Primary Professional Learning and Development Curriculum 2020/21

BEHAVIOUR AND EXPECTATIONS
PLANNING AND CURRICULUM
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PURPOSE AND PROGRESS
PROFESSIONAL SELF AND DEVELOPMENT

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 arrange 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

7EDU11XX&7EDU11 (Thursday):

Title/Focus	OUTCOMES	READING	SESSIONS – WHAT/WHO?	SUBJECT LINK & FOLLOW UP	SBT FOLLOW UP
Induction session Week beginning 7th September	Learn how to… Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards. Manage workload and wellbeing, by: Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.	Carden, C. (2019) Chapter 1 and 2	1] LECTURE – introduction to the UH partnership vision – identity, voice, resilience, social justice to include SSET and student support. LECTURE – safeguarding and FBV.		
[1] Routines Week Beginning 7th September	Learn how to… Set routines at the beginning of the school year, both in classrooms and around the school. Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). Reinforcing established school and classroom routines	The Bennet Report (2016) 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	LECTURE – an introduction to the 3 'Rs' of behaviour management. Including engagement in learning.		Specific observation Discussion in WMM Read school policy document on behaviour policy
[2] Relationships Week Beginning 7th September	Learn how to… Build positive teacher-pupil relationships Promote mutual respect Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to	Carden, C. (2019) Chapter 14 Grigg, R. (2014) Chapter 12	WORKSHOP – Behaviour for Learning 1	[1] Behaviour for Learning in your school [2] 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 Discussion in WMM Apply to own classroom practice

	better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.	Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: JosseyBass			
[1] Getting started with planning Week beginning 14th September	Learn how to… Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).	Grigg, R. (2014) Chapter 9 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 – Rosenshine's Principles of Instruction.		
[5] Planning and the curriculum Week beginning 14th September	Learn how to… Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).	Carden, C. (2019) Chapter 31 Muijs, D., & Reynolds, D. (2017) Effective teaching: Evidence and practice. Thousand Oaks, CA: Sage	Lecture on purpose of the curriculum and its design.	SKfT model	Discussion in WMM Meeting with another colleague – Subject Lead Review schemes of work/whole curriculum Apply to own classroom practice
[6] Planning and the curriculum	Learn how to… Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils	Carden, C. (2019) Chapter 9 Grigg, R. (2014) Chapter 5	[1] LECTURE – The purpose and principles of the curriculum	SKfT model	Discussion in WMM Meeting with another colleague

Week beginning 14th September	can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). Discussing and analysing with expert colleagues 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). Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.	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	[2] WORKSHOP – Critical reflection and review of the curriculum		Read school policy document
[1] Classroom Culture Week beginning 14th September	Learn how to… Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.	Carden, C. (2019) Chapter 19 Murdock-Perriera, L. A., & Sedlacek, Q. C. (2018) Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. Social Psychology of Education, 21(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9.	[1] LECTURE – The purpose and moral value of education		
[1] Introduction to how we learn – social, intellectual, dispositional Week beginning 28th September	Learn how to… Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.	Carden, C. (2019) Chapter 7 Grigg, R. (2014) Chapter 4 Aubrey and Riley: Introduction	[1] LECTURE: An introduction to learning theories		
[2] Learning theories – social,	Learn how to…	3 further readings from Aubrey and Riley:	1] LECTURE: Applying learning theories to our teaching practice	[1] Applying intellectual, dispositional learning theories to a subject area	Specific observation Discussion in WMM Apply to own classroom practice

intellectual, dispositional Week beginning 28th September	Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. Discussing and analysing with expert colleagues 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). Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.	Bloom, Bruner and Bandura 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	[2] WORKSHOP - Examining intellectual, dispositional learning theories in more detail [3] Online presentations of the 3 key readings	Read school policy document
[3] Assessment for Learning Week beginning 28th September	Learn how to… Discussing and analysing with expert colleagues 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). Planning activities around what you want pupils to think hard about. Including 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). Providing appropriate wait time between question and response where more developed responses are required. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitoring pupil work during lessons, including checking for misconceptions. Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of	Carden, C. (2019) Chapter 16 Grigg, R. (2014) Chapter 13 3 further readings from Aubrey and Riley: William, Claxton and Dweck 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	[1] LECTURE – AfL/formative assessment and checking of progress [2] WORKSHOP – AfL/formative assessment strategies [3] Online presentation on the 3 key readings.	[1] AfL/Formative assessment in your class	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

	social factors (e.g. the message the feedback contains or the age of the child). Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer- or self-assessment.				
[3] Principles of Adaptative practice for learning SEND Week beginning 12th October	Learn how to… Receiving clear, consistent and effective mentoring in supporting 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. Identifying pupils who need new content further broken down. Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.	Craden, C. (2019) Chapter 17 Grigg, R. (2014) Chapter 10 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.	[1] LECTURE: Introduction to SEND and adaptive practice [2] WORKSHOP – Thinking about different learning needs	[1] Thinking about different pupils' needs your class	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Read school policy document
[3] Planning a sequence of lessons Week beginning 2nd November	Learn how to… Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)	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	Lecture – practical strategies for planning sequences of lessons	[1] Planning a sequence of lessons in a specific subject [2] Collaborative planning of a sequence of lessons Peer planning, review and discussion [3] SKfT model	Discussion in WMM Meeting with another colleague – Subject Lead Review schemes of work Apply to own classroom practice

[4] Practical strategies for Adaptative practice for learning SEND Week Beginning 16th November	Learn how to… Making use of formative assessment. Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. Making use of well-designed resources (e.g. textbooks). Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge Building in additional practice or removing unnecessary expositions.	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.	[1] LECTURE – supporting SEND pupils [2] WORKSHOP – practical strategies for supporting SEND pupils	[1] Practical strategies for supporting SEND pupils in your class	Discussion in WMM Apply to own classroom practice Meeting with the SENCo to discuss strategies and specific needs of focus pupils in class.
[2] Questioning Week beginning 30th November	Learn how to… Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). Planning activities around what you want pupils to think hard about. Including 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). Providing appropriate wait time between question and response where more developed responses are required. Discussing and analysing with expert colleagues 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). Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.	Carden, C. (2019) Chapter 20 3 key readings on the use of questioning: Brown and Wragg, Morgan and Saxton and Dillon.	[1] LECTURE – use of questioning [2] WORKSHOP – questioning techniques and strategies 3] Online presentations of the 3 key readings	[1] Critical reflection and review of the use of questioning in your year group	Specific observation Discussion in WMM Shared Reading Meeting with another colleague Apply to own classroom practice

	Monitoring pupil work during lessons, including checking for misconceptions.			
[2] Teacher Identity Week beginning 30th November	Learn how to… Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthening pedagogical and subject knowledge by participating in wider networks. Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. Engaging critically with research and using evidence to critique practice. Manage workload and wellbeing, by: Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.	Grigg, R. (2014) Chapter 2	[1] LECTURE – me, myself and I: developing professional self-awareness. [2] WORSKHSOP – developing ones identity	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
[3] Working with other adults Week Beginning 14th December	Learn how to… Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach. Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving	Carden, C. (2019) Chapter 22 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].	[1] LECTURE – Working with parents	Discussion in WMM Apply to own classroom practice

	the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).				
[4] Effective Feedback Week beginning 4th January	Learn how to… Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes. Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback. Discussing and analysing with expert colleagues how to 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. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. Monitoring pupil work during lessons, including checking for misconceptions. Using verbal feedback during lessons in place of written feedback after lessons where possible. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.	Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.	[1] LECTURE – Good practice in marking and written feedback [2] WOPKSHOP – practical strategies for managing the workload of marking and giving written feedback.	[1] Marking and written feedback in the primary classroom	Specific observation Discussion in WMM Meeting with another colleague Apply to own classroom practice Read school policy document
[4] Revisiting Behaviour for Learning in a new school context Week beginning 18th January	Learn how to… Revisit, reflect and apply the 3 'Rs' of Behaviour Management in a different school context.	The Bennet Report (2016)	[1] LECTURE – Building a positive learning environment [	[1] Building a positive learning environment in your classroom [2] SKfT model	Discussion with class teacher about their learning environment. Apply to own classroom practice Read school policy document
[6] Adaptative practice for learning Stretch and Challenge	Learn how to… Reframing questions to provide greater scaffolding or greater stretch.	**Additional reading to follow**	[1] LECTURE – stretch and challenge for all pupils	[1] Practical strategies for stretch and challenge in a subject area.	Specific observation Discussion in WMM Shared Reading Meeting with another colleague

Week beginning 1st February	Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific. Discussing and analysing with expert colleagues 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). Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.				Apply to own classroom practice Read school policy document
[5] Motivation Week beginning 22nd February	Learn how to… Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. •Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. Notes	Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. [Online] Accessible from: https://educationendow mentfoundation.org.uk/p rojects-and-evaluation/projects/incre asing-pupil-motivation/	[2] WORKSHOP – Practical strategies for engagement and motivation/Review of Behaviour for Learning techniques	[1] Discussion and follow up work on engaging and maintaining motivation in pupils [2] Lesson planning with a focus on engagement and motivation. [3] SKfT model	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice
[4] Adding challenges to your planning Week beginning 8th March	Learn how to… Planning activities around what you want pupils to think hard about. Including 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). Providing appropriate wait time between question and response where more developed responses are required. Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils	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	WORKSHOP – practical strategies to extend and challenge pupils' learning	[1] Planning for challenge in a specific subject [2] Collaborative planning of a sequence of lessons Peer planning, review and discussion [3] Focused around challenging activities, remembering, use of educational talk.	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice

have the necessary prior knowledge and how pupils are grouped). Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.				
[5] Summative Assessment Week beginning 22nd March	Learn how to… Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. Drawing 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).	Wiliam, 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.	[1] LECTURE - summative assessment and exam marking Independent task engaging with HfL summative strategy.	[1] Summative assessment and exam marking in your year group	Specific observation Discussion in WMM Shared Reading Apply to own classroom practice Read school policy document
		Mental Health and Wellbeing in Schools Conference Wednesday 26th May			
[4] Continued Professional Development Week beginning 21st June	Learn how to… Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice Strengthening pedagogical and subject knowledge by participating in wider networks. Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.	Carden, C. (2019) Chaper 34 Grigg, R. (2014) Chapter 14 Skaalvik, E. M., & Skaalvik, S. (2017) Still motivated to teach? A study of	1] LECTURE – Revisiting to the UH partnership vision – identity, voice, resilience, social justice 2] WORSKHSOP – – Preparation for the NQT Year		Discussion in WMM Shared Reading Apply to own classroom practice

| | Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
Engaging critically with research and using evidence to critique practice. | 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. | | | |