

# PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

Trainees are required to maintain a file for their professional development. The purpose of the PDP is to provide a comprehensive record of the process of learning and development in which trainees have engaged in order to become effective teachers. The PDP is a working document that builds up over the course of the year and is seen as an essential tool for the trainees' professional development evidence collection. Maintaining the file encourages trainees to think clearly and precisely and develops organisational skills. All of the trainee's records of school placements, range of professional experience and evidence that they are making progress against the SCITT Curriculum should be kept in the PDP, along with records of lesson observations, plans and reflections.

Trainees must have their complete files with them **at all times** when they are in school. Comments on the school, class and children should remain professional in tone and content.

## Data Protection

*Some of the documents in the PDP can contain confidential and personal information. For example, a class list with details of particular needs or assessment. At all times, Trainee Teachers must follow the SCITT and their placement schools' Data Protection policies and privacy notices. If in any doubt Trainees must speak to their Headteachers or the SCITT Team. Trainee Teachers should use pseudonyms and anonymised personal data wherever possible.*

*Trainee Teachers should never use photographs of children unless they have specific permission from their school to do so.*

# How your PDP should be organised

<u>Front cover/page</u>	<p>This page should include:</p> <ul style="list-style-type: none"> <li>• <b>name</b></li> <li>• <b>name of programme</b></li> <li>• <b>main placement school name</b></li> <li>• <b>second placement school name</b></li> <li>• <b>a contents table/list.</b></li> </ul>
<u>Section A</u>	<ol style="list-style-type: none"> <li><b>1. record of attendance</b></li> <li><b>2. record of experience</b></li> <li><b>3. record of lesson observations and teaching</b></li> <li><b>4. range of professional experience</b></li> </ol> <p>Use the guidance to help you record your experiences and reflections for:</p> <ul style="list-style-type: none"> <li>• Y6</li> <li>• YR/EYFS/Nursery</li> <li>• Y7</li> <li>• SEND</li> <li>• EAL</li> <li>• PE</li> <li>• Phonics</li> <li>• Year groups other than your main and second placement classes.</li> </ul>
<u>Section B</u>	<b>Target Setting Mentor Document</b>
<u>Section C</u>	<b>University assignments</b> <ul style="list-style-type: none"> <li>• all of your assignments with feedback.</li> </ul>
<u>Section D</u>	<b>Induction to main placement</b> <ul style="list-style-type: none"> <li>• follow the Induction guidance</li> </ul> <b>Induction to second placement</b> <ul style="list-style-type: none"> <li>• follow the Induction guidance.</li> </ul>
<u>Section E</u>	<b>Subject Knowledge development</b> <ul style="list-style-type: none"> <li>• include the audit scores and targets in September</li> <li>• include a review in February</li> <li>• include the audit scores in June and development areas for the NQT year in June.</li> </ul>
<u>Section F</u>	<b>Autumn term 1</b> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Observation of others</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> <li>• 2 examples of using school planning for teaching individual lessons (Core)</li> </ul>
<u>Section G</u>	<b>Autumn term 2</b> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Observation of others</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> <li>• 2 examples of using school planning for teaching individual lessons (Core)</li> </ul>

<u>Section H</u>	<p>Spring term 1 (second placement)</p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Observation of others</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> <li>• 2 examples of using school planning for teaching individual lessons (Core). If in KS1 for 2<sup>nd</sup> placement, you should include Phonics and Early Maths planning</li> </ul>
<u>Section I</u>	<p><b>Spring term 2</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Observation of others</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> </ul>
<u>Section J</u>	<p><b>Summer Term 1</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> <li>• 2 examples of planning from scratch using the NC and/or school plans as starting points (core &amp; foundation)</li> </ul>
<u>Section K</u>	<p><b>Summer term 2</b></p> <ul style="list-style-type: none"> <li>• Timetables</li> <li>• Observation of others</li> <li>• Formal Lesson Plans and Reflections</li> <li>• Lesson Observations</li> <li>• Evidence bundle.</li> </ul>

## Record of Attendance - Section A

RECORD OF DATES ATTENDED			
SCHOOL	KEY STAGE	DATES ATTENDED	NUMBER OF DAYS ATTENDED
Harrison Primary School - main placement	2	2 <sup>nd</sup> Sept- 17 <sup>th</sup> Dec	52
Crofton Hammond Infant School – second placement	1	3 <sup>rd</sup> Jan – 18 <sup>th</sup> Feb	29
Harrison Primary School – main placement	2	28 <sup>th</sup> Feb – 8 <sup>th</sup> July	59

RECORD OF TYPE OF SCHOOL			
TYPE OF SCHOOL (PRIMARY, SINGLE KEY STAGE, DENOMINATIONAL, SPECIAL)	LOCATION (I.E. FAREHAM, GOSPORT, PORSTMOUTH)	SIZE	OTHER SIGNIFICANT FEATURES
Primary Infant and Nursery Junior		Number of pupils 600 450	Ofsted outstanding Forrest School Faith School Special School Academy Federated

## Record of Experience - Section A

Please complete the below checklist of the range of subject experience you are receiving.

PHASE	YEAR GROUP	DATES OF OBSERVATIONS	DATES OF TEACHING
FOUNDATION STAGE/EYFS	RECEPTION/NURSERY	19 <sup>th</sup> October	30 <sup>th</sup> November
		20 <sup>th</sup> October	1 <sup>st</sup> December
KEY STAGE 1	YEAR 1	2 <sup>nd</sup> May 4 <sup>th</sup> May	2 <sup>nd</sup> May 4 <sup>th</sup> May
	YEAR 2	Main placement class	Main placement class
KEY STAGE 2	YEAR 3	19 <sup>th</sup> January	19 <sup>th</sup> January
	YEAR 4	Second placement class	Second placement class
	YEAR 5	23 <sup>rd</sup> January 30 <sup>th</sup> January	23 <sup>rd</sup> January 30 <sup>th</sup> January
	YEAR 6	8 <sup>th</sup> November	9 <sup>th</sup> November
KEY STAGE 3	Year 7 and 8	31 <sup>st</sup> March	
OTHER SETTINGS E.G. SPECIAL SCHOOLS	Special school	7 <sup>th</sup> – 11 <sup>th</sup> March	7 <sup>th</sup> – 11 <sup>th</sup> March

## Record of Lessons Observations - Section A

- record any taught lessons with a tick
- record formal lesson observations with a date and which key stage.

AUTUMN TERM							
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
✓	✓		✓	✓			
✓	✓			✓			
27 <sup>th</sup> Sept KS2	✓						
7 <sup>th</sup> October KS2	14 <sup>th</sup> Sept KS2						
	21 <sup>st</sup> Sept KS2						
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE
✓		✓			✓		
					✓		

SPRING TERM							
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE

SPRING TERM							
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE



## Your teaching of reading record

*To be placed in section A of the PDP*

Please use this document to record your experience of teaching of reading during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching guided reading, shared reading, paired reading or individual reading etc.....

### KEY STAGE 1

### KEY STAGE 2

## Your teaching of Systematic Synthetic Phonics record

*To be placed in section A of the PDP*

Please use this document to record your experience of teaching of phonics during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching intervention or catch up groups etc.....

### KEY STAGE 1

### KEY STAGE 2

## Range of Professional Experience

Throughout the programme you will be required to write evaluative notes about particular areas of your professional experience. Please keep the notes in section A of your PDP.

AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> <li>• YR/Nursery (EYFS) experience</li> <li>• Year 6 experience</li> </ul>	<ul style="list-style-type: none"> <li>• Year R/ Nursery (EYFS) experience</li> <li>• Year 6 experience</li> <li>• Key Stage 3 experience – secondary school visit</li> <li>• PE experience</li> <li>• EAL experience</li> <li>• Visit to special schools (SEND)</li> <li>• Systematic Synthetics Phonics experience</li> </ul>	<ul style="list-style-type: none"> <li>• PE experience</li> <li>• EAL experience</li> </ul>

### *EYFS (Year R/Nursery) experience*

The expectation is that you will immerse yourself for 1-2 days in EYFS. You will find it useful to refer to and reflect upon your recent training on EYFS and Communication and Language Development. It is hoped that you will be able to demonstrate a developing understanding of EYFS and how it prepares children for future learning through your visits to EYFS. You could carry out this visit at your main or second placement. Other schools may be available too. You will be responsible for selecting your own Nursery setting to attend.

- observe how children are prepared for Year 1 by reflecting upon your EYFS visits
- observe adults and how they stimulate and provide opportunities for learning
- observe children and how they are learning and developing
- engage in discussion with teaching staff to gain a greater understanding of a child-initiated curriculum
- be responsible for a specific group of children in one or more areas of learning and development

### *Year 6 experience*

You will spend 1-2 days in Year 6 in either your main or second placement school.

#### **The expectation is that you will immerse yourself in Year 6 by:**

- observing how teachers promote independent learning where children challenge themselves
- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are applying their embedded (previously learnt) skills to their current learning
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
  - a) supporting the learning and progress of the children by team teaching with the class teacher
  - or
  - b) taking responsibility for the learning and progress of a small group of children (6-8 children)

***\* If your main or second placement is in a Year 6 class please arrange to spend your 1-2 days in a Year 4 class.***

#### **The expectation is that you will immerse yourself in Year 4 by:**

Observing the difference between the levels of pupil independence identified in Year 4 with your experience of Year 6 to date

- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are being prepared with the skills they will require for application in Year 5 and Year 6
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
  - c) supporting the learning and progress of the children by team teaching with the class teacher
  - or
  - d) taking responsibility for the learning and progress of a small group of children (6-8 children)

### *KS3 Secondary visit*

- how does Year 6 prepare children for their move to secondary school?
- how is continued progress ensured for pupils moving from Year 6 to Year 7
- what does outstanding secondary teaching look, sound and feel like? What similarities/differences can you identify to primary education?
- what potential challenges can you see face primary and secondary schools in terms of transition? What types of transition work well?

### *PE experience*

- it is hoped that you will have regular experience of observing and teaching PE in your main and second placement. Focus on the below guidance when gaining your experience.
- when teaching PE you must always be supervised by a qualified member of teaching staff
- you must follow school policy and risk assessments for PE
- to understand the PE National Curriculum and to observe and experience progression throughout the primary age phase
- increase your knowledge and understanding of the three strands of teaching PE: Gymnastics, Dance and Games

- gain practical experience of how to effectively adapt to accommodate differing needs and abilities
- observe within the school how PE is linked to cross curricular activities and to the wider healthy lifestyles and schools agenda.

**(If you are gaining regular PE teaching experience and are planning and being observed you will not be required to complete the below as additional experience).**

You could gain your PE experience in your class in main and/or second placement. The options below may be good starting points for you depending on your schools systems for delivering the PE curriculum e.g. PE coach

**Option 1:** The expectation is that you will immerse yourself in PE by shadowing the school Sports Coach to observe excellent practice and have the opportunity to apply these skills. You will team teach with the Sports Coach or under their instruction/guidance be responsible for small groups.

**Option 2:** The expectation is that you will immerse yourself in PE by involving yourself in PE lessons across the full age range in your main and/or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

**Option 3:** The expectation is that you will immerse yourself in PE by involving yourself in PE lessons in your class on a regular basis in your main or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

### *EAL experience*

It is hoped that you will increase your understanding of the needs of pupils with EAL and to increase your experience of supporting their learning

- you will spend time in your main and/or second placement, or another partner school.
- with your Mentor's help you will identify a class where there is a pupil with EAL or small group of children

The expectation is that you will immerse yourself by supporting learning, observing and discussing with expert practitioners:

- how learning is adapted and personalised to ensure good pupil progress is made across all core and foundation subjects
- how assessments are used
- how children learn additional languages
- how the needs of bilingual children and pupils with EAL are effectively supported and met
- how resources are used effectively to support pupils with EAL

Throughout the experience it is expected that you will gain experience of observing and teaching in a class with an a pupil/group of pupils who have EAL. Your training from EMTAS will be useful to refer to and reflect upon.

### *Visit to special schools (SEND)*

It is hoped that you will increase your understanding and awareness of pupils with SEND, and their learning when visiting three special schools. You may find your SCITT training on adapting for pupils with SEND useful.

The expectation is that you will immerse yourself in Special Schools by:

- considering the philosophy behind good practice for pupils with SEND
- giving careful thought to the values of a special school including the inclusivity, vision and aspirations for pupils with SEND
- speaking with a range of professionals involved with pupils with SEND

- finding out more about specific areas of SEND
- finding out about barriers to learning for pupils
- observing good practice on how to ensure high quality learning and behaviour and assessment for pupils with SEND
- reflecting on your own practice and how you can apply any new learning from the SEND experience.

### *Systematic Synthetic Phonics*

In addition to your regular teaching of Systematic Synthetic Phonics and observations of expert colleagues, you will complete a Phonics professional experience task. Over the programme it is expected that you will have regular experience of observing and teaching Phonics. You will track your experience on the document in this section. You will also take part in three centre based training sessions to support your development in this area. After each training session you will be asked to complete a related task which you should record details of in this section. The tasks will be as follows:

1. Create a case study (pen portrait) about a pupil in your class with a specific aspect of phonics that they need further support in. E.g. blending sounds, digraph reversal, incorrect ordering of sounds. Work with your class teacher mentor to support the needs of this pupil or group and track learning and progress over the year.
2. Make your own phonic game to play 1:1 or in a group of pupils. Be prepared to share details of your game with the group, what impact it had on learning and how you improved it. Ensure the focus is centered on which skill the game is teaching or assessing.
3. ICT 'I commit to.....' Reflect on your phonic training and experience so far. Identify what you need to do to continue your phonic practice in your training year and beyond.

## Half termly Evidence Bundles

Every half term you are required to present an evidence bundle to your mentor to demonstrate you are making progress towards the SCITT Curriculum. You are required to keep a copy of your bundles in your PDP. Evidence Focus Weeks (signposted in the SCITT timeline) will help you to identify evidence and align your choices closely with the SCITT curriculum themes of development for each half term accordingly. The evidence bundles are intended to be a 'snapshot' of trainee practice.

Further guidance to support the completion and submission of evidence bundles will be made available at the appropriate times of the year.