	15 th Sep	<p>Language Development Phase 1</p> <ul style="list-style-type: none"> ✓ Learn how to teach unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. ✓ Learn how to model high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary). 	<p>This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils' speaking and listening skills: https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/</p>	<p>1. Complete a dialogic-focused observation (i) within your subject and (ii) outside of your subject. What literacy challenges do students face and how do teachers work to overcome these? Talk to your mentor about what you have observed and discuss strategies for overcoming challenges with literacy</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
8	15 th Sep	<p>Getting Started with Lesson Planning</p> <ul style="list-style-type: none"> ✓ Learn how to plan regular review and practice of key ideas and concepts over time ✓ Learn how to enable critical thinking and problem solving by first teaching the necessary foundational content knowledge ✓ Learn how to plan activities around what you want pupils to think hard about 	<p>This article in the Chartered College of Teaching's <i>Impact</i> journal provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: https://impact.chartered.college/article/mcgill-lesson-planning/</p>	<p>1. Plan together a lesson with an expert colleague Talk to your colleague about their thinking behind the way in which they have sequenced the learning in the lesson.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>

8	15 th Sep	<p>Establishing and Sustaining Professional Relationships Across the School</p> <ul style="list-style-type: none"> ✓ Learn that in order to sustain effective professional development over time we must access expert support, coaching, opportunities for collaboration ✓ Learn how to reflect on practice to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research ✓ To know how to 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. ✓ Learn that SENCOs, pastoral leaders, careers advisors and other specialist colleagues have valuable expertise to ensure that appropriate support is in place for pupils 	<p>In this 4-minute video Dylan Wiliam provides a simple introduction to the concept of teachers' reflective practice and how this sets the context for teaching and learning: https://www.youtube.com/watch?v=0glFJMYv1JY</p> <p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 1.1 & 1.2</p>	<ol style="list-style-type: none"> 1. Develop your understanding of the staffing structure of the school and those staff who have key roles and responsibilities by discussing with your TM and other colleagues. 2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM.
8	15 th Sep	<p>What's the Big Idea? An Introduction to Social, Intellectual and Dispositional Aspects of Learning</p> <ul style="list-style-type: none"> ✓ Learn that there are different, overlapping and interconnected dimensions to learning ✓ Identify the key ideas, thinkers and advocates of social, intellectual and dispositional aspects of learning 	<p>Aubrey, K. and Riley, A. (2019). <i>Understanding and Using Educational Theories</i> 2nd Edition, London: Sage. Introduction, pp1-6.</p> <p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 5.1</p>	<ol style="list-style-type: none"> 1. Arrange to observe and discuss with an expert colleague with a focus on social, intellectual and dispositional aspects of learning. Talk to your colleague about the types of learning that they focused on during the lesson and how they are interconnected. 2. Reflect on this in section A of your Weekly Mentor Meeting.
10	29 th Sep	<p>Introduction to Planning a Lesson Within a Sequence of Lessons</p> <ul style="list-style-type: none"> ✓ Learn how to plan regular review and practice of key ideas and concepts over time ✓ Learn how to enable critical thinking and problem solving by first teaching the necessary foundational content knowledge ✓ Learn how to plan activities around what you want pupils to think hard about 	<p>Revisit this article in the Chartered College of Teaching's <i>Impact</i> journal which provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: https://impact.chartered.college/article/mcgill-lesson-planning/</p>	<ol style="list-style-type: none"> 1. Plan together a lesson with an expert colleague. Talk to your colleague about how they sequence activities within a lesson and where the lesson 'sits' in relation to the overarching objectives of the sequence of learning over time. What will the pupils do next? 2. Reflect on this in section A of your Weekly Mentor Meeting.
10	29 th Sep	<p>Who am I? Who are My Students? Being a Positive Role Model to All.</p> <ul style="list-style-type: none"> ✓ Learn to understand the diversity of the 21st century classroom. ✓ Learn what is meant by being a positive role model to all pupils. ✓ Learn to critically explore the relationship between language, culture, identity and knowledge. ✓ Learn how to support the development of effective relationships by establishing and embedding a culture of mutual trust and respect. 	<p>This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf</p>	<ol style="list-style-type: none"> 1. Observe a lesson taught by an expert colleague and discuss with them afterwards about how they act as a positive role model for all pupils in the class. 2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM.
10	29 th Sep	<p>Fundamental British Values and the Prevent Strategy.</p> <ul style="list-style-type: none"> ✓ Learn about the key principles and purpose of Fundamental British Values and the Prevent Strategy 	<p>Promoting fundamental British values as part of SMSC in schools https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc</p>	<ol style="list-style-type: none"> 1. Find out how Fundamental British Values and Prevent Strategy is implemented in your school placement. Talk to an expert colleague about how FBV and the Prevent Strategy is taught in your school.

		<ul style="list-style-type: none"> ✓ Know that a culture of mutual trust and respect supports effective relationships. 	<p>Prevent Strategy https://www.gov.uk/government/publications/prevent-strategy-2011</p>	<p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
12	13 th Oct	<p>A Simple Model of the Mind (Working Memory Model/Long Term Memory Model, Attention, Encoding and Retrieval)</p> <ul style="list-style-type: none"> ✓ Learn how students learn and retain new information ✓ Learn the importance of building on pupils' prior knowledge ✓ Recognise that the Working Memory has a limited capacity and the implications for your teaching. ✓ Learn that we have to pay attention to students' attention. 	<p>Tom Sherrington's blog, teacherhead.com provides lots of useful guidance for student teachers. Here is a recent blog post on applying principles from cognitive science to your teaching: https://teacherhead.com/2021/06/26/applying-the-cogsci-examples-from-across-the-curriculum-edfest/ This 6-minute introductory video looks at 'overloading working memory'. It considers the use and relevance of working memory to learning, teaching and performance: https://www.youtube.com/watch?v=zPNwWK7T39k</p>	<p>1. Arrange to observe and discuss with an expert colleague how they consider the limited nature of the working memory in lessons. Talk to your colleague about how they aimed to help pupils learn and retain new information.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
12	13 th Oct	<p>Use of Questioning Phase 1</p> <ul style="list-style-type: none"> ✓ Learn how to use 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). ✓ Learn how to provide appropriate wait time between question and response where more developed responses are required. 	<p>Tom Sherrington's blog provides practical strategies to help teachers build their use of questioning https://teacherhead.com/2020/09/14/top-three-high-impact-inclusive-questioning-strategies/</p>	<p>1. Arrange to observe and discuss with an expert colleague use of questioning in lessons. Talk to your colleague about the types of questions they asked during the lesson, the way in which they asked them and why.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
12	13 th Oct	<p>Creating a Positive Learning Environment</p> <ul style="list-style-type: none"> ✓ Learn how establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. ✓ Learn how a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. ✓ Learn how to communicate with pupils using consistent language and non-verbal signals for common classroom directions. 	<p>National STEM Learning Centre. Managing behaviour for learning.</p>	<p>1. Observe a lesson taught by an expert colleague and discuss with them afterwards about the routines, language and non-verbal signals used to help create a positive learning environment.</p> <p>2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM</p>
15	3 rd Nov	<p>Adaptive Practice: SEND Phase 1</p> <ul style="list-style-type: none"> ✓ Learn about the policy and practice about inclusion and SEND in mainstream and special schools, statutory duty, and the SEND Code of Practice ✓ Learn to identify and anticipate barriers to learning, drawing on the expertise of the SENCo where necessary ✓ Learn how to involve pupils in their learning 	<p>This is a quick guide to the <i>SEND Code of Practice: 0 to 25 years (2014)</i> and its implications for schools and settings https://www.nasbtt.org.uk/wp-content/uploads/2020/07/the-send-code-of-practice-0-to-25-years-mini-guide-1.pdf</p>	<p>1. Read your school's SEND policy document and apply it to your departmental practice.</p> <p>2. Arrange to meet with the SENCo to find out more about their role in the school. Talk to your SENCo about the key things you should focus on in your lessons as a beginning teacher.</p> <p>3. Reflect on this in section A of your Weekly Mentor Meeting and discuss with your mentor how you can use this within your lesson planning and delivery.</p>
15	3 rd Nov	<p>Building Positive Relationships with Pupils</p> <ul style="list-style-type: none"> ✓ Learn how to build effective relationships is easier when pupils believe their feelings are being considered. ✓ Learn how to promote teacher-pupil respect and pupil-pupil mutual respect 	<p>EEF Great Teaching Toolkit (2020) pp23-26</p>	<p>1. Arrange to observe and discuss with an expert colleague how they communicate with the pupils in their classes in order to build positive relationships.</p>

		<ul style="list-style-type: none"> ✓ Learn 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. ✓ Learn how to regulate one's own emotions affects pupils' ability to learn and succeed. 		2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM
17	17 th Nov	Instructional Design and Cognitive Load Theory <ul style="list-style-type: none"> ✓ Learn the principles for the working memory model learn how to design slideshows that are more sympathetic to how we learn. ✓ Learn the components of cognitive load theory (intrinsic and extraneous cognitive load) and the instructional effects which can reduce extraneous cognitive load. 	<p>This article from the Chartered College of Teaching's <i>Impact</i> journal is about using cognitive load theory to design a slideshow and complements the session: https://impact.chartered.college/article/using-cognitive-load-theory-improve-slideshow-presentations/</p> <p>This document from the New South Wales government explains Cognitive Load Theory clearly with ideas for your own practice: https://www.cese.nsw.gov.au//images/stories/PDF/cognitive-load-theory-VR_AA3.pdf</p>	<ol style="list-style-type: none"> 1. Plan a lesson with an expert colleague with a focus on instructional design. Talk to your colleague about how the planned lesson aims to reduce extraneous cognitive load. 2. Discuss in your WMM how Cognitive Load Theory can inform how you plan a lesson.
17	17 th Nov	Modelling & Scaffolding <ul style="list-style-type: none"> ✓ Learn how to break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). ✓ Learn how to increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements). ✓ Learn how to break tasks down into constituent components when first setting up independent practice ✓ Learn how to use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain ✓ Learn how to remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material 	<p>This TES article explains 3 practical approaches that use scaffolding to support pupils and build on their learning: https://www.tes.com/news/how-scaffold-learning-three-steps</p>	<ol style="list-style-type: none"> 1. Arrange to observe and discuss with an expert colleague use of modelling/scaffolding in lessons. Talk to your colleague about how they broke down complex material and used modelling/scaffolding to help pupil progress. 2. Reflect on this in section A of your Weekly Mentor Meeting.
20	8 th Dec	Language Development Phase 2 <ul style="list-style-type: none"> ✓ Learn how to teach oracy and literacy skills specific to individual subjects ✓ Learn how to teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary within topics/subjects. ✓ Learn how to support pupils to become fluent readers. ✓ Learn how to teach different forms of writing by modelling planning, drafting and editing. 	<p>This guidance report offers seven practical evidence-based recommendations, relevant to all students, based on the key concept of disciplinary literacy Education Endowment Foundation (2018) <i>Improving Literacy in Secondary Schools</i>. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p> <p>Quigley, A. (2018) <i>Closing the Vocabulary Gap</i>. Chapter 1</p>	<ol style="list-style-type: none"> 1. Select a section of a GCSE text/textbook for your subject (e.g. a scene, a chapter, a topic) and identify the vocabulary that might challenge students and explore why. 2. Reflect on this in section A of your Weekly Mentor Meeting. 3. Discuss with your TM strategies that could be implemented to encourage students to become familiar with new vocabulary.
20	8 th Dec	Establishing High Expectations <ul style="list-style-type: none"> ✓ Learn that pupils are able to improve their wellbeing, motivation and behaviour when supported by teachers to do so ✓ Learn how to set goals that challenge and stretch all pupils of all backgrounds, abilities and levels of literacy 	<p>This literature review explores the impact of teacher expectancy effects (i.e. the relationship between teacher beliefs and student outcomes) Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) 'Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies.' <i>Social Psychology of Education</i>, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9</p>	<ol style="list-style-type: none"> 1. Arrange to observe and discuss with an expert colleague how they provide challenge in their lessons for all pupils. 2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM.

		<ul style="list-style-type: none"> ✓ To know that setting and sustaining clear expectations can help communicate shared values that improve classroom and school culture. 		
20	8 th Dec	<p>Formative Assessment</p> <ul style="list-style-type: none"> ✓ Learn how to use verbal feedback during lessons in place of written feedback after lessons where possible and reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). ✓ Learn how to 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). ✓ Learn how to scaffold self-assessment by sharing model work with pupils, highlighting key details. ✓ To discuss and analyse with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment. 	<p>In this 2-minute video Dylan Wiliam reviews the nature of formative assessment and explains how teachers can use it to gain better insights into pupils' learning and achievement: https://www.youtube.com/watch?v=sYdVe5O7KBE</p> <p>This webpage looks at the importance of adapting teaching in a responsive way. It considers using cognitive science and formative assessment techniques to improve teaching and meet pupils' learning needs: https://improvingteaching.co.uk/2018/06/03/what-is-responsiveteaching/#:~:text=%20So%20my%20working%20definition%20%E2%80%93%20responsive%20teaching,to%20support%20students%20to%20do%20better.%20More%20</p>	<ol style="list-style-type: none"> 1. Plan and deliver a lesson with an expert colleague with a focus on formative assessment and pupil self-assessment. . Talk to your colleague about how, when and why they use verbal and written feedback. 2. Reflect on this in section A of your Weekly Mentor Meeting.
20	15 th Dec	<p>Linking Prior Knowledge to New Learning: Retrieval Practice, Spacing and Interleaving</p> <ul style="list-style-type: none"> ✓ Learn how students connect with what is taught to what they know already. ✓ Learn strategies that can help students commit to memory like checking for prior knowledge using retrieval practice, spacing and interleaving. 	<p>This short TES article looks at 'retrieval practice' a technique used to change long-term memory and encourage pupils to retain what they have been taught. The article suggests activities that can be used by pupils to recall what they have learnt in previous lessons and apply this learning to solve future problems: https://www.tes.com/news/retrieval-practice-five-new-tips-make-learning-stick</p>	<ol style="list-style-type: none"> 1. Plan and deliver a lesson with an expert colleague with a focus on retrieval practice. Talk to your colleague about how you can connect what you want them to learn in the lesson with what they already know. 2. Discuss with your teacher mentor in your WMM the questions you chose for your retrieval practice activity, why and what you noticed.
20	15 th Dec	<p>Parliament Education</p> <ul style="list-style-type: none"> ✓ Learn how to develop a positive teacher identity as a key role model who can influence the attitudes, values and behaviours of their pupils. ✓ Learn how to continue to develop an understanding of the key principles and purpose of Fundamental British Values 	<p>Parliament Education website: https://learning.parliament.uk/en/</p>	<ol style="list-style-type: none"> 1. Find out how your school promotes Fundamental British Values i.e. democracy, citizenship, social justice in your school. Talk to an expert colleague about how key values such as democracy, citizenship, rule of law is taught in your school placement i.e. discretely within subjects or overtly as part of PSHE. 2. Reflect on this in section A of your Weekly Mentor Meeting.
24	Fri 7 th Jan	<p>Careers Event</p> <ul style="list-style-type: none"> ✓ Learn how to apply for your first teacher post and prepare for the interview 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 8.1</p>	<ol style="list-style-type: none"> 1. Discuss applying for a first teacher post with an expert colleague Talk to your TM about looking, applying and preparing for an application for an ECT post. 2. Reflect on this in section A of your Weekly Mentor Meeting.
26	19 th Jan	<p>Dialogue & Collaboration Phase 1</p> <ul style="list-style-type: none"> ✓ Learn how to how to 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>Revisit this article which explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils' speaking and listening skills: https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/</p>	<ol style="list-style-type: none"> 1. Plan and deliver a lesson with an expert colleague with a focus on pupil speaking, listening and collaborative working (i.e. group work).

		<ul style="list-style-type: none"> ✓ Learn to 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). ✓ Learn how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. 		<p>Talk to your colleague about how they set expectations and ground rules for pupil talk as pairs, in groups and as a whole class.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
26	19 th Jan	<p>Sustaining Professional Relationships in the Classroom</p> <ul style="list-style-type: none"> ✓ To know that building effective relationships with parents, carers and families helps improve pupils' motivation, behaviour and academic success ✓ Learn that reflecting on their practice will enable them to continue improving by accessing feedback from/observation of experienced colleagues, engaging in professional debates and learning from education research 	<p>This articles presents a range of strategies to support teachers to develop positive relationships with parents and carers: https://www.sec-ed.co.uk/best-practice/building-positive-relationships-with-parents-and-carers/</p>	<ol style="list-style-type: none"> 1. Arrange to discuss with a pastoral lead how developing positive relationships with students can improve pupil motivation, behaviour and academic success. Talk to your colleague about how they establish positive relationships with parents, carers and families. 2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM
26	19 th Jan	<p>The Pastoral Role of the Teacher</p> <ul style="list-style-type: none"> ✓ Learn how the form tutor develops a culture of mutual trust and respect to build effective relationships. ✓ Learn how form tutors are key role models, who can influence the attitudes, values and behaviours of their pupils 	<p>How to be an effective form tutor (2017): https://www.sec-ed.co.uk/best-practice/nqt-special-edition-how-to-become-an-effective-form-tutor/</p>	<ol style="list-style-type: none"> 1. Discuss the pastoral role and responsibilities of the teacher and reflect upon your own experiences and practice. Discuss with an expert colleague about the issues and challenges faced in fulfilling the responsibilities of a form tutor. 2. Reflect on this in section A of your Weekly Mentor Meeting.
28	31 st Jan	<p>Adaptive Practice: SEND Phase 2</p> <ul style="list-style-type: none"> ✓ Learn the four broad areas of SEND ✓ Learn how to develop the attitude and skills to enact principles for inclusive practice in the context of their classroom and school context ✓ Learn how to critically reflect on practice and draw on theory, research and best practice to meet the needs of pupils with SEND 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chapter 4.6</p> <p>Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) <i>Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study</i>. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf</p>	<ol style="list-style-type: none"> 1. Identify the case pupil for your PLD assignment and write a case pupil profile about their SEND needs. 2. Identify and read at least one research article focusing on the relevant area of SEND. 3. Identify and set up a range of observations of the student in order to identify the challenges faced by the student and strategies used to ensure their progress. Discuss your research with your TM during a WMM.
28	2 nd Feb	<p>Sequencing Within a Lesson/a Sequence of Lessons</p> <ul style="list-style-type: none"> ✓ Learn how to use modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. ✓ Learn how to remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material. ✓ Learn how to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. 	<p>This article in the Chartered College of Teaching's <i>Impact</i> journal provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: https://impact.chartered.college/article/mcgill-lesson-planning/</p>	<ol style="list-style-type: none"> 1. Plan and deliver a lesson with an expert colleague with a focus on sequencing learning within the lesson. Talk to your colleague about how they sequence activities within a lesson and where the lesson 'sits' in relation to the overarching objectives of the sequence of learning over time. What will the pupils do next? 2. Reflect on this in section A of your Weekly Mentor Meeting.
28	2 nd Feb	<p>Motivation to Learn</p> <ul style="list-style-type: none"> ✓ Learn that pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 	<p>This section of the guidance report explores the importance of knowing and understanding your pupils and their influences EEF Improving Behaviour in Schools (2019) pp10-17</p>	<ol style="list-style-type: none"> 1. Arrange to observe and discuss with an expert colleague how they foster motivation within their pupils. Comment on both extrinsic and intrinsic motivation.

		<ul style="list-style-type: none"> ✓ Learn that teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. ✓ Learn to consider how pupils' prior experiences and perceptions of success and failure impacts on their investment in learning. 		<p>2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM.</p>
29	9 th Feb	<p>Language Development Phase 3</p> <ul style="list-style-type: none"> ✓ Learn how to make language and texts comprehensible for EAL pupils, particularly those who are New to English or at the Early acquisition stage ✓ Learn how to integrate language-focused activities into subject lessons to meet the needs of EAL pupils ✓ Learn how to 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>This research considers how many years it takes for New Arrival EAL students to become fully fluent in English in Britain. Demie, F. (2013) "English as an additional language: how long does it take to acquire English fluency?" <i>Language and Education</i>, vol. 27, no. 1, pp. 59-69</p>	<p>1. 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>2. 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</p> <p>3. Reflect on this in section A of your Weekly Mentor Meeting</p>
29	9 th Feb	<p>Use of Questioning Phase 2</p> <ul style="list-style-type: none"> ✓ Learn how to develop the 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). ✓ Learn how to develop how to provide appropriate wait time between question and response where more developed responses are required. ✓ Learn how to develop questioning into whole-class discussion and debate. 	<p>This article from the Chartered College of Teaching's journal <i>Impact</i> summarises key research into questioning and presents effective strategies that can be used in the classroom https://impact.chartered.college/article/doherty-skilful-questioning-beating-heart-pedagogy/</p> <p>In this 3-minute video Dylan Wiliam explains the use of hinge questions to assess pupils' understanding and pinpoint knowledge gaps: https://www.youtube.com/watch?v=Mh5SZZt207k</p>	<p>1. Plan and deliver a lesson with an expert colleague with a focus on developing the use of questioning in the lesson Talk to your colleague about how and when to use different types of questions (i.e. closed/open) and questioning techniques (i.e. cold calling, pause/pose/pounce).</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
29	9 th Feb	<p>Assessment for Learning</p> <ul style="list-style-type: none"> ✓ Learn strategies to implement assessment for learning into lessons. ✓ Learn efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment). ✓ Explore how strategies to aid retrieval can support long-term retention. 	<p>This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). This detailed weblink explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink: https://cambridge-community.org.uk/professional-development/gswafl/index.html</p>	<p>1. Discuss with a colleague and practise using different approaches to marking and feedback (e.g. whole class feedback). Talk to your colleague about how, when and why they use whole-class feedback and peer/self-assessment.</p> <p>2. Reflect on this in Section A of your Weekly Mentor Meeting.</p>
32	2 nd Mar	<p>EAL Conference</p> <ul style="list-style-type: none"> ✓ Learn that understanding the values and knowledge of other cultures and languages that EAL pupils bring benefits all pupils, as it facilitates an understanding and respect of difference ✓ Learn that EAL pupils actively use the language(s) they know to learn English and learn through English ✓ Learn that EAL pupils are a heterogenous group and that individuals vary greatly in their cognitive abilities, prior knowledge of curricular subjects, proficiency in English, literacy in their home language(s), and cultural experiences that they bring to classrooms ✓ Learn that bilingualism/multilingualism is an asset to the individual pupil, their class, the school and the wider community 	<p>This research explores the challenges EAL students face when linguistic deficiency is prioritised over prior knowledge and experiences. Sharples, R. (2017) 'Local practice, translocal people: conflicting identities in the multilingual classroom' in <i>Language in Education</i>, Vol. 31, No. 2, pp169-183</p>	<p>1. Review a sequence of lessons you are teaching and consider the opportunities available to review and practice language to express the key ideas and concepts over time.</p> <p>2. Plan and deliver a lesson with an expert colleague with a focus on teaching language skills. This can include teaching unfamiliar vocabulary explicitly (including high-utility and high-frequency phrases beyond isolated, subject specialist 'key words'), oracy or literacy skills. Talk to your colleague about how and when to support pupils with language barriers.</p>

				3. Reflect on this in section A of your Weekly Mentor Meeting.
34	16 th Mar	Metacognition & Self-Regulation <ul style="list-style-type: none"> ✓ Learn how pupils' think about their own learning more explicitly ✓ Learn specific strategies for planning, monitoring and evaluating how students regulate their own learning. 	<p>This weblink uses text and short videos to comprehensively explain how student teachers can get started with metacognition. It clarifies the difference between metacognition knowledge and metacognition regulation and explains how both can be encouraged in the classroom. It includes a checklist and glossary: https://cambridge-community.org.uk/professional-development/gswmeta/index.html</p>	<p>1. Plan and deliver a lesson with an expert colleague to develop pupils' own understanding of how they learn. Talk to your colleague about the strategies that they use to support pupils in regulating their own learning.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
34	16 th Mar	Adaptive Practice: SEND Phase 3 <ul style="list-style-type: none"> ✓ Learn how to demonstrate effective working relationships with parents and classroom support staff. ✓ Learn how to develop the professional confidence and competence to talk about the impact of personal SEND practice 	<p>This guidance report offers five evidence-based recommendations to support pupils with SEND, EEF (2020) 'Special Educational Needs in Mainstream Schools' Guidance Report https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>This 4-minute video focuses on the Education Endowment Foundation's evidence around teaching assistant deployment at a classroom level: https://www.youtube.com/watch?v=SkUdcfhYjzw</p>	<p>1. Complete an observation trail of a SEND student and/or a TA, making a note of best practice.</p> <p>2. How to school-parent communications take place for SEND pupils? Reflect on the strengths and challenges of these systems.</p> <p>3. Using this research and your PLD assignment research, discuss the impact of your own/observed adaptive progress and the impact it has had on pupil progress with your TM during a WMM.</p>
35	23 rd Mar	Dialogue & Collaboration Phase 2 <ul style="list-style-type: none"> ✓ Learn how to develop further how to 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). ✓ Learn how to 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). ✓ Learn how to develop pupil talk further to increase the focus and rigour of dialogue. 	<p>Read Barnes, D (2010) 'Why talk is important' in <i>English Teaching: Practice and Critique</i>, Vol. 9, No. 2, pp7-10. https://files.eric.ed.gov/fulltext/EJ912613.pdf</p>	<p>1. Plan and deliver a lesson with an expert colleague with a focus on structured group work and pupil collaborative working in the classroom. Talk to your colleague about how, when and why they use pair work and group work in their lessons and what they do to make this effective.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
35	23 rd Mar	Summative Assessment <ul style="list-style-type: none"> ✓ Learn how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. ✓ Learn how to use assessments to check for prior knowledge and pre-existing misconceptions. ✓ Learn how to data only when it is useful for improving pupil outcomes, develop an understanding that written marking is only one form of feedback and 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. 	<p>This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices: https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/</p> <p>This short article in the Chartered College of Teaching's <i>Impact</i> journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy: https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/</p>	<p>1. To discuss with an expert colleague the collection and analysing data to improve pupil outcomes. Talk to your colleague about how they track and analyse pupil progress for individuals, groups and whole cohorts.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>

			In this 2-minute video Dylan Wiliam provides advice on teachers' use of time and marking: https://www.youtube.com/watch?v=tPmCGwM3gtw	
35	23 rd Mar	Decolonising the Curriculum <ul style="list-style-type: none"> ✓ Learn how a school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn ✓ Learn how pupils are motivated by intrinsic factors (related to their identity and values) ✓ Explore the terms "diversity" and "decolonising" when considering the secondary school curriculum. 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 7.1 & 7.2</p> <p>In this webinar recording, Professor Paul Washington Miller, Naheeda Maharasingam and Professor Dame Alison Peacock discuss anti-racism, de-colonising the curriculum and approaches to building greater diversity across the profession. Chartered College of Teaching Webinar: Diversifying and decolonising the curriculum https://my.chartered.college/2020/07/webinar-diversifying-and-decolonising-the-curriculum/</p>	<ol style="list-style-type: none"> 1. Discuss with an expert colleague the rationale and purpose of your subject's curriculum Talk to your TM about the topics taught for the KS3 or KS4 curriculum of your subject, the reasons behind these choices and the difficulties faced. 2. Reflect on this in section A of your Weekly Mentor Meeting.
36	30 th Mar	Adaptive Practice: Supporting High Achievers <ul style="list-style-type: none"> ✓ Learn how to adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. ✓ Learn how to change pupil groups regularly, avoiding the perception that groups/attainment are fixed. ✓ Learn how to balance input of new content so that pupils master important concepts. ✓ Learn how to reframe questions to provide greater scaffolding or greater stretch. 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chapter 5.7</p> <p>This report examines the barriers faced by those of high potential, and indicates how to make sure the school system helps to fulfil that promise Montacute, R. (2018) <i>Potential for Success: Fulfilling the promise of highly able students in secondary schools</i>. https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p>	<ol style="list-style-type: none"> 1. Complete an observation trail of a MA student and/or a high achieving set, making a note of best practice. 2. Observe A Level/BTEC L3 lessons in your subject and consider the similarities/differences in expectations and challenge at this key stage. 3. Discuss your observations in WMM
36	30 th Mar	External Exams and Assessment <ul style="list-style-type: none"> ✓ Learn how to 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>The Education Endowment Foundation's summary of feedback research explains how teachers use assessment to understand pupils' strengths, weaknesses and progress and how these can be addressed through feedback: https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p>	<ol style="list-style-type: none"> 1. To discuss and conduct joint-marking with an expert colleague GCSE, A-Level or BTEC pupil internal assessments for a class that you are teaching. Talk to your colleague about colleague about how they use mark schemes/assessment criteria to determine marks/levels/grades awarded from summative assignments. 2. Reflect on this in section A of your Weekly Mentor Meeting.
36	30 th Mar	The Politics of Testing <ul style="list-style-type: none"> ✓ Explore the link between variety of assessments and the different data sets it provides ✓ Learn what decision assessments will be used to support and be able to justify their use. 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 6.1 & 6.2</p>	<ol style="list-style-type: none"> 1. Reflect on your own views, values and experience of exams and assessments. Talk to your TM about the purpose of exams and assessments in learning. 2. Reflect on this in section A of your Weekly Mentor Meeting.
39	20 th Apr	Behaviour Management Master Class and Q&A Panel	<p>Revisit the transcript for establishing effective rules and routines National STEM Learning Centre. Managing behaviour for learning.</p>	<ol style="list-style-type: none"> 1. Plan and deliver a lesson with a focus on behaviour management with an expert colleague observing. Discuss feedback with them afterwards about the routines, language

		<ul style="list-style-type: none"> ✓ Learn how establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. ✓ Learn how a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. ✓ Learn how to communicate with pupils using consistent language and non-verbal signals for common classroom directions ✓ Learn how to build effective relationships is easier when pupils believe their feelings are being considered. 		<p>and non-verbal signals used to help create a positive learning environment.</p> <p>2. Share and discuss your reflection from this week's PLD session in Section A of your Weekly Mentor Meeting with your TM</p>
39	20 th Apr	<p>Anti-Racist Education</p> <ul style="list-style-type: none"> ✓ Learn to continue developing an understanding of how to embed a culture of mutual trust and respect that supports effective relationships ✓ Learn that pupils are motivated by intrinsic factors (related to their identity and values) ✓ Learn how to create a secure environment benefits all pupils 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 4.4</p> <p>This video shows a panel of experts discussing the need for an anti-racist approach and sharing practical actions that school leaders and teachers can take to challenge racism and racial inequalities, both in the classroom and school wide. Teach First (2021) https://www.teachfirst.org.uk/blog/becoming-anti-racist-school</p>	<p>1. Reflect on your own views, values and experiences of promoting anti-racism and social justice Talk to your TM about the how they promote social justice in their lessons and address issues such as racism.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>
39	20 th Apr	<p>Early Career Teacher Preparation</p> <ul style="list-style-type: none"> ✓ Explore how the ECT phase will provide effective professional development, including expert support or coaching and opportunities for collaboration. 	<p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 8.2</p>	<p>1. Discuss with an expert colleague your preparedness of an Early Career Teacher role. Discuss with your TM your relative strengths and areas for development as a beginning teacher that you can build upon in the next stage of your teaching career.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting and start working on your Early Professional Development Profile (EPDP).</p>
44	25 th May	<p>Mental Health and Wellbeing in Schools Conference</p> <ul style="list-style-type: none"> ✓ Explore a range of mechanisms that support pupils (and teachers) in managing workload and expectations ✓ Learn to gain confidence discussing and supporting mental health and wellbeing for pupils, colleagues and self. 	<p>This 9-minute TED talk explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach: https://www.youtube.com/watch?v=5O5QlqIDxjg</p> <p>Capel, Leask and Younie (2019) <i>Learning to Teach in the Secondary School: A Companion to School Experience</i>, 8th edition. London: Routledge. Chp. 4.2</p>	<p>1. Reflect on your own views, values and experiences of mental health and wellbeing in schools. Talk to your TM or an expert colleague about how they support pupils, colleagues and themselves with the promotion of mental health and wellbeing.</p> <p>2. Reflect on this in section A of your Weekly Mentor Meeting.</p>