

# Class teacher mentor Core Training 1

**Kirsten Varney & Clare Jeffery**  
**September 2021**



# Opportunity to discuss...

- ▶ How have you:
  - ▶ started to build relationships?
  - ▶ communicated and shared expectations?
- ▶ Has the formal induction to the school got off to a good start?
- ▶ What good practice could you share with others?
- ▶ Is there anything you have not been sure about and would like some further guidance on?

## Getting to know each other - the Trainee Teacher / Class Teacher Mentor relationship



- ▶ Names
- ▶ Contact details
- ▶ Role in school
- ▶ Experience
- ▶ Arrangements for summer visits
- ▶ Class details
- ▶ School
- ▶ Who the PM will be
- ▶ What are you looking forward to the most?
- ▶ What are your expectations of the SCITT?
- ▶ What are your expectations about working with others / building positive relationships?
- ▶ What questions do you have?
- ▶ Do you have any worries?
- ▶ What expertise or experience could you share about working with others?
- ▶ What are your educational beliefs?
- ▶ Are there any school day arrangements that need to be discussed? For example regular medical appointments, childcare



### INDUCTION – MAIN PLACEMENT

A completed copy of this document should be handed into SCITT by Friday 24<sup>th</sup> September 2021

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

DO NOT photocopy lengthy policies from the school.

The main purpose of your induction at the main placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your understanding of good teaching and learning and how to use the skills of observation, reflection and target setting to improve your practice.

Confirmation of completion	Name	Signature	Date
Trainee			
Class Teacher Mentor			
Professional Mentor			
Headteacher			

Induction requirements	Date completed
Targets are set with the class teacher mentor on <b>Thursday 2<sup>nd</sup> September</b> to support the trainee start to their school practice and the programme. These will include a development area carried forward from the interview process. These targets will be reviewed on <b>Friday 17<sup>th</sup> September</b> in the second target setting mentor meeting of the year.	
First formal lesson observation week beginning <b>13<sup>th</sup> September</b>	
Second target setting mentor meeting will take place on <b>Friday 17<sup>th</sup> September</b> . Targets set on 2 <sup>nd</sup> September will be reviewed and new targets set in line with SCITT expectations.	
Formal induction to the school led by a Senior Leader	
PREVENT training completed. <a href="https://www.clearing-prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html">https://www.clearing-prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html</a>	
Read the Child Protection and safeguarding Policy and the Keeping Children Safe in Education document. <b>Safeguarding</b> the key points. Note any links to these when observing other teachers in your induction period. Attach your notes to this document.	

# Effective mentoring

Mentors may find that by reflecting and asking themselves the below questions, it will help them to prepare for being an effective mentor as the year progresses: -

		Please tick below
<b>Having or making time and being available for trainee teachers</b>	Is mentoring time recognised on the timetable?	
	Do I give trainee teachers time and attention?	
	Do I have specific times when I always prioritise trainee teachers' needs?	
<b>Providing a psychologically 'safe' environment and providing personal support and encouragement to trainee teachers</b>	Am I clear about all of a trainee teacher's needs (e.g. practical, psychological)?	
	Do I use the contacts I have in order to get what each trainee teacher needs?	
	Have I introduced trainee teachers to everyone I know who could help them?	
	Do I understand my trainee teachers' feelings?	
	Do I help trainee teachers understand and manage the emotions that come with learning and professional commitment?	
	Do I have ways to understand my own and (trainee) teachers' intra- and interpersonal conflicts?	
	Do I have strategies for managing these?	
	Do I have my own coach/mentor to discuss issues with?	
<b>Providing appropriate models of teaching and of professional development</b>	Am I clear what skills trainee teachers need to develop (e.g. pedagogical skills, the fundamental skill of learning from experience)?	
	Am I sure I am modelling all of these?	
	Am I sure my modelling is visible?	
	Do I use strategies to help trainee teachers to notice my modelling?	

**Key learning and development themes:**

- Climate and culture
- Effective teaching and learning
- Child Development
- How pupils learn - Cognitive science/memory
- Subject knowledge and pedagogy
- Theory and practice
- Planning
- Wellbeing

**Trainee targets:****Induction targets (starting Thursday 2<sup>nd</sup> September)**

1. Climate and culture
2. Building relationships
3. Interview target

**Friday 17<sup>th</sup> September**

1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum)
2. Essential elements of effective teaching (linked to Role of the Teacher SCITT taught curriculum)
3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum)

**Friday 1<sup>st</sup> October**

1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum)
2. Applying learning theory to practice (linked to Learning Theory SCITT taught curriculum)
3. Lesson planning (linked to How Pupils Learn 1– Cognitive Science and Memory, and planning 1 SCITT taught curriculum)

**Friday 15<sup>th</sup> October**

1. Essential elements of effective teaching (linked to the Role of the Teacher SCITT taught curriculum)
2. Lesson planning (linked to How Pupils Learn 1– Cognitive Science and Memory, and planning 1 SCITT taught curriculum)
3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum)

# School placement expectations

**Teaching:**

- ✓ Working towards 50% teaching load including up to two whole class lessons per week
- ✓ Mainly core - English, maths and phonics
- ✓ Regular team teaching with Class Teacher Mentor
- ✓ Group teaching

**Planning:**

- ✓ Mainly core - English, maths and phonics
- ✓ Planning collaboratively with the Class Teacher Mentor – individual lessons
- ✓ Independently planning individual lessons
- ✓ Regular use of school planning
- ✓ Some planning with the year group

**Assessment and feedback:**

- ✓ Mainly core - English, maths and phonics

- ✓ With the Class Teacher Mentor

- 1-2 days in Year R or a nursery setting (EYFS)

## Autumn 1

### Key learning and development themes:

- Climate and culture
- Effective teaching and learning
- Child Development
- How pupils learn - Cognitive science/memory
- Subject knowledge and pedagogy
- Theory and practice
- Planning
- Wellbeing



### SCITT LEARNING OUTCOMES

2021 - 2022



## F&G SCITT Taught Curriculum 2021-2022

### AUTUMN 1

Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer
31 <sup>st</sup> Aug 21	Thurs 2 <sup>nd</sup> Sep	School Placement		School Placement	
	Fri 3 <sup>rd</sup> Sep	School Placement		School Placement	
6 <sup>th</sup> Sep 21	Wed 8 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
	Thurs 9 <sup>th</sup> Sep	<u>PROFESSIONAL BEHAVIOURS</u> Role of the Teacher	Clare Jeffery & Kirsten Varney SCITT	<u>PROFESSIONAL BEHAVIOURS</u> <u>PEDAGOGY – ADAPTIVE TEACHING</u> Safeguarding PREVENT	Jane Bowden Harrison Primary School
13 <sup>th</sup> Sep	Wed 15 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
	Thurs 16 <sup>th</sup> Sep	<u>PEDAGOGY – HOW PUPILS LEARN &amp; CLASSROOM PRACTICE</u> Child Development & EYFS	TBC	<u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR</u> Managing Behaviour 1 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT
20 <sup>th</sup> Sep	Wed 22 <sup>nd</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
	Thurs 23 <sup>rd</sup> Sep	<u>PROFESSIONAL BEHAVIOURS</u> <u>PEDAGOGY – HOW PUPILS LEARN</u> Learning theory – researched informed practice and critical thinking	Clare Jeffery & Kirsten Varney SCITT	<u>PEDAGOGY – CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</u> Communication and Language Development	Zoe Evans Wallisdean Infant School
27 <sup>th</sup> Sep	Wed 29 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
	Thurs 30 <sup>th</sup> Sep	<u>PEDAGOGY – HOW PUPILS LEARN</u> How pupils learn 1 – cognitive science and memory	Clare Jeffery & Kirsten Varney SCITT	<u>PEDAGOGY – CLASSROOM PRACTICE &amp; ADAPTIVE TEACHING</u> Introduction to the Primary Curriculum and Planning 1	Clare Jeffery & Kirsten Varney SCITT

# SCITT Learning Outcomes



DATE 2 <sup>nd</sup> October 2020	VENUE Microsoft Teams on line video conference	STAFF Kirsten Varney and Clare Jeffery (SCITT)
CORE CURRICULUM AREA Pedagogy - how pupils learn		SCITT TRAINING SESSION How Pupils Learn - Memory
PRE SESSION TASKS N/A		
ADAPTATIONS TO MEET THE NEEDS OF TRAINEES  Invitations for all trainees to contribute to discussions, those with psychology degrees may like contribute at greater depth.  Facilitator questioning to support understanding and deeper thinking.  Acknowledgement of trainee expertise in this area, particular for previous TAs who may like to share experiences from school.		RECOMMENDED READING FOR TRAINEES including books, articles and websites  <a href="https://www.cesg.nsw.gov.au/images/stories/PDF/coanlive-load-theory-VR_AA3.pdf">https://www.cesg.nsw.gov.au/images/stories/PDF/coanlive-load-theory-VR_AA3.pdf</a> <a href="https://shopfiles.wordpress.com/2018/11/coanlive_load_theory_practice_guide_aa.pdf">https://shopfiles.wordpress.com/2018/11/coanlive_load_theory_practice_guide_aa.pdf</a> <a href="https://www.mrc-ctu.cam.ac.uk/wp-content/uploads/2013/01/MM-classroom-guide.pdf">https://www.mrc-ctu.cam.ac.uk/wp-content/uploads/2013/01/MM-classroom-guide.pdf</a> <a href="https://impact.chartered.college/article/shill-coanlive-load-theory-classroom/">https://impact.chartered.college/article/shill-coanlive-load-theory-classroom/</a> <a href="http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf">http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf</a> Chartered College of Teaching, (2020) Impact Journal Issue 8 and Issue 10 Willingham, D. (2009) Why Don't Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom Sweller, J. (2015) Working Memory, Long-term Memory, and Instructional Design Jump, K (2020) Grow: Helping Others to Flourish
RESOURCES TO BE PROVIDED  How Pupils Learn 1 presentation Notable elements form Training evaluation form		
LEARNING OUTCOMES AND CURRICULUM SEQUENCING DETAILS <i>Please note that local priorities are in blue</i>  <b>PEDAGOGY – HOW PUPILS LEARN</b> Trainees will develop their understanding of: <ul style="list-style-type: none"> <li>cognitive science and how pupils learn</li> <li>how working memory and long term memory support learning</li> <li>novice and expert learners</li> <li>the importance of considering prior learning and misconceptions, and how to link new learning to existing knowledge when planning learning journeys</li> <li>how to reduce distractions and break complex learning, new content and core concepts into smaller steps to benefit effective learning</li> <li>how to organise knowledge into increasingly complex, carefully sequenced mental models (schemata)</li> <li>relevant recent research and theories in this area</li> </ul>		
Previous training to be re-visited in How Pupils Learn 1 Learning Theory		Subsequent training which will re-visit elements from How Pupils Learn 1 History Planning 1 How Pupils Learn 2-7
Post session task: Apply notable elements to next targets relating to How Pupils Learn 1		

## PEDAGOGY – HOW PUPILS

### LEARN

#### How Pupils Learn 1 – Cognitive Science & Memory

#### Trainees will develop their understanding of:

- cognitive science and how pupils learn
- how working memory and long term memory support learning
- novice and expert learners
- the importance of considering prior learning and misconceptions, and how to link new learning to existing knowledge when planning learning journeys
- how to reduce distractions and break complex learning, new content and core concepts into smaller steps to benefit effective learning
- how to organise knowledge into increasingly complex, carefully sequenced mental models (schemata)
- relevant recent research and theories in this area

#### Previous training to be re-visited in How Pupils Learn 1

Learning Theory

#### Subsequent training which will re-visit elements from How Pupils Learn 1

History

Planning 1

How Pupils Learn 2-7

### Team teaching:

- Teaching a lesson together, each being responsible for different parts of the lesson
- Teaching an input together and taking turns to provide different explanations/solutions
- Trainee teaching the lesson, with CTM interjecting to clarify, add more detail, address misconceptions, prompt reminders etc
- Trainee teaching, with the CTM providing discreet prompts/questions (parrot on the shoulder approach)

**\*This provides excellent opportunities for in-class coaching and mentoring**

#### Teaching:

- ✓ Working towards 50% teaching load including up to two whole class lessons per week
- ✓ Mainly core - English, maths and phonics
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- ✓ Group teaching

#### Planning:

- ✓ Mainly core - English, maths and phonics
- ✓ Planning collaboratively with the Class Teacher Mentor – individual lessons
- ✓ Independently planning individual lessons
- ✓ Regular use of school planning
- ✓ Some planning with the year group

#### Assessment and feedback:

- ✓ Mainly core - English, maths and phonics

- ✓ With the Class Teacher Mentor

### Assessment and Feedback:

Trainees will benefit from **observing** CTM providing feedback (both verbally and in written form):

- Providing meaningful praise to pupils
- How pupils can improve their work
- Clarifying what pupils have achieved in their work

Trainees will benefit from **discussing** with CTM:

- How to plan for assessment, both formative and summative
- How to use assessment outcomes to pitch and adapt learning effectively in subsequent teaching

**\*CTM modelling how to ensure efficient assessment and feedback approaches that are both manageable and effective.**

### Planning

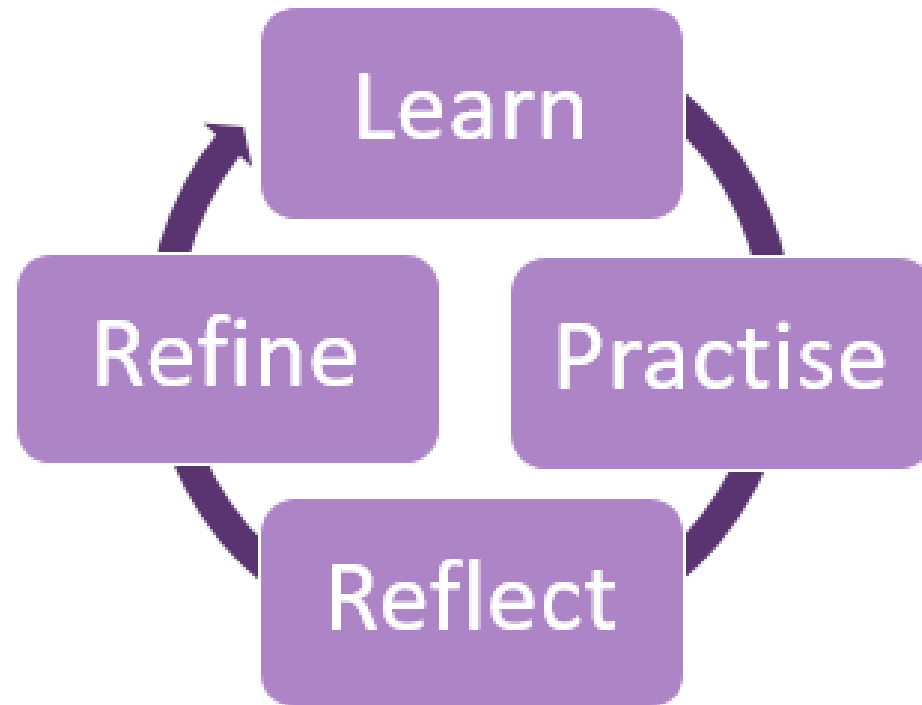
- CTM modelling the **considerations when lesson planning** e.g. questioning, personalisation, assessment etc
- Identifying and modelling how to use **key documents when planning lessons 'from scratch'** e.g. national curriculum, White Rose small steps, school overviews
- Identifying and modelling how to use **key resources when planning individual lessons** e.g. NCETM mastery resources.
- Discussing, sharing and modelling how existing planning was created and how it can be adapted to suit the needs of the learners

# PGCE Assignments (University of Roehampton)

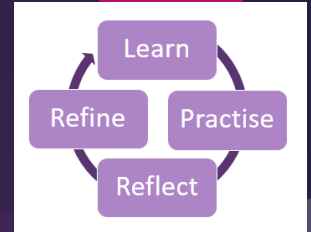
- **Assessment preparation task**
  - **Assignment 1:** Professional studies (critical analysis of how children learn, focusing on a current priority in teaching e.g. SEND, EAL, behaviour for learning)
  - **Assignment 2:** Core curriculum (analyse planning, teaching and learning in relation to recent/relevant research in one core curriculum subject)
  - **Assignment 3:** Wider curriculum (planning, teaching and assessing pupils in a foundation subject)
- 
- ▶ Assignment writing days:
    - ▶ 1 day in autumn 2
    - ▶ 1 day in spring 1
    - ▶ 1 day in spring 2

# Reflection and questions

# SCITT Progress Cycle



# Effective mentoring



**AUTUMN**

MENTORING

**SPRING**

MENTORING & COACHING

**SUMMER**

COACHING



Observing and  
learning from  
expert  
colleagues



Collaborating  
with expert  
colleagues



Independent  
practice



# Effective target setting

3.


To speak to the LSA before school to brief them the expectations of the lesson they are involved in.



To communicate with adults to enable them to effectively support pupil learning in maths.

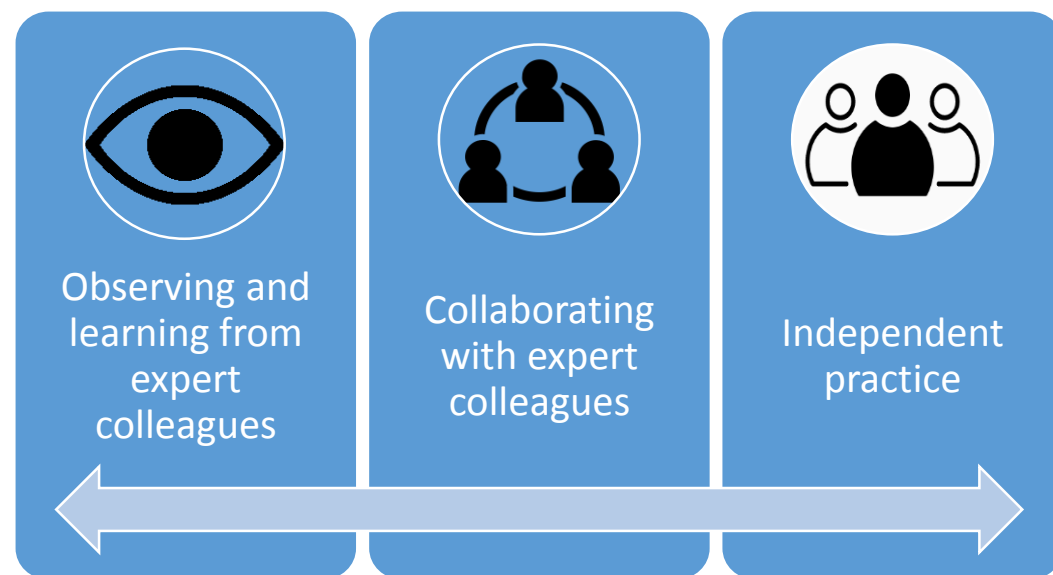
- When jointly planning maths with CTM, consider the use of the TA in each lesson and provide a brief outline on plan – refer to EEF Maximising use of TAs
- Email ML with the planning for next week (needs to be at the end of Thursday)
- Arrange a time with ML to meet before school to discuss upcoming maths lesson.
- Meet with ML (prior to the lesson) to:
  - explain the learning within the maths lesson and share the question bank and resources to use.
  - Set expectations for supporting HG and ensuring he has chances to work independently with not TA support – refer to SEND SCITT training
- Meet with ML (after the lesson) to discuss:
  - learning for identified pupils (HG, KJ, RF, TF)
  - any misconceptions that will need addressed and how the next lesson may needed adapted
- Adapt subsequent lessons accordingly with support from CTM

# Effective target setting

1.	<p>To improve subject knowledge in science to support teaching.</p>  <p>To clearly and effectively model and explain scientific processes to support independent written explanations.</p>	<ul style="list-style-type: none"><li>- HG to develop subject knowledge about water cycles* – note down common misconceptions and key vocabulary to share at PPA session</li><li>- Share findings in PPA with year group and engage in conversation about how to address misconceptions through the explanation.</li><li>- Discuss with CTM how to break the cycle into smaller parts and which would be the most effective diagrams to display to avoid cognitive overload</li><li>- HG to independently plan the sequence of explaining the process – focus on scientific vocabulary</li><li>- Meet with CTM to talk through the process and <u>practise</u> explaining it in the meeting so CTM can provide feedback before explaining to the class. <u>Practise</u> and refine as necessary.</li><li>- Teach lesson and reflect on effectiveness of modelling and explanation – share findings with CTM</li></ul> <p>* <a href="#"><u>What is the water cycle? - BBC Bitesize</u></a> <a href="#"><u>The water cycle - The water cycle and river terminology - KS3 Geography Revision - BBC Bitesize</u></a></p>
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Target focus: Modelling using small steps to ensure understanding in maths

	Week 1	Week 2
Monday	Observe CTM teaching maths Meet with maths lead	Independently teaching maths Prep observed maths
Tuesday	Group teaching in maths	Independently teaching maths (observed) Reflect on maths lesson prior to target setting meeting
Wednesday	Team teaching maths	Independently teaching maths – refine from feedback
Thursday	Team teaching maths	
Friday		



# Effective target setting

1.

Develop assessment and feedback strategies

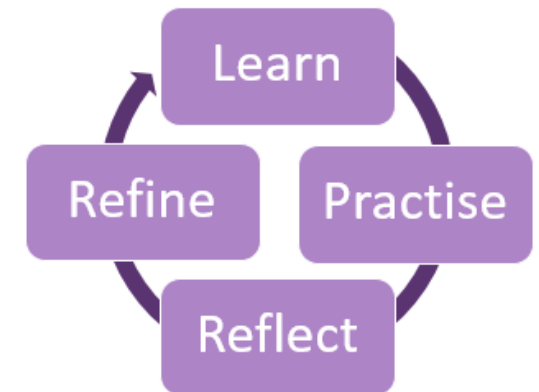


Ensure pupils have a secure understanding in writing lessons by applying effective questioning during inputs.

- Observe CTM teaching the first writing lesson of the week. Identify what type of questions are used and for what purpose. What impact do they have on pupil understanding/learning? Discuss your observations with the CTM.
- Plan for a team teach approach to writing lesson 2 with the CTM. Plan which types of questions would be appropriate for the input and which pupils may benefit from them. Share learning from SCITT on Blooms model with CTM identify questions to apply to the lesson.
- Deliver the input to lesson 2 with team teach/live mentoring support from your CTM. Reflect on effectiveness and impact.
- Plan and deliver the input for writing lesson 3. Gather feedback from CTM
- Plan and deliver lesson 4 input (formal observation)

# Effective target setting

- ▶ **SMART**
- ▶ A target not an action – the underlying purpose
- ▶ Challenging – application of learning
- ▶ Mental models
- ▶ Action points for mentors and trainees
- ▶ Application of SCITT training



# Target setting

- **Climate and culture** (linked to Managing Behaviour 1 SCITT taught curriculum)
- **Essential elements of effective teaching** (linked to Role of the Teacher SCITT taught curriculum)
- **Secure subject knowledge** to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum)



	BEFORE SCHOOL	AM	AM	PLAYTIME	AM	LUNCH TIME	PM	PM	AFTER SCHOOL
MONDAY									
TUESDAY							PPA with year group		PDM
WEDNESDAY									
THURSDAY									Mentor mtg
FRIDAY	SCITT Training								

	BEFORE SCHOOL	AM	AM	PLAYTIME	AM	LUNCH TIME	PM	PM	AFTER SCHOOL
MONDAY		NC time – observe CTM	Phonics: group teaching		NC time – observe CTM		Science – whole class	NC time – science feedback	
TUESDAY		English – group teaching	Phonics: whole class		Maths – group teaching		PPA with year group		PDM
WEDNESDAY		Maths – whole class team teach	NC time: observe VP phonics		NC time – meet maths lead		Games – group teaching	NC time – prep for maths lesson	
THURSDAY		Maths – whole class observed	Reflection time: maths		English – group teaching		Non-contact time – assignment reading, PDP meeting		Obs feedback and timetable
FRIDAY	SCITT Training								

## Effective Use of Non-Contact Time:

Observe others  
Visiting other year groups  
PDP  
Lesson observation evaluations  
Working on targets  
Preparation of resources  
Planning  
Assessing/marking  
Meeting other professionals  
Range of professional experience  
Academic reading/research

## OBSERVATION OF OTHERS DOCUMENT

Use this document, or parts of it, to help record your observations of expert colleagues related to your current target focus and continued development.

<b>NAME OF TRAINEE:</b>		<b>EXPERT COLLEAGUE OBSERVED:</b>	
<b>DATE OF OBSERVATION:</b>		<b>YEAR GROUP:</b>	
<b>SUBJECT/LESSON CONTEXT:</b>			
Behaviour management – high expectations and managing behaviour To consider: How is your expert colleague – motivating pupils? Ensuring they are a positive role model? Setting clear expectations that all children respond to? Creating a culture of trust and mutual respect? Using intentional language that promotes challenge and inspiration? Supporting independence and resilience?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
Pedagogy – How pupils learn, classroom practice and adaptive teaching To consider: How is your expert colleague – using prior knowledge to support learning? Considering working and long term memory in their planning? Considering misconceptions and addressing these? Guiding and scaffolding learning to support progress? Using questioning to deepen children's understanding? Using classroom talk to support pupils' consolidation and understanding? Adapting teaching in a responsive way? Ensuring pupils with SEND are receiving effective adapted support?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
Curriculum To consider: How is your expert colleague – demonstrating secure subject knowledge and how did this impact on pupil progress? Anticipating, either through planning or questioning, and addressing common misconceptions? Explicitly teaching pupils the knowledge and skills they need to be successful? Linking learning to existing knowledge to build confidence and competency within children? Slowly withdrawing concrete examples to support independence? Using subject specific vocabulary to support progress?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	

<b>Assessment</b> To consider: How is your expert colleague – systematically checking learners' understanding? Anticipating where intervention is needed? Using assessment to inform decisions made during the lesson? Using feedback to support pupils monitor their own progress and regulate their own learning? Working with colleagues during the lesson to support assessment of progress? Using questioning during the session to assess current levels of understanding?	
<b>APPROACH/STRATEGY USED</b>	<b>IMPACT</b>
Professional behaviours To consider: How has your expert colleague – deployed the teaching assistant effectively to ensure pupil progress? Shared learning outcomes prior to the lesson? Communicated with parents and other adults to impact positively on teaching and learning? Made explicit links between interventions outside of lessons with classroom teaching? Personalised systems and routines to support efficient task management? Worked with others to share the load of planning and preparation?	
<b>APPROACH/STRATEGY USED</b>	<b>IMPACT</b>
How will you apply your learning to your own practice and development? What are your next steps?	

<b>NAME OF TRAINEE:</b>		<b>EXPERT COLLEAGUE OBSERVED:</b>	
Sian Forrester		Karen Jameson	
<b>DATE OF OBSERVATION:</b>		<b>YEAR GROUP:</b>	
11/10/2020		5	
<b>SUBJECT/LESSON CONTEXT:</b>		Science	
<b>Behaviour management – high expectations and managing behaviour</b> To consider: How is your expert colleague – motivating pupils? Ensuring they are a positive role model? Setting clear expectations that all children respond to? Creating a culture of trust and mutual respect? Using intentional language that promotes challenge and inspiration? Supporting independence and resilience?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>SF had given the pupils a choice of which material to test during the previous lesson and had the resources available to them this lesson based on their choice.</li> <li>From the materials that were provided, it wasn't obvious which material would be the most effective at insulating.</li> <li>When modelling the investigation, SF paused frequently to ask why she was doing a certain thing, and asked the pupils to suggest reasons.</li> <li>Before the pupils were directed to their independent task, SF ask a number of pupils in turn to remind the class of the expectations during the investigation. As they talked her through the expectations, she wrote them on the whiteboard in note form using bullet points.</li> <li>At frequent points through the lesson, SF praised and thanked particular pupils who were engaged in their work and made it clear to the rest of the class exactly what the pupil was doing which deserved praise.</li> </ul>		<p>Pupils were engaged in their investigation and motivated to find the answer because they had an element of choice over the materials.</p> <p>Pupils were motivated to find out because they didn't know the answer prior to the investigation.</p> <p>This kept the pupils engaged through the modelling section and also (when I asked them why they were doing certain things in the independent work) they were able to explain why and relate it back to the demonstration.</p> <p>This ensured all the pupils were listening to the expectations just before going to their independent work (so they were fresh in their minds) as they knew they could be asked to share the next expectation with the class. When a couple of pupils were distracting the table behind them, SF referred to the bullet point list on the whiteboard to remind them of the expectations they had agreed to.</p> <p>Because this strategy was used when SF could see some pupils starting to be distracted, it meant that the majority of the pupils went back on track with their work. The pupils who didn't view this as a reminder were reminded individually with reference to the behaviour policy.</p>	
How will you apply your learning to your own practice and development? What are your next steps?			
<b>Use of positive praise in a public way</b> I often have to speak to a number of pupils about their behaviour which takes time and prevents me from talking to others about their learning. By using this strategy, I could re-focus a large number of pupils at the same time rather than having to speak to them individually. I think I will also link it to the behaviour policy and move the pupil I am praising up the rocket at the same time.			
<b>Element of choice</b> In the majority of my lessons I am going to try and give the pupils an element of choice in their learning to give them more ownership and to engage and motivate them more. It can start off small with a choice of 'colouring pens or pencils' and then move on to 'choice of topic' when writing the NC reports in English.			

TRAINEES WILL ENSURE PLANNING IS SHARED WITH THE CLASS TEACHER MENTORS THE DAY BEFORE THE LESSON

LESSON PLANNING DOCUMENT				
NAME OF TRAINEE		YEAR GROUP	DATE OBSERVATION CARRIED OUT	LESSON OBSERVATION NUMBER /30
SUBJECT		TOPIC		
POSSIBLE MISCONCEPTIONS AND SOLUTIONS				
LEARNING OBJECTIVE				
PRIOR LEARNING/ASSESSMENT/PUPIL STARTING POINTS		EXPECTED PUPIL OUTCOMES		
Whole class:		Whole class:		
Focus individuals:		VOCABULARY (NEW OR MODELLED)		
Focus group:				
RESOURCES TO SUPPORT LEARNING				
THE LEARNING JOURNEY				
APPROX TIMINGS	STRUCTURE OF THE LESSON INCLUDING KEY QUESTIONS	OPPORTUNITIES FOR ASSESSMENT WHO? WHAT? HOW?	ADAPTING FOR THE NEEDS OF PUPILS INCLUDING THE ROLE OF OTHER ADULTS	

## LESSON REFLECTION

THE REFLECTION SHOULD BE COMPLETED BY THE TRAINEE PRIOR TO THE 'LEARNING CONVERSATION' (MENTOR FEEDBACK)

	Whole class	Focus individuals	Focus group
Teaching (concepts, skills, attitudes, evidence) and pupils' learning (strategies, organization, tasks, resources)			
- Were the pupil outcomes as expected?			
- How do you know the pupils progressed in their learning?			
- What evidence do you have?			
- Did any pupils not progress in their learning? Why was this?			
- Which strategies had an impact on pupil learning and behaviour?			
HOW HAS THIS LESSON CONTRIBUTED TOWARDS THE MEETING OF YOUR TARGETS THIS WEEK?			
1.			
2.			
3.			
WHAT ARE YOUR NEXT STEPS/FURTHER DEVELOPMENT AREAS?			



Observing and learning from expert colleagues



Collaborating with expert colleagues



Independent practice

# Example lesson plan and reflection



TRAINEES WILL ENSURE PLANNING IS SHARED WITH THE CLASS TEACHER MENTORS THE DAY BEFORE THE LESSON

## LESSON PLANNING DOCUMENT

NAME OF TRAINEE	Adele Simpson	YEAR GROUP	3	DATE OBSERVATION CARRIED OUT	2.10.20	LESSON OBSERVATION NUMBER	4/30
SUBJECT				TOPIC			
Maths				Comparing and ordering number			
POSSIBLE MISCONCEPTIONS AND SOLUTIONS							
<ul style="list-style-type: none"><li>Some pupils may not be able to visualise the 'missed' counts – have a sticky note with the 'missed' number written on so they can see the number but not say it aloud.</li><li>Pupils may get confused working continuously forwards and backwards along the number line (they may not be able to follow jumps). Encourage them to write their journey alongside instructions.</li><li>Ensure pupils are thinking realistically about their answers, rather than just focusing on the procedure and calculating.</li></ul>							
LEARNING OBJECTIVE							
<ul style="list-style-type: none"><li>Recognise the place value of each digit in a three digit number (hundreds, tens, ones)</li><li>Compare and order numbers up to 1000</li></ul>							
PRIOR LEARNING/ASSESSMENT/PUPIL STARTING POINTS				EXPECTED PUPIL OUTCOMES			
<b>Whole class:</b> Building on previous work focusing on visualizing, rather than always relying on concrete resources relating to 2s, 5s, 10s.  Assess the children's written work when ordering numbers – are they confident, or does this need to be continued through the week?				<b>Whole class:</b> Children will be able to confidently recognise the value of within a number  Children will be able to order numbers and explain why a larger than another.			
<b>Focus individuals:</b> DY confident with 2s, 5s, 10s - ready for reasoning tasks to challenge thinking.  AE – needs to re-visit 1-20 before engaging in task				<b>VOCABULARY (NEW OR MODELLED)</b> More/less than Larger/smaller Place value Digits Hundred/tens/ones Division Mentally Multiple Negative			
<b>Focus group:</b> Red table: all still making mistakes with digit reversals and the same digits e.g. 13 and 31							
RESOURCES TO SUPPORT LEARNING							
Number squares, dienes, trail cards, counting stick, word bank							

9.30 – 9.45	Display a number square on the IWB and ask the pupils about any patterns they notice. Ask how it can be used to mentally and quickly add or subtract 1 or 10. Create a diagram using arrows labelled with: +1, -1, +10, -10 and display on the working wall.  Model following a number trail using the number square, instructions include mental calculations such as: Start at 41, add 10, subtract 2, add 30. Discuss what they will need to do when adding or subtracting a multiple of 10 rather than 10. (Set AE, HH, DV, DF, KS to independent work). Display a number trails including instructions such as: Start at number 123, add 40, subtract 3, add 200. Ask the children whether a number square will support them with these calculations. Discuss how to perform these calculations mentally (adjusting the particular column accordingly) and model how to track the trail alongside the set of instructions.	Pupils may get confused working continuously forwards and backwards along the number line (they may not be able to follow their jumps). Can they write/represent their journey alongside the instructions.  CT to use AFL to determine groups for final part of lesson.	MS to have work using rely then  MS to write/represent their journey alongside the instructions.  Encourage them to write their journey alongside instructions.  Prov support a diff
9.45 – 10.15	High attaining (based on AFL) (guided with TA): Follow number trails, adding and subtracting 1s, and multiples of 10 and 100, tracking the answers along the instructions. (Answers up to 1000) Ext: Complete the ext number trail involving using -ve numbers. Use extended number square to support. Achieving as expected (based on AFL): Follow number trails, adding and subtracting 1s, and multiples of 10 and 100, tracking the answers along the instructions. (Answers up to 500) Ext: Complete number trail with answer up to 1000. Those in need of intervention (based on AFL): Stick the arrow diagram in their maths book to remind them of the rules for adding 1 and 10 using a number square. Follow the instructions of the number trails, tracking their movements on a blank number square.	MS to provide feedback to CT relating to the higher attainers and their next steps for next lesson. CT to assess intervention group and ascertain support needed in afternoon group to ensure 'keep-up'.  EL, S the i need learn	MS to have work using rely then  MS to write/represent their journey alongside the instructions.  Encourage them to write their journey alongside instructions.  Prov support a diff

## LESSON REFLECTION

THE REFLECTION SHOULD BE COMPLETED BY THE TRAINEE PRIOR TO THE 'LEARNING CONVERSATION' (MENTOR FEEDBACK)

Teaching (concepts, skills, attitudes, evidence) and pupils' learning (strategies, organization, tasks, resources)	Whole class	Focus individuals	Focus group
- Were the pupil outcomes as expected? - How do you know the pupils progressed in their learning? - What evidence do you have? - Did any pupils not progress in their learning? Why was this? - Which strategies had an impact on pupil learning and behaviour?	Majority of pupils were able to apply their visualisation skills from last week to the lesson. Less reliant on number square, but were looking at the impact of the calculation on the digits in the columns. The pupils' books show me the majority are confident in ordering numbers to 1000, but I think I need to re-visit this each day for the next week to make sure they have retained the skill and are ready to apply and move on in their learning. I will amend the planning for the next 3 lessons to incorporate opportunities for this. The modelling on the IWB really helped the class know what was expected of them during independent learning. Far fewer questions about what they were supposed to be doing. Before they started on their independent work, I asked different pupils to recap the expectations once they returned to their tables – this seemed to have a positive effect because they about their in	DY – made progress after planning was amended to include a verbal explanation about +/- multiples of 10. Responded well to being viewed as the 'expert' and finding out what his personal challenge was seemed to push him further in his learning. Needs more opportunities for verbal explanation alongside the correct answer. AE – made some progress but still very reliant on TA and had to spend longer on numbers 1-20 than I had planned for. Next lesson I will pre-teach prior to the lesson to ensure she has a head-start to access the learning in the lesson. Also a visual reminder would be useful and increase independence. Should have made a visual reminder before the lesson as this took up valuable time in the lesson. However, much more engaged than previously and the recap of 1-20 benefitted the learning.	Red table: Much better once we used the bundles of straws and numicon to make the numbers before trying to compare. Far fewer mistakes made compared to last lesson and all made progress. Now need to focus on visualisation rather than using concrete manipulatives to avoid over-reliance. Modelling of this to the group ensured they made fewer mistakes. Need to model how to represent this as a drawn image next.

## HOW HAS THIS LESSON CONTRIBUTED TO THE LEARNING JOURNEY?

1.	Used positive reinforcement more publicly and DV were starting to dis-engage, many times I try positive reinforcement impact – next time I would try twice as much
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2.	Many of the pupils responded positively to the 'find all possibilities' and saw it as a competition/challenge. I need to make sure I know how many ways there are before the lesson so I know when to let them stop. However, some seemed a bit overwhelmed by having so many possibilities, so next time I think I will ask some to find 5 possibilities rather than all of them. If they manage to do this, then they could progress on to all possibilities.
3.	I knew which vocabulary I wanted to promote and marked this on my plan, and this worked the majority of the time. I managed to correct some of the pupils during the input and I liked the way they started reminding each other. This may be something I could build on as they were very supportive of each other. I also think a visual word bank would help that I could refer to and add to.

## WHAT ARE YOUR NEXT STEPS/FURTHER DEVELOPMENT AREAS?

- Providing more opportunities for pupils to verbally reason in maths, both in front of the class and within smaller groups
- Anticipating the resources needed by pupils prior to the lesson and providing/making them

## FORMAL LESSON OBSERVATION DOCUMENT – 2020-2021

NAME OF TRAINEE:	Kate Reid	NAME OF OBSERVER(S):	Jane Gaddens
DATE OBSERVATION CARRIED OUT:	4/11/20	LESSON OBSERVATION NUMBER:	7/30
SUBJECT & TOPIC (e.g. Maths – comparing unitary fractions)	Maths: Partitioning 3-digit numbers		

### WHAT ARE THE EXPECTED LEARNING OUTCOMES FOR PUPILS

- To be able to read and write a 3-digit number
- To be able to recognise the place value of each digit in a 3-digit number
- To be able to partition and re-combine 3-digit numbers

### CURRENT TRAINEE FOCUS (linked to SCITT curriculum targets)

1	Lesson planning informed by 'how pupils learn 1' To effectively identify, plan for, and address misconceptions relating to place value in 3-digit numbers during the input.
2	Secure subject knowledge to support effective teaching and learning To understand why pupils have misconceptions surrounding place value in 3-digit numbers and how to address the misconceptions.
3	Individual target choice To ensure high expectations are maintained, through clear instructions, when pupils are working in partners during inputs.

### Behaviour management – High Expectations and Managing Behaviour

#### Notes:

- Use of positive praise for GF and HB working together and this reminded others in the class of the expectation.
- Reminded whole class of expectation before starting whiteboard work – also asked DS to remind the class.
- Visual reminder on whiteboard used to support those who struggle to remind each 'chunk' of the task.
- Privately reminded SD of the behaviour policy which helped her to focus again

#### Questions:

- When BD and KI had found the answer quickly and then started distracting others, how could you have prevented this? What are your thoughts on the current pairings? Would you suggest any changes?

### Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching

#### Notes:

- Used misconception identified from the previous lesson as a starting point to make sure all pupils understood (123 partitioned is not  $1 + 2 + 3$ )
- Arrow cards used effectively during the input to address the above misconception – would it help if some pupils had these to use on the tables?
- Although you had not planned to address the misconception (when you recombine, the digits can be swapped round), you applied your maths subject knowledge unpick the maths and explain effectively.
- Use of a non-planned mini-plenary to self-mark and identify further teaching points needed.

#### Questions:

- Although you had addressed the misconception (123 partitioned is not  $1 + 2 + 3$ ) in the input, SW, BV and LL still made this mistake during independent work – what else could you do to support them?
- How could you stretch PT, NM, DK, LD, SA and CV further now that they have shown they are able to partition 3-digit numbers using standard and non-standard partitioning

### Subject & curriculum

#### Notes:

- Misconceptions (common and one identified in previous lesson) highlighted on planning.
- Research used to plan how to address the misconceptions (Haylock).
- Used information from previous lesson to inform starting points for this lesson.
- Maths vocabulary modelled well and picked up on and corrected any mistakes made by the pupils.

#### Questions:

- Did all pupils have the secure fluency when re-combining using addition facts?

Could you have used any other visuals/manipulatives to support the partitioning of the numbers?

### Assessment

#### Notes:

- Used assessment from previous lesson to inform starting points and to address misconception.
- Work marked accurately against school marking policy
- Opportunity provided to self-assess and address any common misunderstandings.

#### Questions:

How do the pupils know what their next steps are?

### Professional Behaviours

#### Notes:

- Tackling Misconceptions in Primary Maths (Mackie) had been used to plan to address misconceptions and some images used within the lesson.
- When reminded about public praise, KR responded swiftly and it had the desired impact on the class.

#### Questions:

How could your TA be used more effectively during the input?

### AREAS IDENTIFIED FOR DEVELOPMENT

- Ensuring pupils are challenged in the learning, without providing more of the same for them to complete
- Effective deployment of TA

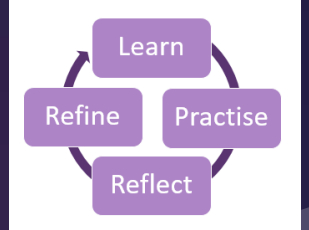
SIGNATURE OF TRAINEE:	K. Reid	DATE:	4.11.20
SIGNATURE OF OBSERVER(S):	Jane Gaddens	DATE:	

# Teachers TV video

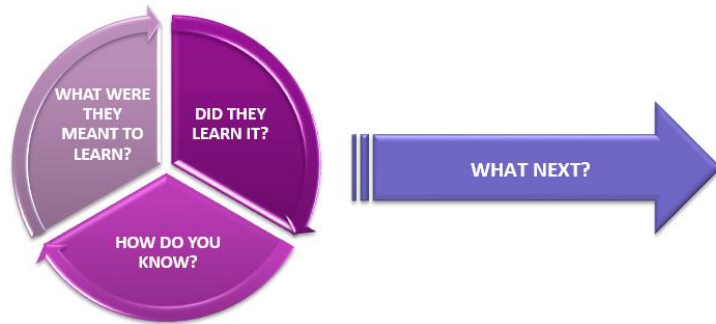


- Strengths
- Areas for development
- Target and actions

# Feedback and learning conversations



- ▶ Plan an opportunity for both the trainee and class teacher mentor to reflect and process an observed lesson prior to a learning conversation
- ▶ Through facilitation and questioning, encourage the trainee to reflect accurately about pupil learning and behaviour, and their own development (see page 23-24 in the CTM handbook for suggested questions)
- ▶ Feedback and questions should be mainly focused on current targets, successful practice and any emerging needs – focus on what the trainee can do something about
- ▶ Redundancy effect
- ▶ Highest leverage



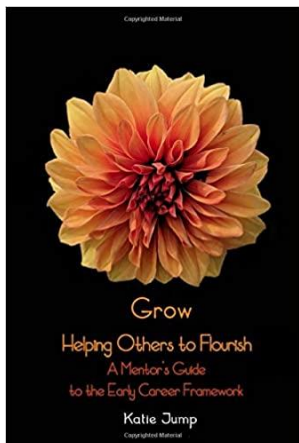
	Challenging	Not Challenging
Supportive	Most effective mentoring. Trainee develops through acquiring new knowledge and skills.	Ineffective mentoring. Trainee only confirms pre-existing notions of teaching.
Not Supportive	Ineffective mentoring. Trainee does not develop and may withdraw from mentoring relationship.	Ineffective mentoring. Trainee does not develop.

# Timeline dates autumn term

<b>Assignments (University of Roehampton) TRAINEE</b>	<ul style="list-style-type: none"><li>• Wednesday 8<sup>th</sup> September Induction</li><li>• Wednesdays 15<sup>th</sup>, 22<sup>nd</sup> and 29<sup>th</sup> September Professional Studies</li><li>• Wednesday 6<sup>th</sup> October Initial writing task submission</li><li>• Wednesday 13<sup>th</sup> October Professional Studies</li></ul>
<b>Subject knowledge development TRAINEE</b>	<ul style="list-style-type: none"><li>• Friday 24<sup>th</sup> September Submission of subject audit scores and targets</li></ul>
<b>Evidence focus weeks TRAINEE</b>	<ul style="list-style-type: none"><li>• W/b 11<sup>th</sup> October electronic submission to SCITT by Friday 22<sup>nd</sup> October</li></ul>
<b>Quality Assurance Visits (QA Committee) TRAINEE, CTM &amp; PM</b>	<ul style="list-style-type: none"><li>• QA1 visit w/b 13<sup>th</sup>, 20<sup>th</sup> &amp; 27<sup>th</sup> September</li><li>• QA1 documents to SCITT by Friday 1<sup>st</sup> October</li></ul>
<b>Class teacher mentor CPD</b>	Please see personalised CTM pathways
<b>Professional mentor meetings</b>	<ul style="list-style-type: none"><li>• Tuesday 21<sup>st</sup> September 1.00pm – 3.00pm Professional Mentors</li></ul>

# Useful resources and materials

- ▶ SCITT induction videos
- ▶ SCITT handbook
- ▶ CTM handbook
- ▶ SCITT website – members only area, mentor hub
- ▶ <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
- ▶ <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>



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ITT Core Content Framework

