

# Class teacher mentor meeting

**Kirsten Varney & Clare Jeffery**  
**March 2021**

Opportunities to ask questions and chat to the SCITT Team

Tuesday 16<sup>th</sup> March 4.00pm-5.00pm  
Thursday 25<sup>th</sup> March 3.30pm – 4.30pm



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Working in Partnership



Thank  
You

# Agenda

## PART 1

- ▶ Class teacher mentor interim programme evaluation
- ▶ Updates and changes for spring 2
- ▶ Implementation of the taught curriculum
- ▶ Teachers' Standards Tracking Profiles

## PART 2

- ▶ Updates and changes for summer 1&2
- ▶ Implementation of the taught curriculum
- ▶ Moving from mentoring to coaching

# PART 1

# Class teacher mentor interim programme evaluation



F&G Primary SCITT Class Teacher Mentor Interim Programme Evaluation Spring 2021

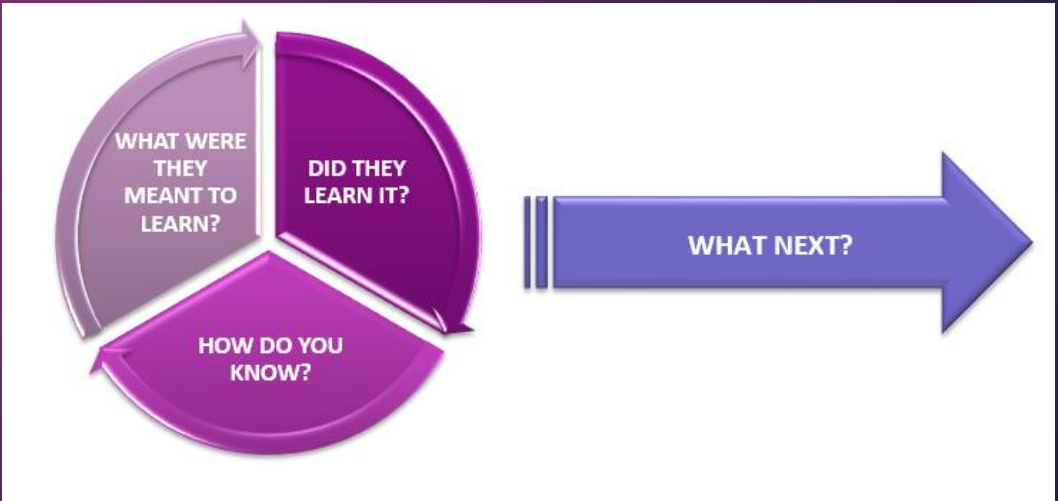
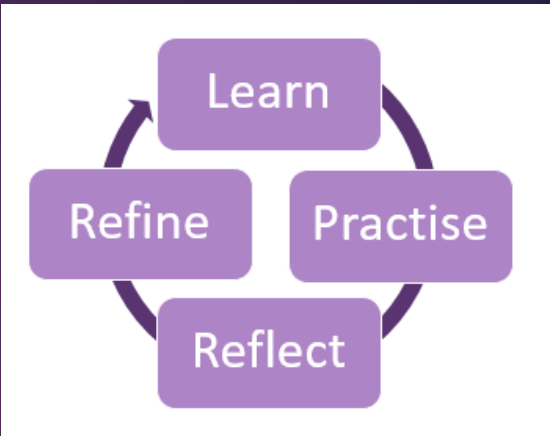
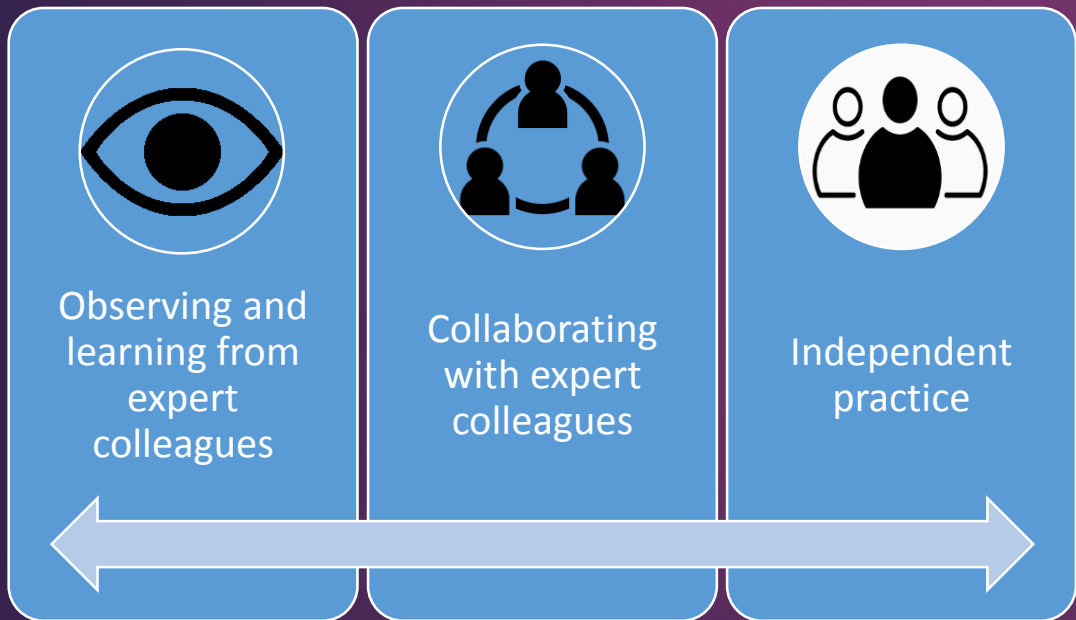
Name: \_\_\_\_\_

Feedback	Strongly agree	Agree	Disagree	Strongly disagree	Comments
<b>Curriculum</b>					
The SCITT curriculum, including SCITT training and fortnightly target themes, has a coherent and sequential design which relates to how trainees learn and develop through the ITT year.					
The trainee has been supported to apply the SCITT taught curriculum (Friday training) to their classroom practice (through sharing the notable elements document).					
The trainee has been supported to apply their academic reading and writing (PGCE) to their classroom practice.					
The trainee timetable is aligned with the school placement half-termly expectations.					
The SCITT curriculum (SCITT training and school experiences) have provided opportunities for trainees to make progress against the five core curriculum areas. <ul style="list-style-type: none"> <li>Behaviour Management</li> <li>Pedagogy</li> <li>Curriculum</li> <li>Assessment</li> <li>Professional Behaviours</li> </ul>					
The SCITT curriculum (SCITT training and school experiences) have provided opportunities for trainees to make progress against identified local priorities: <ul style="list-style-type: none"> <li>Culture and climate</li> <li>Language and communication</li> <li>Meeting the needs of individuals</li> <li>SEND</li> </ul>					

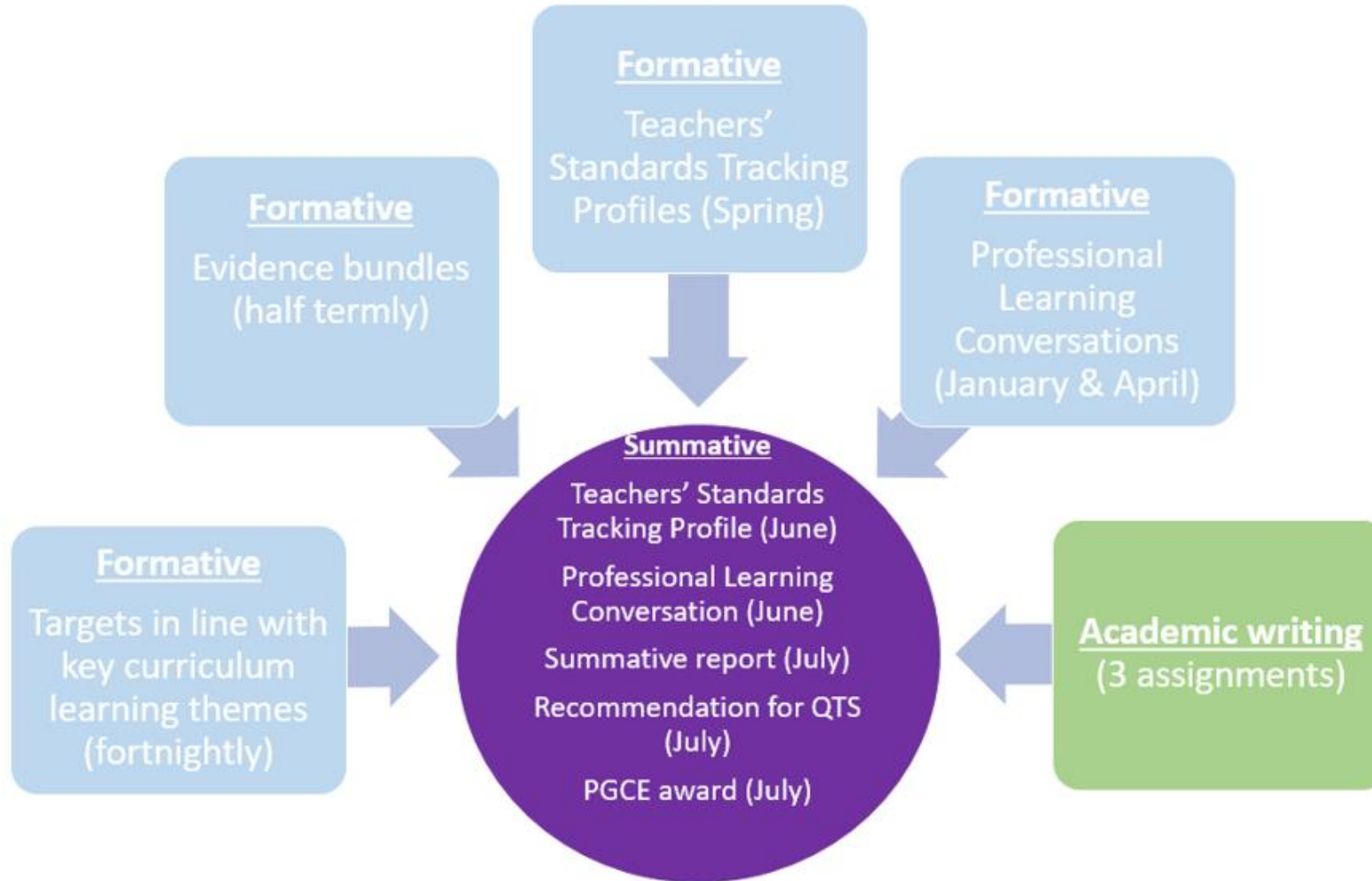
- **Return to SCITT by Friday 26<sup>th</sup> March (electronic or handwritten)**

# Updates and changes for spring 2

- ▶ CTM and trainee working in the same class
  - ▶ PPA together and non-contact time for trainees
  - ▶ A minimum of one formal lesson observation and feedback per week
  - ▶ A weekly timetable using the SCITT guidance
  - ▶ Working towards a 60% teaching load by Easter
  - ▶ Regular progress and development discussions
- 
- ▶ Updated target/development documents submitted by 5<sup>th</sup> March and 26<sup>th</sup> March
  - ▶ Evidence bundles submitted by 1<sup>st</sup> April
  - ▶ Teachers' Standards Tracking Profile submitted by 1<sup>st</sup> April



# Assessment





# Spring 2 half termly expectations

## Key learning and development themes:

- Assessment and feedback
- Assessment and planning
- Subject knowledge and pedagogy
- Adaptive teaching
- How pupils learn – questioning and classroom talk
- Assessment- data and progress
- Wellbeing

## Teaching:

- ✓ 60% by Easter including two whole class lessons per day
- ✓ Core and foundation subjects
- ✓ Regular team teaching with Class Teacher Mentor
- ✓ Teaching of sequences

## Planning:

- ✓ Core and foundation
- ✓ Planning collaboratively with the Class Teacher Mentor – sequences of lessons
- ✓ Independently planning individual lessons and sequences
- ✓ Regular use of school planning
- ✓ Planning collaboratively with the year group

## Assessment and feedback:

- ✓ Core and foundation subjects
- ✓ Independently and at times with the Class Teacher Mentor
- ✓ Contribute to progress data, data drops, pupil progress meetings, parents' evenings with the Class Teacher Mentor

# Spring 2 half termly expectations

- EAL experience
- Special school experience
- Year group experience other than second and main placement class (1-2 days per year group)
- 1 day assignment writing for assignment 3
- 1 day in Year Key Stage 3 Secondary School

## University assignment writing days

For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

## Assignment brief

**Title: A case study of one child with additional needs.**

The submission for this assignment is a **ten-minute presentation** focusing on a case study completed during your time in school. The aim of your ten-minute presentation is to present a critical analysis of your teacherly understanding of pupil progress for your case study child with additional needs in an inclusive environment.

# Implementation of the taught curriculum

- ▶ Assessment and feedback
- ▶ Maths – teaching for mastery
- ▶ Literacy through the curriculum
- ▶ Bullying
- ▶ EAL
- ▶ Art
- ▶ Phonics – assessment
- ▶ Wellbeing

**Learn that.....**

**Learn how to.....**

# Learn that..... Learn how to.....

## Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li> <li>2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li> <li>3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li> <li>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li> <li>5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li> <li>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.</li> </ol>	<p><b>Plan effective lessons, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i></li> <li>• <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i></li> <li>• <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i></li> <li>• <i>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</i></li> </ul> <p><b>Make good use of expositions, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Starting expositions at the point of current pupil understanding.</i></li> </ul>

<ol style="list-style-type: none"> <li>7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</li> <li>8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</li> <li>9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</li> <li>10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.</i></li> </ul> <p><b>Model effectively, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).</i></li> <li>• <i>Exposing potential pitfalls and explaining how to avoid them.</i></li> </ul> <p><b>Stimulate pupil thinking and check for understanding, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).</i></li> <li>• <i>Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Planning activities around what you want pupils to think hard about.</i></li> <li>• <i>Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).</i></li> </ul>
	<ul style="list-style-type: none"> <li>• <i>Providing appropriate wait time between question and response where more developed responses are required.</i></li> </ul>



# Assessment and feedback SCITT training

- The difference between formative and summative assessment
- The purpose of assessment
- The value of assessment
- Evidence informed effective feedback
- Effective timing of feedback
- Top tips



	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

<https://cambridge-community.org.uk/professional-development/gswafi/index.html>

## What the evidence says



Feedback  
High impact for very low cost, based on moderate evidence.



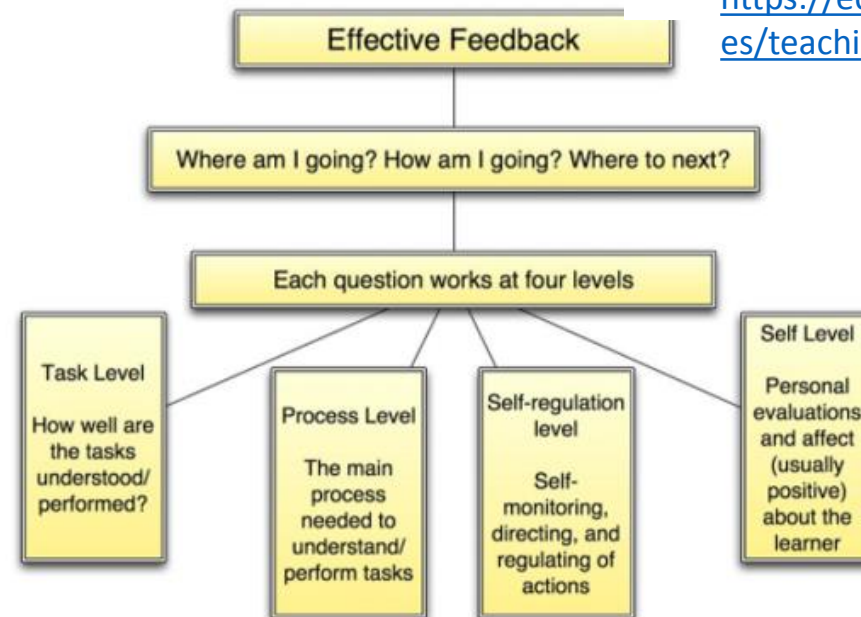
Feedback



The EEF report on feedback suggests that quality feedback:

1. is specific, accurate and clear
2. compares what the learner is doing now with what they have done before
3. gives guidance on how to improve

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback>



Based on: Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.

## Video link

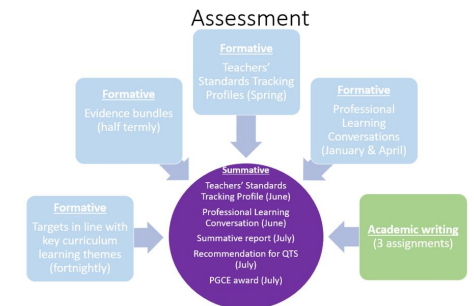
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# Teachers' Standards Tracking Profiles

## TS1 Set high expectations which inspire, motivate and challenge pupils

- Has the trainee established a safe and stimulating environment for pupils, rooted in mutual respect?
- Does the trainee set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions?
- Does the trainee demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils?

Tracking Point	Progress milestones	Cause for concern	On track
SPRING 2	<ul style="list-style-type: none"> <li>• Nancy has developed strong, professional relationships with the pupils they teach, through consistently applying approaches to maintain high expectations and a respectful, positive classroom culture, supportive of learning. Nancy has used creative ways to maintain strong relationships with the pupils in class who have been engaging in their learning remotely.</li> <li>• Nancy has created a number of engaging hooks (including the use of video when remote teaching) to motivate pupils in their learning, and is increasingly adapting her approaches, where necessary, to meet individual needs of pupils.</li> <li>• Nancy has consistently been an excellent role model in demonstrating positive attitudes, values and behaviours which have led to a positive impact on pupil learning and behaviour. She is making good use of the school learning behaviours and using the associated language.</li> </ul>		*





# PART 2

# Updates and changes for summer

- ▶ Resume 'normal' target setting and mentor meetings
- ▶ Trainee experience in the alternative key stage
- ▶ Special School experience
- ▶ SCITT training and CTM meetings will continue online for the foreseeable future
- ▶ QA4 visits



# Summer 1 half termly expectations

## Teaching:

- ✓ Working towards 70% including a minimum of 2 whole class lessons per day
- ✓ A range of core and foundation subjects
- ✓ Experience of teaching whole days
- ✓ Teaching of sequences
- ✓ Some team teaching with class teacher mentor

## Planning:

- ✓ A range of core and foundation
- ✓ Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum
- ✓ Independently planning individual lessons and sequences 'from scratch' using the school curriculum and National Curriculum as starting points
- ✓ Regular use of school planning

## Assessment and feedback:

- ✓ A range of core and foundation subjects
- ✓ Independently
- ✓ Contribute to progress data, data drops, pupil progress meetings, parents' evenings with the Class Teacher Mentor

- EAL experience
- PE experience
- Year group experience other than second and main placement class (1-2 days per year group)
- 1 day assignment writing for assignment 3

## University assignment writing days

For each assignment, trainees are entitled to take two days out of school to focus on their PGCE assignment writing. Trainees must arrange these days with their placement schools in advance.

# Effective target setting

- ▶ **SMART**
- ▶ A target not an action – the underlying purpose
- ▶ Challenging – application of learning
- ▶ Practise (including in low stakes environments)
- ▶ Mental models
- ▶ Action points for mentors and trainees
- ▶ Utilising SCITT training



# Implementation of the taught curriculum

- ▶ Planning from the NC 'from scratch'\*
- ▶ Retrieval practice \*
- ▶ Metacognition \*
- ▶ Maths - planning
- ▶ English – reading
- ▶ PSHE
- ▶ Working with support staff
- ▶ Assessment – the use of data, statutory and summative assessments
- ▶ SMSC & Fundamental British Values
- ▶ English - spelling
- ▶ English – writing

**Learn that.....**

**Learn how to.....**

**AUTUMN**  
MENTORING

**SPRING**  
MENTORING & COACHING

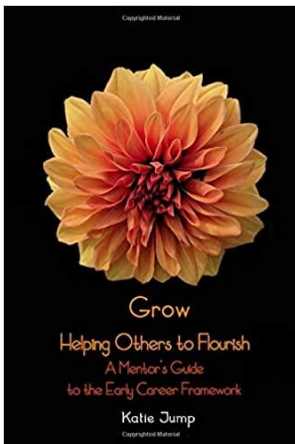
**SUMMER**  
COACHING



Mentoring	Coaching
Billy seemed to struggle with understanding this concept today. It may be worth him joining your focus group tomorrow.	Tell me about Billy's learning today. How will you adapt your teaching approach for him tomorrow?
Have you spotted that red table seem to have finished. They are probably ready for their next task.	Take a scan around the room, tell me what you are noticing? Ok, so talk to me about why that table might not be on task. How might you intervene? Yes, I agree.
You have identified that the higher attainers need more challenge in English. Some ideas might be that they could apply their writing to a different genre, or they could write from a different perspective. Which do you think would be a good idea?	You have identified that the higher attainers need more challenge in English. How could you achieve this? Out of those options, which would have greatest impact on pupils learning whilst remaining manageable for your workload?

# Useful resources and materials

- ▶ SCITT induction videos
- ▶ SCITT handbook – page 28 to 37 (CCF suggested reading)
- ▶ CTM handbook
- ▶ SCITT website – members only area
- ▶ <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
- ▶ <https://www.gov.uk/government/publications/early-career-framework>
- ▶ <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

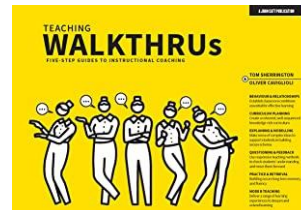


The National Association of  
School-Based Teacher Trainers

katiejumpwrites@gmail.com

nasbtt.org.uk

[https://www.nasbtt.org.uk/temz/podcasts/?utm\\_source=mailpoet&utm\\_medium=email&utm\\_campaign=Don%27t+miss+our+latest+TEMZ+Podcast](https://www.nasbtt.org.uk/temz/podcasts/?utm_source=mailpoet&utm_medium=email&utm_campaign=Don%27t+miss+our+latest+TEMZ+Podcast)



Tom Sherrington &  
Oliver Caviglioli

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## Opportunities to ask questions and chat to the SCITT Team

Tuesday 16<sup>th</sup> March 4.00pm-5.00pm  
Thursday 25<sup>th</sup> March 3.30pm – 4.30pm

Next CTM meeting – Tues 4<sup>th</sup> May 3-5pm OR Thurs 6<sup>th</sup> May 2-4pm



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