# **Curriculum Map- Overview of Training and Expectations**

Our vision is to ensure the best possible education and outcomes for the young people of our LA through the recruitment of high calibre trainees who have the potential to be outstanding teachers. We will achieve this by providing high quality training to ensure that the teachers of tomorrow can make a positive difference to the lives and achievements of all the children they go on to teach.

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| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Ongoing - **Trainees will learn that:**  **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**  1.Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration  7.Engaging in high-quality professional development can help teachers improve | | | |
| Throughout |  | **Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.**  **(Professional Behaviours – Standard 8)** | **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.**  **Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.**  **Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.**  **Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.**  **(Professional Behaviours – Standard 8)** |
| **Weeks beginning 05/09/2022 and 19/09/2022**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘Set high expectations’)**   1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their children. | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Paul Dix: When the Adults Change, Everything Changes (pre course reading) revisited | Induction  Behaviour Management  Values  Creating a climate for an inclusive classroom  Child Protection Basic Awareness, Prevent and On-line safety | Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine  **(High Expectations – Standard 1)** | Use intentional and consistent language that promotes challenge and aspiration  Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine  **(High Expectations – Standard 1)** |
| **Week beginning 19/09/2022**  **Trainees will learn that:**  **Classroom Practice – Standard 4- ‘Plan and Teach well structured lessons’)**  1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning  2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned  3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible  4 .Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Chapter 10: Planning  How are we implementing the curriculum?  (Standard 4) p.301  Reflective activity 10.2 – to explore the extent to which sharing learning intentions or success criteria influences feelings of engagement for children. | **Lesson Planning**  **Questioning**  **Rosenshine’s Principles of Instruction**  **Scaffolding/Modelling** | Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain  Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material  **(Classroom Practice – Standard 4)** | Plan effective lessons by observing how expert colleagues break tasks into constituent components when first setting up independent practice and deconstructing this approach  **(Classroom practice – Standard 4)**  Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)  **(Professional Behaviours – Standard 8)** |
| **Week beginning 26/09/2022**  **Trainees will learn that:**  **Classroom Practice – Standard 4- ‘Plan and Teach well structured lessons’)**  5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success  **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**  2.Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 3: Reflection (Standard 4) p.101  REFLECTIVE ACTIVITY 3.2 – To explore how improvement can come from collecting evidence of our teaching | **Module 1**  **Teachers as Researchers and Reflective Practitioners**  **Reflective Enquiry**  **Reflective Models** | Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge  Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills  **(Classroom Practice – Standard 4)** | Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them  **(Classroom Practice – Standard 4)** |
| **Week beginning: 03/10/2022**  **Trainees will learn that:**  **How Pupils Learn (Standard 2 – ‘Promote Good Progress’)**  1. Learning involves a lasting change in pupils’ capabilities or understanding (How Pupils Learn 1 – Standard 2)  2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory  4. Working memory is where information that is actively processed is held, but its capacity is limited and can be overloaded  5. Long-term can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 2: Learning (Standard 2) p.35  Observation, reflection, discussion with mentor  REFLECTIVE ACTIVITY: 2.1 To observe learning and consider the insights of behaviourist, constructivist, and social constructivist psychology | **ALL:**  **Module 1**  **Teachers as Researchers and Reflective Practitioners**  **Classical Learning Theories – What is learning and how do pupils learn?** | Observing expert colleagues balance exposition, repetition, practice and retrieval of critical knowledge and skills.  Observe expert colleagues increase challenge with practice and retrieval as knowledge becomes more secure  **(How Pupils Learn – Standard 2)** | Avoid overloading working memory by:  Receiving clear, consistent and effective mentoring in how to take account pupils’ prior knowledge when planning how much new information to introduce  Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content  **(How Pupils Learn – Standard 2)** |
| **Week beginning: 10/10/2022**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘Set high expectations’)**  2.Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils  3.Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential  4. Setting clear expectations can help communicate shared values that improve classroom and school culture  **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)**  1.Establishing and reinforcing routines, including through positive reinforcement can help create an effective learning environment  2.A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs | | | |
| **Reading and Reflection** | **Central Provider led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Paul Dix: When the Adults Change, Everything Changes (pre course reading) revisited | **Behaviour with Paul Dix – NASBTT Live talk 9am – 10.30am - Virtual**  **Practical strategies for managing behaviour in an inclusive classroom** | Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine  **(High Expectations – Standard 1)**  Creating and explicitly teaching routines in line with the school ethos that maximise time for learning.  Reinforcing established school and classroom routines.  **(Managing Behaviour - Standard 7)** | Use intentional and consistent language that promotes challenge and aspiration  Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine  **(High Expectations – Standard 1)**  Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around school  **(Managing Behaviour – Standard 7)** |
| **Week beginning: 17/10/2022**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘Set high expectations’)**  5. A culture of mutual trust and respect supports effective relationships  **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)**  4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success  5.Building effective relationships is easier when pupils believe that their feelings will be considered and understood  6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 5: Contexts (Part 2), p.135, Chapter 6: Relationships (Standard 1, Standard 7) p.159  Observation, reflection, discussion with mentor  REFLECTIVE ACTIVITY: 6.2: To check that we are acting in ways which are regarded as being ‘fair’ | **Mindfulness**  **Wellbeing and Resilience**  **Emotional Intelligence** | Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate  Acknowledging and praising pupil effort and emphasising progress being made.  **(High Expectations – Standard 1)**  Observing how a supportive and inclusive environment with a predictable system of reward and sanction is established in the classroom  Observing the use of early and least-intrusive interventions as an initial response to low level disruption  **(Managing Behaviour – Standard 7)** | Demonstrate consistently high behavioural expectations by:  Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust that supports all pupils to succeed  **High Expectations (Standard 1)** |
| **Week beginning: 24/10/2022** | | | |
| **Half Term**  Reading: Supplementary chapters at reflectiveteaching.co.uk:  Observing, mentoring, enquiry, techniques of enquiry  REFLECTIVE ACTIVITY: Half termly reflective account | **No training** |  | No mentor meeting |
| **Week beginning: 31/10/2022**  **Trainees will learn that:**  **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)**  1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a wider vision for successful learning  2. Secure subject knowledge helps teachers to motivate pupils and teach effectively  9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode (Primary) | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 12: Communication (Standard 3) p.371  Primary: [The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  Observation/reflection, discussion with mentor  REFLECTIVE ACTIVITY: 12.1: To investigate who speaks and how much during a lesson | **PRIMARY:**  **The Reading Framework and**  **Principles and practice in synthetic Phonics**  **SECONDARY:**  **Teaching and Learning**  **Strategies**  **Differentiation/Scaffolding/Modelling**  **Questioning, Groupings** | Practise, receive feedback and improve at providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject  Observing how expert colleagues demonstrate a clear understanding of synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. (Primary)  **(Subject and Curriculum – Standard 3)** | Receive clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.  Discuss observations of how expert colleagues demonstrate a clear understanding of synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. (Primary)  **(Subject and Curriculum – Standard 3)** |
| **Week beginning: 07/11/2022**  **Trainees will learn that:**  **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject knowledge’)**  10. Every teacher can improve pupils’ literacy including by explicitly teaching reading, writing and oral language skills specific to individual disciplines | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 7: Engagement  (Standards 2, 3, 4 and 7) p.189  Observation, reflection, discussion with mentor  REFLECTIVE ACTIVITY: 7.5: To evaluate the beginning of a session and to consider areas for improvement (p.208) | **PRIMARY:**  **Reading and Vocabulary**  **SECONDARY:**  **Independent study: TES Subject Specialism** | Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly (primary)  Observing how expert colleagues model reading comprehension by asking questions, making predictions and summarising when reading  Teaching unfamiliar vocabulary explicitly and planning for pupils to be exposed to high-utility and high-frequency vocabulary in what is taught.  Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing  **(Subject and Curriculum – Standard 3)** | Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly (primary)  Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions and summarising when reading  Receiving clear, consistent and effective mentoring in how to promote reading for pleasure  **(Subject and Curriculum – Standard 3)** |
| **Week beginning: 14/11/2022**  Trainees will learn that:  **How Pupils Learn (Standard 2 – ‘Promote good progress’)**  6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.  7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned  8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 4: Principles (Standard 4) p.101  Observation, reflection, discussion with mentor  REFLECTIVE ACTIVITY: 4.2: To review TLRP’s principles on knowledge, prior learning, pedagogy and assessment (p.113) | **PRIMARY:**  **Maths Part 1**  **SECONDARY: Role of Form Tutor and handling difficult conversations** | Observing how expert colleagues plan regular review and practice of key ideas and concepts over time and deconstructing this approach.  Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.  Increasing challenge with practice and retrieval as knowledge becomes more secure.  **(How Pupils Learn – Standard 2)** | Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught  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  **(How Pupils Learn – Standard 2)** |
| **Week beginning: 21/11/2022**  **Trainees will learn that:**  **Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge’)**  5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial  6. In order to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 9: Curriculum (Standard 3) p.261  Observation/reflection, discussion with mentor  REFLECTIVE ACTIVITY: 9.3 To consider knowledge, concepts, skills, and attitudes in a scheme of work (p.277) | **PRIMARY:**  **Maths Part 2**  **SECONDARY:**  **Introduction to non-core curriculum**  **substantive knowledge and disciplinary knowledge**  **TES Subject Specialism** | Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach  **(Subject and curriculum – standard 3)** | Deliver a carefully sequenced and coherent curriculum by:  Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject  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  **(Subject and curriculum – standard 3)**  Discussing and analysing with expert colleagues 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.  **(Managing Behaviour – Standard 7)**  Discussing and observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ |
| **Week beginning: 28/11/22**  **Trainees will learn that:**  **Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge’)**  2.Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  7.In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”): carefully sequencing teaching to facilitate this process is important | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 10: Planning (Standard 4) p.301  Observation/reflection, discussion with mentor  REFLECTIVE ACTIVITY: 10.1 To consider the quality of activities in schemes of work. (p.310) | **ALL: session 3:**  **Contemporary thinking on Teaching and learning:**  **Professionalism, Learning Styles, Motivation, (Hattie), Learning Power, Bruner (SpiralCurriculum), Lesson planning/ questioning (Bloom), Learning Intentions (Clarke)** | Drawing explicit links between new content and the core concepts and principles in the subject  **(Subject and Knowledge – Standard 3)** | Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.  Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.  **(Subject and Knowledge – Standard 3)** |
| **Week beginning: 05/12/2022**  **Trainees will learn that:**  **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)**  2.Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 11: Pedagogy (Standard 2) p.341  Observation/reflection, discussion with mentor  REFLECTIVE ACTIVITY: 11.3: To explore how principles about pedagogy relate to our own planning and teaching (p.360) | **ALL:**  **Monday 5th December 4 – 5.30**  **Introduction to SEND**  **Academic Writing**  **Applying for jobs** | Observing starting expositions at the point of current pupil understanding  Observing how verbal explanations are combined with a relevant graphical representation of the same concept or process where appropriate  **(Classroom Practice – Standard 4)** | Make good use of expositions by:  Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas  **(Classroom Practice – Standard 4)** |
| **Week beginning: 12/12/2022**  **Trainees will learn that:**  **Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’)**  6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems  7.High quality talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary  9.Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice  10.How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 8: Spaces (standards 2, 4 and 8) p.223  Observation/reflection, discussion with mentor  REFLECTIVE ACTIVITY: 8.7: To consider the pros and cons of group working (p. 244) | **ALL: Formative task**  **How Pupils Learn Presentation**  **“There is nothing so practical as a good theory” (Lewin, 1946)**  **Research and discuss one learning theory and critically evaluate how relevant is for 21st century education** | Observing expert colleagues provide scaffolds for pupil talk to increase the focus and rigour of dialogue  Observing types of questions in class discussions to extend and challenge pupils  **(Classroom Practice – Standard 4)** | Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work  **(Classroom Practice – Standard 4)** |
| **WINTER BREAK**  Reading: Part 4 and 5 Reflecting on Consequences, Deepening Understanding  Chapter 15: Inclusion (Standard 5) link to training programme p.469  Chapter 13: Assessment (Standard 6) link to module 2 p.401  Reflective activity 15.3: to explore school policy and provision for learners identified as having special or additional needs, and to reflect on their implications for classroom practice  REFLECTIVE ACTIVITY: Half termly reflective account | | | |
| **Week beginning: 02/01/2023**  **Reading week (Tuition Fee route only)**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘Set high expectations’)**  6. High-quality teaching has a long term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 1: Identity (Standard 1)  Observation/reflection, discussion with mentor p.3  REFLECTIVE ACTIVITY: 1.7: To understand our perceptions of ‘pupils’ (p.22)  Preparation for tutorial, Tutorials  Assignment planning | **No training**  **Tutorials – virtual**  **(times will be allocated)** | Observing a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.  **High Expectations – Standard 1)** | Communicate a belief in the academic potential of all pupils, by:  Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum  **High Expectations – Standard 1)** |
| **Week beginning 09.01.23**  **PRIMARY**  **09.01.2023 – reading day**  **10.01.2023 – Introduction to non-core curriculum**  **11.01.2023 – primary science**  **12.01.2023 – primary history**  **13.01.2023– primary geography**  **SECONDARY**  **13.01.2023 Familiarisation Day second placement**  **Trainees will learn that:**  **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)**  2.The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives | | | |
|  | All: **(virtual)**  **Behaviour management surgeries – book appointments** |  | Develop a positive, predictable and safe environment for pupils, by:  Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety  **(Managing Behaviour – Standard 7)**  Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour)  **(Professional Behaviours – Standard 8)** |
| **Week beginning: 16/01/20223**  **Trainees will learn that:**  **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)**  1.Pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed  4.Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils  6. There is a common misconception that pupils have distinct and identifiable learning styles. this is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial  7. Pupils with special educational needs are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential  **Trainees will learn that:**  **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**  6.SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils | | | |
| **Reading and Reflection** | **School Direct training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading: Chapter 15 Inclusion (Standard 5) p.469  Observation/reflection, discussion with mentor  **Reflective Activity 15.2**  To reflect on our understanding of inclusive education and on our provision for some or all of the learners in the class p. 484 | **ALL: Adaptive teaching week:**  **Day 1: Familiarisation visit to second placement (Primary am)**  **Behaviour surgeries**  **Day 2: Barriers to learning (ALL)**  **Day 3: The Special needs Code of Practice**  **Day 3: Manor Green visit**  **Day 4: Manor Green visit**  **Day 5: Social, Emotional and mental Health** | 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.  **(Adaptive Teaching – Standard 5)** | Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice  Working closely with the Special Educational Needs Co-ordinator and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues  **(Adaptive Teaching – Standard 5)**  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. |

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| **Week beginning: 23.01.23**  **Assignment 1 submission 23.01.2023 2 pm**  **Second placements start**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘Set high expectations’)**  6.High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds  Adaptive Teaching (Standard 5 – ‘Adapt teaching’)  3.Adaptive teaching in a responsive way, including by targeted support to pupils who are struggling, is likely to increase pupil success | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 14: Outcomes (Standard 6)  p. 435  Observation/reflection, discussion with mentor  Reflective Activity 14.5  To identify information about the children which it is important to know and record. P. 462 | **Grammar and Writing Part 1 (Primary)**  **Attachment and Trauma awareness (Secondary)**  **Subject specialism (Secondary)** | Observing how colleagues: plan to connect new content with pupils’ existing knowledge or providing additional pre-teaching if pupils lack critical knowledge;  Build in additional practice or remove unnecessary expositions;  Reframe questions to provide greater scaffolding or greater stretch  **(Adaptive Teaching – Standard 5)** | Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.  **(Adaptive Teaching – Standard 5)** |
| **Week beginning: 30/01/2023**  **Trainees will learn that:**  **Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’)**  **Explicitly teaching pupils metacognition strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success**  **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)**  4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 9: Curriculum p.261 (Standard 3)  Observation/reflection, discussion with mentor  Reflective Activity 9.3: To consider knowledge, concepts, skills and attitudes in schemes of work. P.277 | **Module 1 (Teaching and Learning)**  **The Science of Learning**  **Metacognition**  **Motivation**  **Memory**  **Mindsets** | Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.  Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.  Providing tasks that support pupils to learn key ideas securely  **(Subject and Curriculum – Standard 3)** | Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.  **(Subject and Curriculum – Standard 3)**  Working with expert colleagues to break down tasks 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  **(Classroom Practice – Standard 4)** |
| **Week beginning: 06.02.23**  **Trainees will learn that:**  **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)**  2.Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching  5.Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils  3.Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 15: Inclusion p. 467 (Standard 5)  Observation/reflection, discussion with mentor  Reflective Activity 15.1: To reflect on understandings of learner diversity. P. 482 | **Disadvantaged and Pupil Premium**  **Equality Act including BLM agenda** | Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum  Identifying pupils who need content further broken down.  Making use of well-designed resources  **(Adaptive Teaching – Standard 5)** | Discussing and analysing with expert colleagues how the placement schools change groups regularly, avoiding the perception that groups are fixed.  Discussing and analysing with expert colleagues how the placement school ensures that groups based on attainment are subject specific.  **(Adaptive Teaching – Standard 5)** |
| Week beginning: 13.02.2023  Half term | | | |
| **Module 2 The Principles and Practice of Effective Assessment** | | | |
| **Week Beginning 20/02/2023**  **Trainees will learn that:**  **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)**  1.Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  2.Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Core reading: Pollard, A. et al. (2019) ***Reflective Teaching in Schools***; Bloomsbury. *Chapter 13 – How can assessment enhance learning? p.402 (*Standard 6)  Observation/reflection, discussion with mentor  Reflective activity: 13.1: To apply principles reflection to putative assessment for learning practices p.405  Reflective Activity 13.3: To identify aspects of feedback and marking practice to improve. P.416 | Principles of Effective Assessment – formative, culture, planning for progression, periodic assessment – checking understanding over time  Day-to-day assessment for formative purposes, including establishing a culture of improvement, planning for progression, success criteria, questioning and dialogue – tools for within lesson, responsive teaching. Marking and feedback.  Periodic assessment; checking for understanding over time (fluency practice) and application of knowledge and skills to deepen understanding (deliberate practice). The importance of retrieval practice and desirable difficulty to ensure long-term learning rather than simply measuring performance. | Using assessments to check for prior knowledge and pre-existing misconceptions  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.  **(Assessment – Standard 6)** | 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)  Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions  **(Assessment – Standard 6)** |
| **Week beginning: 27/02/2023**  **Trainees will learn that:**  **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)**  2.Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear  4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect  5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve  6. Over time, feedback should support pupils to monitor and regulate their own learning | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Core reading: Pollard, A. et al. (2019) **Reflective Teaching in Schools**; Bloomsbury. Chapter 14 – How do we monitor student learning achievements? **and** Supplementary chapter at reflectiveteaching.co.uk – Judgement – Assessment without levels (Standard 6)  Observation/reflection, discussion with mentor  Reflective activity: 13.1: To apply principles reflection to putative assessment for learning practices p.405 | **Principles of Effective**  **Feedback to secure the biggest impact on children’s standards and progress** | Using verbal feedback during lessons in place of written feedback after lessons where possible.  Reducing the opportunity cost of marking.  Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.  Focusing on specific actions for pupils and providing time for pupils to respond to feedback.  **(Assessment – Standard 6)** | 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 how to ensure feedback is specific and helpful when using peer- or self-assessment.  Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details.  **(Assessment – Standard 6)** |
| **Week beginning: 27/02/2023**  **Trainees will learn that:**  **How Pupils Learn (standard 2 – ‘promote good progress’)**  9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’) 10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines  **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities)**  4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Read Research briefing 5.1: School, family, neighbourhood: which is most important to a child’s education? P. 158  Observation/reflection, discussion with mentor  Reflective Activity 2.4: To map the influence of culture on the learning disposition of a pupil p. 58 | **PRIMARY**  **Writing and Grammar Part Two**  **SECONDARY**  **British Values** | Breaking complex materials into smaller steps  **(How Pupils Learn – Standard 2)**  Seeking opportunities to engage parents and carers in the education of their children with support from expert colleagues to understand how engagement changes depending on the age and development stage of the pupil  **(High Expectations – Standard 1)** | Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning , drafting and editing.  **(Subject and Curriculum – Standard 3)**  evenings to engage parents and carers in their child’s schooling and deconstructing this approach.  **(Professional Behaviours – Standard 8)** |
| **Week beginning: 06/03/2023**  **Trainees will learn that:**  **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)**  3.Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Core reading: Pollard, A. et al. (2019) **Reflective Teaching in Schools**; Bloomsbury. Chapter 14 – How do we monitor student learning achievements? P. 402  **and** Supplementary chapter at reflectiveteaching.co.uk – Judgement – Assessment without levels (Standard 6)  Observation/reflection, discussion with mentor  Reflective activity: 13.1: To apply principles reflection to putative assessment for learning practices p.405 | ALL – Monday 6th March 4 – 5.30  Diversity, Equity and Inclusion – Creating Safe Inclusive Classrooms  PRIMARY  **Maths Part 3**  **Support/challenge with problem solving depth/greater depth**  **Geometry**  **SECONDARY**  British Values am  Subject Specialism TES pm | 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  **(Assessment – Standard 6)** | Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.  **(Assessment – Standard 6)** |
| **Week beginning 13.03.23**  **Trainees will learn that: Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)**  7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 5: Contexts p.135  Observation/reflection, discussion with mentor  Reflective Activity: To review and explore the significance of ideology, culture, opportunity and accountability p. 149 | **Assessment, monitoring standards & progress in subjects, school-based tracking, Statutory assessments, whole school accountability**  **Summative assessment, understanding national data** | Using verbal feedback during lessons in place of written feedback after lessons | Discussing and analysing with expert colleagues how to develop and understanding that written marking is only one form of written feedback.  Discussing and analysing how to identify efficient approaches to marking and alternative approaches to providing feedback.  **(Assessment – Standard 6)** |
| **Week beginning 20/03/2023**  **Trainees will learn that:**  **Assessment (Standard 6 – Make accurate and productive use of assessment)**  4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit chapter 6: Relationships p.159  Observation/reflection, discussion with mentor  Reflective activity 6: To evaluate progress towards an inclusive classroom p.184 | **PRIMARY:**  **Writing and Grammar Part Two**  **SECONDARY:**  **Am Using data to inform teaching**  **Pm subject specialism** | Reducing the opportunity cost of marking (eg by using abbreviations and codes in written feedback) | Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes **(Assessment – Standard 6)** |
|  |  |  |  |
| **Week Beginning 27.03.2023**  **Trainees will learn that: Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’)**  6.Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit chapter 12: Communication p. 371  Observation/reflection, discussion with mentor | **Formative Presentation Task am How can I use feedback to secure the biggest impact on children’s standards and progress?**  **Academic Report Writing** | Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.  Ensuring pupils have relevant domain-specific knowledge, especially when asked to think critically within a subject. **(Subject and Curriculum – Standard 3)** | Discuss how to ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.  **(Subject and Curriculum – Standard 3)** |
| **Easter Holiday 03/04/23 – 14/04/23** | | | |
| **Week Beginning 24.4.23**  **Trainees will learn that: How pupils learn (Standard 2 – ‘Promote good progress’)**  6.Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit chapter 10: Planning p. 301  Reflective Activity 10.5 To review existing lesson planning | **PRIMARY**  **Science Part 2**  **Curriculum design, sequencing Scientific enquiry- scientific vocabulary, outdoor**  **SECONDARY**  **TES Independent Study** | Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on specific steps) | **Avoid overloading working memory, by:**  **Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce.**  **(How pupils learn - Standard 2** |
| **Week Beginning 1.5.2023**  **Trainees will learn that:**  11.Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reading:  [Homework (Secondary) | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/)  [Homework (Primary) | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/) | PRIMARY  Effective delivery of PE  Warm ups and cool downSECONDARY  TES Subject Specialism  Meet with mentor to share module completion and RAG rate subject audit | Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.  **(Professional Behaviours – Standard 8)** | Learning to extend subject and pedagogical knowledge by participating in wider networks.  **(Professional Behaviours – Standard 8)** |
|  |  |  |  |
| **Week beginning 08.5.2023**  **Trainees will learn that:**  **Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’)**  **6.Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems** | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 11: Pedagogy p.341  Observation/reflection, discussion with mentor  Reflective activity 11.3: To explore how principles about pedagogy relate to our own planning and teaching. P.360 | **PRIMARY**  **Primary History and Geography**  **Part 2**  **SECONDARY**  **TES subject specialism** | Planning activities around what you want pupils to think hard about  Including a range of questions in class discussions to extend and challenge pupils.  Providing appropriate wait time between question and response where more developed responses are required.  **(Classroom Practice – Standard 4)** | Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.  **(High Expectations – Standard 1)** |
| **Week beginning 15.5.2023**  **CW2: written assignment submission before 2pm**  **Trainees will learn that:**  **High Expectations (Standard 1 – ‘set high expectations’)**  **1.Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.**  **Adaptive Teaching (Standard 5 – ‘Adaptive teaching’)**  **3.Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success** | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit Chapter 15: Inclusion p.469  Reflective activity 11.3: To explore how principles about pedagogy relate to our own planning and teaching. P.360 | **LGBTQIA Gender/sexuality Public Sector Equality Duty**  **Gypsy, Roma, Traveller Pupils** | Using intentional and consistent language that promotes challenge and aspiration  (High Expectations – Standard 1)  **Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.**  **(High Expectations – Standard 1)** | Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting success) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. **(High Expectations – Standard 1)**  **Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts**  **(Adaptive Teaching – Standard 5)**  **Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.**  **(Managing Behaviour – Standard 7)** |
| **Week beginning 22.05.2023**  **Trainees will learn that:**  **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)**  Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Reflective Activity 12.3: To analyse and categorise an example of classroom talk p.380 | **PRIMARY**  **Understanding EYFS (24.05.2023 3.45 – 4.30)**  **PE Part 2SECONDARY**  **Literacy Across the Curriculum** | Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.  **(Subject and Curriculum – Standard 3)** | Consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.  **(Subject and Curriculum – Standard 3)** |
| Half Term 29.05 – 02.06.2023 | | | |
| **Week Beginning 05.06.2023**  **Trainees will learn that:**  **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)**  **5. Explicitly teaching pupils metacognition strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success**  **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)**  4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**  3.Teachers can 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 | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Checklist 8.2: To consider the pedagogical and practical implications of the classroom use of ICT.  Reflective activity 8.6: To consider the affordances and constraints of a particular piece of software. P.239  Chapter 16: Expertise p.507  Observation/reflection, discussion with mentor  Reflective Activity 16.2: To explore using the conceptual framework to reflect on professional expertise p.533 | **PRIMARY**  **Computing in the curriculum**  **RE Tolerance and Respect**  **Speakers from different faiths including Jewish, Hindu and Sikh**  **Exploring Music Curriculum KS1 and 2**  **Art and DT Day**  **Textiles, food tech and wood and metal work**  **Modern Languages**  **PSHE – Statutory Guidance, Sex and relationships**  **SECONDARY**  **Tolerance and Respect (Tuesday 6th June)**  **No Friday training** | Using resources and materials aligned with the school curriculum  **(Subject and Curriculum – Standard 3)**  **Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills**  **(Classroom Practice – Standard 4)** | **Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.**  **(Professional Behaviours – Standard 8)**  **Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.**  **(Professional Behaviours – Standard 8)** |
| **Half term** | | | |
| **Week Beginning 12.06.23**  **Trainees will learn that:**  **How Pupils Learn (Standard 2 – ‘Promote good progress’)**  **6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.** | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Revisit chapter 2: Learning p.35  Observation/reflection, discussion with mentor  Reflective activity 2.5: To review and apply knowledge about factors affecting learning. P.65 | PRIMARY  Early Years Foundation Stage – how children learn, role of adult, play based learning phonics and early maths strategies  Time to work on group presentations (15.06.2023)  SECONDARY  Time to work on group presentations | Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.  Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known.)  **(How Pupils Learn – Standard 2)** | Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.  **(How Pupils Learn – Standard 2)**  Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.  **(Subject and Knowledge – Standard 3)** |
| **Week Beginning 19.6.23**  **Trainees will learn that:**  **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)**  2.Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement | | | |
| **Reading and Reflection** | **Central Provider-Led training** | **Trainee observation and teaching focus** | **Mentor discussion focus: Learning how to…** |
| Chapter 17: Professionalism p.537  Reflective Activity 17.1: To consider aspirations for our professional development as a teacher. P. 542 | **PRIMARY**  **Phonics group presentations**  **SECONDARY**  **Literacy Across the curriculum Group Presentations** |  | Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement  **(Professional Behaviours – Standard 8)** |
| **Week beginning 26.06.23** | Leavers’ Ceremony |  |  |