

# Class Teacher Mentor Induction Part 1



### Welcome























### Introduction to the SCITT team



Sara Gmitrowicz SCITT Accounting Officer



Clare Jeffery SCITT Director

c.jeffery@harrison.hants.sch.uk



Kirsten Varney
SCITT Programme
Director

k.varney@harrison.hants.sch.uk



Vicky Grimwood SCITT Administrator

farehamandgosportprimaryscitt@harrison .hants.sch.uk



### The SCITT management structure



Sara Gmitrowicz SCITT Accounting Officer



Clare Jeffery SCITT Director



Kirsten Varney SCITT Programme Director



Vicky Grimwood SCITT Administrator

QA Committee

SCITT Strategic Board

**External Moderator** 

**Internal QA** 

**Assessment Committee** 

Programme
Development
Committee



### Aims of the session

- To understand the SCITT curriculum
- To be clear about key SCITT documents and resources
- ► To be clear about SCITT systems and procedures
- ► To understand SCITT assessment procedures
- To raise awareness of workload and wellbeing





### Talent - Train - Teach - Thrive

- Partnership
- CPD Pioneer education
- Fareham & Gosport
- Collaboration
- Growing our own and talent spotting
- High quality



## 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? Fore example regular medical appointments, childcare



### The CTM Handbook



## Creating a critical environment for trainee teachers to develop

Mentoring can be supportive or not supportive, challenging or not challenging. Research evidence suggests that the most effective mentoring occurs when mentors are supportive yet challenging. As a result, trainees make the most efficient progress, as is illustrated in the following matrix:

	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.

#### **Professional Relationships**

The relationship between trainee and mentor is important to the success of the placement and the trainee's development. This relationship works best when both these parties have a clear understanding of the following expectations.

#### Trainees are expected to recognise that:

- · CTMs have a primary responsibility to their class
- · taking the lead and not waiting to be told or directed is an important part of developing professionalism
- · they must take responsibility for their own learning and that of the pupils they teach
- they must demonstrate initiative and flexibility in the school setting
- · they should seek support or help.

#### CTMs should:

- · be aware of the range of experiences that adult learners bring to the classroom
- acknowledge the previous skills and expertise of the trainee.

In getting to know the trainee better, it is advisable for CTMs to focus their discussions with trainees, near the beginning of the placement, to discover:

- what the trainee's preconceptions about teaching are
- what values the trainee holds in relation to teaching
- what the trainee thinks constitutes good practice
- what methods of teaching appear to be the trainee's preference.

These beliefs and preconceptions should then be challenged by the CTM in a way that allows the trainee to embed them into practice, with or without refinement, or even reject them.

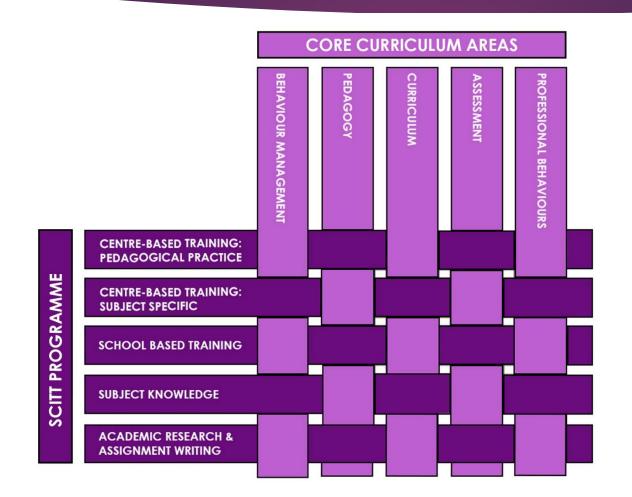


### Trainee support network

CTM	Class Teacher Mentor	<ul> <li>Undertake a formal lesson observation and provide feedback (learning conversation) at least once per week</li> <li>Provide daily informal guidance, mentoring and coaching</li> <li>Lead a fortnightly target setting mentor meeting and complete the appropriate document</li> <li>Complete Teachers' Standards Tracking Profile at assessment points</li> <li>Provide opportunities for the trainee to observe expert colleagues</li> <li>Plan appropriate timetables for the trainee including joint PPA time</li> <li>Meet with QA team during QA visits</li> </ul>
PM	Professional Mentor	<ul> <li>Meet with the trainee at least once per half term</li> <li>Formally observe the trainee at least once per term</li> <li>Meet with QA team during QA visits</li> <li>Fulfil CTM responsibilities in the case of absence</li> </ul>
S Primary ITT team	Fareham and Gosport Primary School Centred Initial Teacher Training Team	<ul> <li>Design, lead, evaluate and refine the SCITT training programme</li> <li>Track and monitor trainee progress including target setting mentor meeting documents</li> <li>Communicate weekly with everyone in the SCITT partnership</li> <li>Provide training for CTMs and PMs</li> <li>Chair SCITT committees</li> </ul>
UOR	University of Roehampton Academic SCITT Liaison	<ul> <li>Provide input, support and guidance with academic writing</li> <li>Point of contact for trainees</li> </ul>

## The Fareham & Gosport Primary SCITT Curriculum





#### **Local priorities:**

- Culture and climate
- Language and communication
- Meeting the needs of individuals
- SEND



### **EVIDENCE INFORMED**

A forward-thinking and outward-looking approach through the use of up-to-date research to inform all content and facilitation of the programme

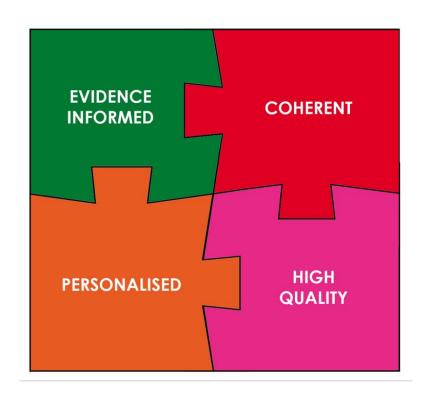
Forensic analysis of internal and external evidence is used to inform all programme actions and developments

#### **PERSONALISED**

An informed, proactive and responsive approach to support and challenge the learning needs of cohorts, groups and individual trainee teachers, based on initial starting points and rates of progress

Through the blended approach, a genuine community of support and commitment ensures an accessible curriculum for all

### Key principles



#### COHERENT

A consistent and blended approach implemented between the SCITT team, Partner Schools and University

A cumulative, connected sequence of training (incorporating SCIIT training, school based practice and academic reading and writing) to support progress and learning over time

A rich curriculum created through extensive opportunities to learn, practice, reflect and refine

#### **HIGH QUALITY**

Working together with experts from within the well-established partnership and beyond

The curriculum ensures every trainee teacher will be a confident and competent practitioner who is well prepared for their NQT role and early career development

Effective mentoring and coaching focuses on learning, practising, reflecting and refining

Robust Quality Assurance systems and processes support and maintain a high quality curriculum

### SCITT Handbook





Useful sections: to help with preparation for September:

- the SCITT curriculum
- timetable expectations e.g. autumn term working to 50% teaching load
- termly expectations
- target setting
- Professional Development Portfolio (PDP)



## Class Teacher Mentor (CTM) Handbook



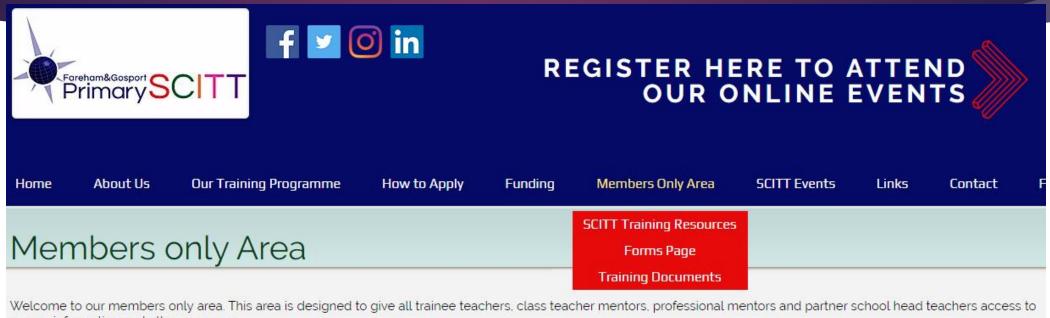


- Advice and guidance
- Role of the mentor
- Support with observations and feedback
- Support with developing effective professional relationships
- Target setting guidance and support
- Coaching questions



### SCITT website www.farehamandgosportprimaryscitt.co.uk





course information and other resources.



Hello Kirsten Varney Log out



## Time for a break

### Timeline



	•	~~~	
Time	III O	-311-3	1 -,-,

Timeline 2021-22						
SCITT Exam Board	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thursday 7 <sup>th</sup> July						
Assignments (University	<ul> <li>Wednesday 8<sup>th</sup></li> <li>September Induction</li> </ul>	Wednesday 24 <sup>th</sup> November and	<ul> <li>Submission of Professional Studies assignment Tuesday 4th</li> </ul>	<ul> <li>Submission of Core Curriculum assignment</li> </ul>	<ul> <li>Submission of Wider Curriculum assignment</li> </ul>	
of Roehampton)	Wednesdays 15th, 22rd	Wednesday 8 <sup>th</sup>	January	Monday 28th February	Monday 25th April	
TRAINEE	and 29th September	December Core	· '	<ul> <li>Wednesday 9<sup>th</sup> and 23<sup>rd</sup></li> </ul>	, ,	
	Professional Studies     Wednesday 6 <sup>th</sup> October	Curriculum		March Wider Curriculum		
	Initial writing task					
	submission					
	<ul> <li>Wednesday 13<sup>th</sup> October Professional Studies</li> </ul>					
Subject knowledge	Friday 24 <sup>th</sup> September		Friday 18 <sup>th</sup> February			Friday 10 <sup>th</sup> June
development	Submission of subject		Submission of subject			Submission of progress
TRAINEE	audit scores and		target interim review			scores and NQT target
	targets					development
Formal lesson	A minimum of one	A minimum of one	A minimum of one	A minimum of one	A minimum of one	A minimum of one
observations	formal lesson	formal lesson	formal lesson	formal lesson	formal lesson	formal lesson
СТМ	observation per week	observation per week	observation per week	observation per week	observation per week	observation per week
	(and the following	(and the following	(and the following	(and the following	(and the following	(and the following
	weeks timetable)	weeks timetable)	weeks timetable)	weeks timetable)	weeks timetable)	weeks timetable)
	handed in by 4pm	handed in by 4pm	handed in by 4pm	handed in by 4pm	handed in by 4pm	handed in by 4pm
	every Friday	every Friday	every Friday	every Friday	every Friday	every Friday
Professional mentor	A minimum of one	A minimum of one	A minimum of one	A minimum of one	A minimum of one	A minimum of one
observations	formal observation	formal observation	formal observation	formal observation	formal observation	formal observation
PM						
Target Setting Mentor	<ul> <li>Fortnightly meeting</li> </ul>	Fortnightly meeting	Fortnightly meeting	Fortnightly meeting	Fortnightly meeting	Fortnightly meeting
Meetings	and Friday 4pm	and Friday 4pm	and Friday 4pm	and Friday 4pm	and Friday 4pm	and Friday 4pm
CTM	electronic submission	electronic submission	electronic submission	electronic submission	electronic submission	electronic submission
	in line with the target	in line with the target	in line with the target	in line with the target	in line with the target	in line with the target
	setting and mentor	setting and mentor	setting and mentor	setting and mentor	setting and mentor	setting and mentor
	meeting document	meeting document	meeting document	meeting document	meeting document	meeting document
	dates and key themes.	dates and key themes.	dates and key themes.	dates and key themes.	dates and key themes.	dates and key themes.



### **SCITT** centre based training

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 Placeme	ent	School Placement	
, and the second	Fri 3 <sup>rd</sup> Sep	School Placeme	ent	School Placeme	nt
	Wed 8 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
6 <sup>th</sup> Sep 21	Thurs 9 <sup>th</sup> Sep	PROFESSIONAL BEHAVIOURS Role of the Teacher	Clare Jeffery & Kirsten Varney SCITT	PROFESSIONAL BEAHVIOURS PEDAGOGY – ADAPTIVE TEACHING Safeguarding PREVENT	Jane Bowden Harrison Primary School
	Wed 15 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
13 <sup>th</sup> Sep	Thurs 16 <sup>th</sup> Sep	PEDAGOGY – HOW PUPILS LEARN  & CLASSROOM PRACTICE  Child Development & EYFS		BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR Managing Behaviour 1 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT
	Wed 22 <sup>nd</sup> Sep	University of Roehampton	Online	University of Roehampton	Online
20 <sup>th</sup> Sep	Thurs 23 <sup>rd</sup> Sep	PROFESSIONAL BEHAVIOURS PEDAGOGY – HOW PUPILS LEARN Learning theory – researched informed practice and critical thinking	Clare Jeffery & Kirsten Varney SCITT	PEDAGOGY – CLASSROOM PRACTICE  & ADAPTIVE TEACHING  Communication and Language  Development	Zoe Evans Wallisdean Infant School
	Wed 29 <sup>th</sup> Sep	University of Roehampton	Online	University of Roehampton	Online



### Learning outcomes

#### PEDAGOGY - HOW PUPILS LEARN

How Pupils Learn 1 - Memory

#### Trainees will develop their understanding of:

- cognitive science and how pupils learn
- how working memory and long term memory support learning
- o 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	Subsequent training which will re-visit	
Pupils Learn 1	elements from How Pupils Learn 1	
Learning Theory	History	
	Planning 1	
	How Pupils Learn 2-7	



### CTM Curriculum Summary

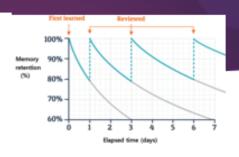
### How Pupils Learn 6: Retrieval Practice

- How retrieval practice links to memory
- > Evidence to support retrieval practice
- > Direct and indirect benefits of retrieval practice
- > Applying critical thinking to retrieval practice
- Retrieval practice strategies
- ➤ Spaced learning/practice
- Interleaving





https://www.retrievalpractice.org/library



Ebbinghaus' Forgetting Curve

	Direct Benefits	Indirect Benefits
	Improved / fluent recall Reduces cognitive load	Metacognition – pupils become more aware of their learning Facilitates
	Supports building schema Facilitates the learning of new material	responsive teaching Workload



https://www.bing.com/v ideos/search?q=What+is +retrieval+practice%3f& &view=detail&mid=BEE D5B02460C3B4AC49EBE ED5B02460C3B4AC49E& &FORM=VRDGAR



#### Primary SCITT

#### Notable elements of the training session to discuss with Class Teacher Mentor 2020-2021

Name (optional)	Date	
Training session	Delivered by	

3 things I have taken away from today's training session
o things that calcinately of talking occolor
From today's training I will:
- 1

### School placement termly expectations



	Autumn 1	Autumn 2
Key le	arning and development themes:	Key learning and development themes:
٥	Climate and culture	<ul> <li>Planning</li> </ul>
٥	Effective teaching and learning	<ul> <li>Adaptive teaching</li> </ul>
٥	Child Development	<ul> <li>Subject knowledge and pedagogy</li> </ul>
٥	How pupils learn - Cognitive science/memory	<ul> <li>Assessment and feedback</li> </ul>
٥	Subject knowledge and pedagogy	<ul> <li>How pupils learn – instructional strategies</li> </ul>
٥	Theory and practice	<ul> <li>Effective use of lesson time</li> </ul>
٥	Planning	<ul> <li>Professional Behaviours</li> </ul>
٥	Wellbeing	a Wellbeing
Traine	e targets:	
Induct	tion targets (starting Thursday 2 <sup>nd</sup> September)	Trainee targets:
1.	Climate and culture	Thursday 4th November
2.	Building relationships	1. Climate and culture (linked to Managing Behaviour 1
3.	Interview target	& 2 SCITT taught curriculum)
Friday	17 <sup>th</sup> September	<ol><li>Secure subject knowledge to support effective</li></ol>
1.	Climate and culture (linked to Managing Behaviour 1 SCITT taught	t teaching and learning
	curriculum)	<ol> <li>Professional <u>Behaviours</u> e.g. deploy support staff</li> </ol>
2.	Essential elements of effective teaching (linked to Role of the	effectively, professional relationships
	Teacher SCITT taught curriculum)	Thursday 18th November
3.	Secure subject knowledge to support effective teaching and	<ol> <li>Planning and strategies to support pupils with SEND</li> </ol>
	learning (linked to Role of the Teacher SCITT taught curriculum)	(linked to SEND SCITT taught curriculum)
Friday	1st October	Assessment and feedback
1.	Climate and culture (linked to Managing Behaviour 1 SCITT taught	<ol> <li>Professional behaviours e.g. contributions to wider</li> </ol>
	curriculum)	school life and ethos, working with parents and
2.	Applying learning theory to practice (linked to Learning Theory	GUCCCS
	SCITT taught curriculum)	Thursday 2 <sup>rd</sup> December
3.	Lesson planning (linked to How Pupils Learn 1- Cognitive Science	<ol> <li>Instructional strategies linked to effective use of</li> </ol>
	and Memory, and planning 1 SCITT taught curriculum)	lesson time (linked to How Pupils Learn 2 SCITT

taught curriculum)

SCITT taught curriculum)

further development

2. Culture and climate (linked to Managing Behaviour 3

3. Individual target e.g. a target previously not met or

Friday 15th October

1. Essential glemnets of effective teaching (linked to the Role of the

2. Lesson planning (linked to How Pupils Learn 1- Cognitive Science

and Memory, and planning 1 SCITT taught curriculum)

 Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum)

Teacher SCITT taught curriculum)

Teaching:  Working towards 50% teaching load including up to two whole class lessons per week  Mainly core - English, gaths, and phonics  Regular team teaching with Class Teacher Mentor  Group teaching  Planning:  Mainly core - English, gaths, 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, gaths, and phonics  With the Class Teacher Mentor	- 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 and independently
With the class reacher Mentor	<ul> <li>Involvement with progress data, data drops, pupil progress meetings</li> </ul>
1 day in Year R or a nursery setting (EYFS)	Experience in Year 6     1 assignment writing day for PGCE     1 transition days to second placement     Joint CTM observation at main placement and transition meeting.



### Target setting

- Crucial element of formative assessment
- Scheduled target themes aligned to the curriculum
- Personalised developmental targets
- SMART targets
- Appropriate actions
- Learn practice reflect refine
- Use the Target Setting Mentor Meeting document
- Arrange a cyclical fortnightly target setting meeting

Specific (precise)	Be clear about what you want the trainee to achieve and why; for
	example, impact on outcomes for pupils, subject knowledge
	development, mastery of a specific aspect of the SCITT curriculum
Measurable	Pitched at an achievable (realistic) level and modelled so that the trainee
/Achievable	can understand how to achieve the target. Appropriate levels of
	challenge and support should be provided which link to clearly identified
	success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the
	resources available to achieve the target? Can this target be met
	alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit
	steps for successful achievement. Larger more substantial targets should
	be broken down over a number of weeks to enable the trainee to make
	clear steps of progress.





- Effective teaching and learning
- Child Development
- How pupils learn Cognitive science/memory Subject knowledge and pedagogy
- Theory and practice
- Planning
- o Wellbeing Trainee targets:

#### Induction targets (starting Thursday 2nd September)

- 1. Climate and culture 2. Building relationships
- 3. Interview target
- Friday 17th September Climate and culture (linked to Managing Behaviour 1 SCITT taught
- 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)
- 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)

- Essential glemnets 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

- Subject knowledge and pedagog
- Assessment and feedback
- How pupils learn instructional strategies
- Effective use of lesson time
- Professional Behavious

- Thursday 4th November
- nate and culture (linked to Managing Behaviour : & 2 SCITT taught curriculum)
- 2. Secure subject knowledge to support effective teaching and learning
- 3. Professional Behaviours, e.g. deploy support staff effectively, professional relationships

#### Thursday 18th November

- (linked to SEND SCITT taught curriculum) Assessment and feedback
- 3. Professional behaviours e.g. contributions to wider school life and ethos, working with parents and

- Instructional strategies linked to effective use of lesson time (linked to How Pupils Learn 2 SCITT
- 2. Culture and climate (linked to Managing Behaviour :
- SCITT taught curriculum) 3. Individual target e.g. a target previously not met or

#### Trainee Teacher:

Main placement	Main placement class	Main placement
school:	teacher mentor:	professional mentor:
Second placement	Second placement	Second placement
school:	class teacher mentor	professional mentor

The target setting process is crucial as it forms the basis of the formative assessment process which monitors trainee progress and identifies where there may be a need for additional support. Please ensure all required components of the learning conversation are discussed each fortnight:

THE LEARNING	CONVERSATION
Trainee and pupil wellbeing	How the trainee's teaching has improved pupil outcomes
Celebration of trainee success and strengths, and identified areas for development	<ul> <li>The quality and impact of the trainee's marking and feedback, assessment records and planning</li> </ul>
<ul> <li>Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations</li> </ul>	<ul> <li>How secure the trainee's subject knowledge is and any appropriate next steps (refer to the context and content of the SCITT curriculum and school-based teaching)</li> </ul>
<ul> <li>How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching</li> </ul>	<ul> <li>Review the previously set targets and agree appropriately challenging developmental targets, along with actions to be undertaken by the trainee, mentor and others to enable the trainee to achieve their targets</li> <li>Targets may be carried over when not fully met</li> </ul>
<ul> <li>Any educational reading or research that has had impact on professional development and teaching practice</li> </ul>	<ul> <li>Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific</li> </ul>

### Target setting mentor meeting



	Target revi	ew and development Friday 15th October 2021		
	sonalised targets set Friday 1" October 2021 in line with target mes linked to the SCITT curriculum and trainee development  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)	Actions agreed	Friday 1 <sup>st</sup> O	targets set ctober 2021 met/Not met
1.				
2.				
3.				
Per	sonal and professional conduct comment:			
As a	a result of the trainee's teaching, in the majority of lessons this week, p	pupils are making at least expected progress: (piease circle/highlight)	Yes	No
	upils are not making at least expected progress, please briefly line the reasons why?			
	y other additional information relating to the trainee and/or gress:			

	Target review and development 19 <sup>th</sup> November 2020						
	sonalised targets set 5 <sup>th</sup> November 2020 in line with target themes ed to the SCITT curriculum and trainee development  1. Lesson planning informed by 'how pupils learn 1'  2. Secure subject knowledge to support effective teaching and learning  3. Individual target choice	Actions agreed	Review of targets set 5 <sup>th</sup> November 2020 Met/Partially met/Not met				
1.	To effectively identify, plan for, and address misconceptions relating to place value during the input.	Use new knowledge from target 2 to support the identification of misconceptions     Observe CTM and GF (Y2) during the input to find out how they use a common misconception as a teaching point to prevent others making the same mistake – note down strategies to reflect on     In PPA, discuss with all 3 teachers the common misconceptions which tend to arise every year when teaching PV in year 3     Jointly plan and teach lesson for 9/11/20 (input only) with CTM focusing on addressing misconceptions     Following reflection from 9/11/20, independently plan (and then check with CTM) and teach input for 11/11/20 focusing on addressing misconceptions	Partially met – due to sickness on 11/11/20				
2.	To understand why pupils have misconceptions surrounding place value and how to address the misconceptions.	Read 'Tackling Misconceptions in Primary Maths' (Mackle) to identify common misconceptions in this area  Look at NCETM website to support with addressing misconceptions in maths  Conference 3 pupils to find out why they think many pupils have this common misconception. Also ask them to complete a PV task whilst narrating their thought process to find out more about their understanding.  Meet with FD (maths lead) to discuss common misconceptions in maths – ask for his advice on which books/articles etc to read to inform your practice	Met				
3.	To ensure high expectations are maintained, through clear instructions, when pupils are working in partners during inputs.	<ul> <li>Meet with CTM to discuss realistic high expectation of partner work on the carpet during inputs.</li> <li>Observe CTM and HS (Y3) teaching input involving partner work – note down the strategies and approaches used and the impact they had. Then meet with teachers to discuss the approaches and impact.</li> <li>Consider approaches/strategies observed and choose 2 to trial in science lesson (input) on 17/11/20 – discuss with CTM</li> <li>Plan chosen strategies into lesson plan, teach lesson then reflect on the impact the strategies had – how would you refine for the next lesson?</li> </ul>	Met				
Pers	onal and professional conduct comment:	Chris continues to build professional relationships with staff at our school and now suppor choir during Tuesday lunchtimes. HG has commented on Chris' punctuality and profession with the pupils.  Chris has attended 2 parent meetings after school. Although he did not contribute to the commeetings, he spoke professionally with the parents, took notes and we discussed how to sparents.	alism when working content of these				
As a	result of the trainee's teaching, in the majority of lessons this week, I	oupils are making at least expected progress: (please circle/highlight)	Yes No				
	pils are not making at least expected progress, please briefly ine the reasons why?	N/A	'				
	other additional information relating to the trainee and/or gress:	Chris has also been to visit year 6 during these 2 weeks. He spent a day with them and supported group work.					



	Target review and development 3 <sup>rd</sup> December 2020								
	sonalised targets set 19th November 2020 in line with target themes ed to the SCITT curriculum and trainee development  1. Planning and strategies to support pupils with SEND (linked to SEND SCITT training)  2. Assessment and feedback  3. Individual target choice	Actions agreed	Review of t 19 <sup>th</sup> Noven Met/Partially I	nber 2020					
1.	To plan and teach independent learning opportunities in English to support a pupil who has dyslexia.	<ul> <li>Meet with the SENCO (JP) to discuss strategies used within school to support dyslexic pupils.</li> <li>Read JH's SEND file including dyslexia assessment and recommendations</li> <li>Read articles from <a href="https://nasen.org.uk/site-search.html?q=dyslexia">https://nasen.org.uk/site-search.html?q=dyslexia</a> to develop understanding</li> <li>Co-plan English lesson with CTM using ideas from research and discussions with experts and teach lesson</li> <li>Meet with JH to gain his perspective on the tasks used</li> <li>Reflect on strategies and approaches used to inform future practice</li> </ul>							
2.	To use success criteria and WAGOLL to support pupils assess and improve their own work in English	<ul> <li>Read 'Visible Learning' by John Hattie to understand the intentions and benefits of SC and WAGOLL</li> <li>Observe CTM modelling how to use SC and WAGOLL in English (Tuesday) and make notes/questions to ask</li> <li>Co-plan English lesson with CTM using ideas from reading and observation and teach lesson</li> <li>Reflect on strategies and approaches used to inform future practice</li> </ul>							
3.	To effectively identify, plan for, and address misconceptions relating to ordering fractions during the input. (Target carried forward from 19/11/20 as target partially met (sickness))	<ul> <li>Use NCETM website to develop understanding of misconceptions in fractions</li> <li>In PPA, discuss with all 3 teachers the common misconceptions which tend to arise every year when teaching ordering in year 3</li> <li>Independently plan and teach lesson (Thursday) focusing on addressing misconceptions</li> <li>Reflect on strategies and approaches used to inform future practice</li> </ul>							
Personal and professional conduct comment:									
As a	result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No					
	upils are not making at least expected progress, please briefly line the reasons why?								
	other additional information relating to the trainee and/or gress:								



#### TIMETABLE GUIDANCE

#### Please refer to the below guidance when completing the timetable:

team

	•
leaching	commitment
reactining	COMMINGUICHE

- Autumn term up to 50%
- Spring term up to 60%
- Summer term up to 70%

#### Subject Teaching

- Core English, Maths, Early Maths and Phonics
- Foundation including PE

#### Teaching

- Group, team and whole class teaching. Sequences wherever possible.
- Autumn 1 whole class per day

- Spring 2 whole class per day
- Summer 2-3 whole classes per day

#### Non-contact time

- Observe others
- PDP

FRIDAY

- Lesson observation evaluations
- Working on targets

- · Preparation of resources
- Assessing/marking

PPA with CTM and year

Planning

- · Meeting other professionals
- · Range of professional experience
- · Academic reading/research

#### Autumn

- Year R
- Year 6

TRAINEE TEACHER TIMETABLE

Phonics experience

#### Range of professional experience Spring/Summer Ov

- Year R & Y6 experience
- Key Stage 3 experience
- PE, EAL & phonics experience

#### Over the year

 Observing and team teaching in Year 1 – 6 (those not experienced as main and second placement)

			110	WINEE IE	ACHER IIIVIE IABLE					
	SCHOOL NAME:	Oakwood Primary			CLASS AND YEAR GROUP: 2MT					
TRAINEE NAME:		Ben Killick			WEEK BEGINNING (T	O BE COMPLETED FOR THE WEEK AHEAD): w/b 5/11/20				
	BEFORE SCHOOL	АМ	AM	PLAYTIME	АМ	LUNCH TIME	PM	PM	AFTER SCHOOL	
MONDAY	Meeting with JH parents	English Observe CTM: high expectations focus	Phonics Group teaching		Maths Group teaching		Science Whole class (team- teaching)	French Non-contact: Marking and feedback in science		
TUESDAY		English Group teaching	Phonics Whole class		Maths Observe HD in Y2: questioning focus	Observation feedback	PPA with year group	PPA with year group		
WEDNESDAY		Maths Whole class (team- teaching)	Phonics Observe CTM: high expectations	Duty	English Team teaching		Games: Invasion Group teaching	History: Non-contact: Meet with maths lead: misconceptions	PDM - SEND	
THURSDAY		Maths Whole class (OBSERVED)	Phonics Reflection on observed lesson		English Non-contact time: planning English for next week		Music Non-contact time: planning English for next week	History Team teaching	Mentor meeting	

**SCITT Training** 



### Timetables

Mon	Teaching	Teaching		Teaching	Teaching
Tues	Teaching	Teaching	]	Non-contact/development	Non-contact/development
	Ĭ	Ŭ		time	time
Wed	Teaching	Teaching	1	Non-contact/development	Non-contact/development
	ŭ	ŭ		time	time
Thur	PPA	PPA		Non-contact/development	Non-contact/development
000000				time	time
Fri	Training	Training		Training	Training

Autumn 50%

Spring 60%

Mon	Teaching	Teaching	Teaching	Teaching
Tues	Teaching	Teaching	Teaching	Non-contact/development
				time
Wed	Teaching	Teaching	Non-contact/development	Non-contact/development
	Ŭ	ŭ	time	time
Thur	PPA	PPA	Non-contact/development	Non-contact/development
			time	time
Fri	Training	Training	Training	Training

	Mon	Teaching	Teaching	Teaching	Teaching
	Tues	Teaching	Teaching	Teaching	Non-contact/development
		)	ŭ		time
٦	Wed	Teaching	Teaching	Teaching	Non-contact/development
		,	ů	ŭ	time
•	Thur	PPA	PPA	Non-contact/development	Non-contact/development
	***************************************			time	time
	Fri	Training	Training	Training	Training
	Fri	Training	Training	Training	Training

Summer 70%

### Observing expert colleagues



#### **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.

NAME OF TRAINEE:	EXPERT COLLEAGUE OBSERVED:					
DATE OF OBSERVATION:			YEAR GROUP:			
SUBJECT/LESSON CONTEXT:						
Behaviour management – high expectations To consider: How is your expert colleague – r that all children respond to? Creating a cultur and inspiration? Supporting independence ar	motivating pupils? Ensure of trust and mutual r	iring they are a positive rol				
APPROACH/STRATEGY US	ED		IMPACT			
Pedagogy – How pupils learn, classroom pra						
To consider: How is your expert calleague – u in their planning? Cansidering misconceptions questioning to deepen children's understandi Adapting teaching in a responsive way? Ensu	s and addressing these: ng? Using classroom to	? Guiding and scaffolding l lik to support pupils' conso	earning to support pr lidation and understa	ogress? Using		
APPROACH/STRATEGY US	iED	IMPACT				
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?						
APPROACH/STRATEGY US	ED		IMPACT			







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?

APPROACH/STRATEGY USED	IMPACT
Professional behaviours	him and that off about the same and are said and a final distance of the said
To consider: How has your expert colleague – deployed the tead learning outcomes prior to the lesson? Communicated with pare	ning assistant effectively to ensure pupil progress? Snared ints and other adults to impact positively on teaching and learning?
Made explicit links between interventions outside of lessons with	
support efficient task management? Worked with others to share  APPROACH/STRATEGY USED	e the load of planning and preparation?
7117127427431411247431	IMP ACT
7417147474	ini ACI
·	
How will you apply your leaning to	your own practice and development?
How will you apply your leaning to	
How will you apply your leaning to	your own practice and development?
How will you apply your leaning to	your own practice and development?



### Example of observing expert colleagues



NAME OF TRAINEE:	Sian Forrester		EXPERT COLLEAGUE OBSERVED:	Karen Jameson	
DATE OF OBSERVATION:	ı	11/10/202	0	YEAR GROUP:	5
SUBJECT/LESSON CONTE	XT:	Science			

#### 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

nat all children respond to? Creating a culture of trust and mutual respect? Using intentional language that promotes challenge nd inspiration? Supporting independence and resilience?			
APPROACH/STRATEGY USED	IMPACT		
<ul> <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> </ul>	Pupils were engaged in their investigation and motivated to find the answer because they had an element of choice over the materials.		
<ul> <li>From the materials that were provided, it wasn't obvious which material would be the most effective at insulating.</li> </ul>	Pupils were motivated to find out because they didn't know the answer prior to the investigation.		
<ul> <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> </ul>	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.		
- Before the pupils were directed to their	This ensured all the pupils were listening to the expectations just		

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.

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.

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.

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.

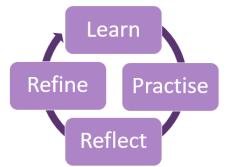
How will you apply your leaning to your own practice and development? What are your next steps?

#### Use of positive praise in a public way

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.

#### Element of choice

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

	LE	SSON PLAI	INING DOCUMENT		
NAME OF TRAINEE		YEAR GROUP	DATE OBSERVATION CARRIED OUT	LESSON OBSERVATION NUMBER	/30
	SUBJECT		TOPIC	·	
	POSSIE	BLE MISCONG	EPTIONS AND SOLUTIONS	;	
		LEARNI	NG OBJECTIVE		
PRIOR LEARNING/A	SSESSMENT/PUPIL STARTING POIL	NTS	EXPECTED PUPIL OU	TCOMES	
Whole class:			Whole class:		
Focus individuals:			VOCABULARY (NEW	OR MODELLED)	
Focus group:	Focus group:				
RESOURCES TO SUP	PORT LEARNING		<u> </u>		
		THE LEAR	NING JOURNEY		
APPROX TIMINGS	STRUCTURE OF THE LESSON INCI QUESTIONS		OPPORTUNITIES FOR ASSESSMENT WHO? WHAT? HOW?	ADAPTING FOR THE NEED: INCLUDING THE ROLE OF (	



#### 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 TOWAR	DS THE MEETING OF YOUR TAR	RGETS THIS WEEK?
1.		<u> </u>	
2.			
3.			
j.			
	WHAT ARE YOUR NEXT STEPS/	FURTHER DEVELOPMENT AREA	s?













TRAINEES V	WILL ENSURE PLANNING IS SHAI	RED WITH	THE C	LASS TEACHER MEN	TORS THE DAY	BEFORE THE LESS	ON
LESSON PLANNING DOCUMENT							
ME OF TRAINEE	Adele Simpson	YEAR GROUP	3	DATE OBSERVATION CARRIED OUT	2.10.20	LESSON OBSERVATION NUMBER	4/30
SUBJECT				TOPIC			
	Maths			C	omparing and	ordering number	
	DOCCID	LE MISCO	NCEDT	ONE AND COLUTION	NE		

- Some pupils may not be able to visualise the 'missed' counts have a sticky note with the 'missed' number written on so ti
  can see the number but not say it aloud.
- Pupils may get confused working continuously forwards and backwards along the number line (they may not be able to foll jumps). Encourage them to write their journey alongside instructions.

jumps). Encourage them to write their journey alongside instructions.			
<ul> <li>Ensure pupils are thinking realistically about their answers, rather than just focusing on the procedure and calculating.</li> </ul>			
LEARNING	OBJECTIVE		
<ul> <li>Recognise the place value of each digit in a three digit number</li> </ul>	(hundreds, tens, ones)		
Compare and order numbers up to 1000			
PRIOR LEARNING/ASSESSMENT/PUPIL STARTING POINTS	EXPECTED PUPIL OUTCOMES		
Whole class:	Whole class:		
Building on previous work focusing on visualizing, rather than always relying on concrete resources relating to 2s, 5s, 10s.	Children will be able to confidently recognise the value of within a number		
Assess the children's written work when ordering numbers – are they confident, or does this need to be continued through the week?	Children will be able to order numbers and explain why a r larger than another.		
Focus individuals:	VOCABULARY (NEW OR MODELLED)		
DY confident with 2s, 5s, 10s - ready for reasoning tasks to challenge	More/less than		
thinking.	Larger/smaller		
AE – needs to re-visit 1-20 before engaging in task	Place value		
Focus group: Red table: all still making mistakes with digit reversals and the same digits e.g. 13 and 31	Digits Hundred/tens/ones Division Mentally Multiple		

#### RESOURCES TO SUPPORT LEARNING

Number squares, dienes, trail cards, counting stick, word bank

	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		
9.20 – 9.30	Use a counting stick to practise counting up and back in different intervals (2x, 5x, 10s) starting at 0 and progressing onto other starting numbers. Ensure some divisions are missed out so they have to make a 'double jump'.	Split input for GH, BH, DY and FD – can they apply their knowledge of 2s, 5s, 10s to 20s, 50s, 100s? Create their own counting stick.	MS to support AE – use wordbank to ensure he is familiar with the vocabulary modelled. Once he is confident, encourage him to work with partner to count up and back. AE, SM, MD to use a number square to help them track the numbers as the whole class are counting.		

	Own counting stick
E II III III	
Excellence for All W	orking in Partnership

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 labelied 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 t unde MS t have work using relyi then Encc to w lesso Prov supp are t a dif	T a like to
Instructions.  High attaining (based on Aft.) (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- ven numbers. Use extended number square to support. Achieving as expected (based on Aft.): 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 Aft.): 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	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".	MS son til for tithe c CT w Encc rathi to cc num EL, S the i neec learr	

9.45 - 10.15

#### 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,	Majority of pupils were able	DY – made progress after	Red table: Much better once we
attitudes, evidence) and pupils'	to apply their visualisation	planning was amended to	used the bundles of straws and
learning (strategies, organization,	skills from last week to the	include a verbal explanation	numicon to make the numbers
tasks, resources)	lesson. Less reliant on	about +/- multiples of 10.	before trying to compare. Far fewer
- Were the pupil outcomes as	number square, but were	Responded well to being	mistakes made compared to last
expected?	looking at the impact of the	viewed as the 'expert' and	lesson and all made progress. Now
- How do you know the pupils	calculation on the digits in	finding out what his	need to focus on visualisation rathe
progressed in their learning?	the columns.	personal challenge was	than using concrete manipulatives
- What evidence do you have?	The pupils' books show me	seemed to push him further	avoid over-reliance. Modelling of the
- Did any pupils not progress in	the majority are confident in	in his learning. Needs more	to the group ensured they made
their learning? Why was this?	ordering numbers to 1000,	opportunities for verbal	fewer mistakes. Need to model how
-Which strategies had an impact on	but I think I need to re-visit	explanation alongside the	to represent this as a drawn image
pupil learning and behaviour?	this each day for the next	correct answer.	next.
	week to make sure they	AE – made some progress	
	have retained the skill and	but still very reliant on TA	
	are ready to apply and move	and had to spend longer on	
	on in their learning. I will	numbers 1-20 than I had	
	amend the planning for the	planned for. Next lesson I	
	next 3 lessons to	will pre-teach prior to the	
	incorporate opportunities	lesson to ensure she has a	
	for this.	head-start to access the	
	The modelling on the IWB	learning in the lesson. Also a	
	really helped the class know	visual reminder would be	
	what was expected of them	useful and increase	
	during independent	independence. Should have	
	learning. Far fewer	made a visual reminder	
	questions about what they	before the lesson as this	
	were supposed to be doing.	took up valuable time is the	
	Before they started on their	lesson. However, much	
	independent work, I asked	more engaged than	
	different pupils to recap the	previously and the recap of	
	expectations once they	1-20 benefitted the	
	returned to their tables -	learning.	
	this seemed t	ı	1
	positive effec 2.	Many of the nunils respond	onded positively to the 'find all
	because they		vays there are before the lesso
	and the second second	I sure I know now many w	vays there are defore the lesso

HOW HAS THIS LESSON CONTR

about their in

Used positive reinforcement more publ TR and DV were starting to dis-engage, many times I try positive reinforcement impact – next time I would try twice and 3.

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.

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 observation

	FORMAL LESSON OBSERVA	TION DOCUMENT – 2020-2021
NAME OF TRAINEE: DATE OBSERVATION CARRIED OUT:	LESSON// OBSERVATION/30 NUMBER:	NAME OF OBSERVER(S) SUBJECT & TOPIC (e.g. Maths – comparing unitary fractions
	WHAT ARE THE EXPECTED LEA	ARNING OUTCOMES FOR PUPILS
	CURRENT TRAINEE FOCUS (lin	ked to SCITT curriculum targets)
1		
2		
3		
	nagement – High Expectations and Managir	ng Behaviour
Notes:		
	w Pupils Learn, Classroom Practice and Ada	aptive Teaching
Notes:		
Subject & curr	iculum	
Notes:		

Assessment		
Notes:		
Professional Behaviours		
Notes:		
AREAS IDENTI	FIED FOR DEVELOPMENT	
SIGNATURE OF		DATE
TRAINEE:		DATE:
SIGNATURE OF OBSERVER(S):		DATE:
ODSERVER(S).		



#### FORMAL LESSON OBSERVATION DOCUMENT - 2020-2021

NAME OF TRAINEE:	Kate Reid		NAME OF OBSERVER(S)	Jane Gadd	905.	
DATE OBSERVATION	4/11/20	LESSON OBSERVATION	7/30	SUBJECT & TO		Maths: Partitioning 3-digit numbers
CARRIED OUT:		NUMBER:		unitary fractio	ns	

#### 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.
	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 KJ 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 makes 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
- 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 (Mackle) 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:	X. Ruz		DATE:	4.11.20
SIGNATURE OF OBSERVER(S):	Jame Sedden		DATE:	



## Time for a break



### Professional Learning Conversations

- ▶ At set assessment points during the year January, April and June
- Assessment Committee and trainee one to one
- ► How trainees are progressing against the curriculum
- Approximately one hour



### Half termly evidence bundles

Every half term you are required to present an evidence bundle to demonstrate you are making progress against the SCITT curriculum. You are required to keep a copy of your bundles in your PDP. Evidence Focus Weeks (signposted in the SCITT training calendar) will enable you to gather evidence and align your choices closely with the SCITT curriculum themes for each half term accordingly.







### The Teachers' Standards

#### Part one: teaching

- TS1 Set high expectations which inspire, motivate and challenge pupils
- TS2 Promote good progress and outcomes by pupils
- TS3 Demonstrate good subject and curriculum knowledge
- TS4 Plan and teach well structured lessons
- TS5 Adapt teaching to respond to the strengths and needs of all pupils
- TS6 Make accurate and productive use of assessment
- TS7 Manage behaviour effectively to ensure a good and safe learning environment
- TS8 Fulfil wider and professional responsibilities

#### Part two: personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.



### Teachers' Standards Tracking Profile



#### TEACHER STANDARDS TRACKING PROFILE - 2021 - 2022

	MAIN		SECOND	
TRAINEE:	PLACEMENT	r	PLACEMENT	
	SCHOOL:		SCHOOL:	

#### Part one: Teaching

#### 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 1			
SECOND			
PLACEMENT			
SPRING 2			
MAIN			
PLACEMENT			
SUMMER 2 MAIN			
PLACEMENT			
	The trainee sets high expectations which inspire, motivate and challenge pupil		



### The PDP

- ► Guidance on how to complete the PDP is in the SCITT handbook
- ► Evidence of teaching in a range of year groups (5-11 age phase)
- Evidence of teaching over a wide range of subject areas including PE, Phonics, reading and early maths
- EAL and SEND experience
- ► The key stage prior to and post primary
- Induction weeks documents
- Lesson plans, reflections, observations and target setting mentor meeting documents



### Subject knowledge audits

- ► To be completed and targets set with CTMs in September see induction pack
- Copies handed to SCITT team
- ► Trainee responsibility to develop target areas
- Subject Knowledge Enhancement training sessions provided by SCITT team
- Links to DfE subject proficiencies in English, maths and science
- Review in Spring term
- Repeat audits Summer term to show progress and increased subject knowledge

## Time for a break

### Support for Trainees



### General Support

- ► CTM
- ► PM
- Headteacher
- Fellow SCITT Trainees
- SCITT Team (including pastoral)
- SCITTchat
- Website

### Targeted Support

- Enhanced Coaching
- Progress Alert
- Cause for Concern





### University of Roehampton: Academic Writing



- Assignment writing for PGCE element of programme
- 3 assignments submission dates: January, February, April
- Support for writing at Masters level
- ► Input days per assignment
- Lectures and seminars
- ► Registration and induction in September
- ► Handbook
- Access to reading and resources



### Optional pre-programme reading

Coe, et al. (2020) Great teaching toolkit, evidence review

https://assets.website-

files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d EBE GTT EVIDE NCE%20REVIEW DIGITAL.pdf?utm referrer=https%3A%2F%2Fwww.greatteaching.com%2F

- ► Teach Like a Champion by Doug Lemov
- When the Adults Change, Everything Changes by Paul Dix

## Support for Class Teacher Mentors Wellbeing & Workload



- Opportunities to share efficient and effective practice
- 'One time only' paperwork using streamlined documents
- Using the timeline to plan ahead
- Open and regular communication
- Professional development
- Feedback
- Resources
- Coffee and catch up





#### **SCITT Team**

01329 239584 <u>farehamandgosportprimarySCITT@harrison.hants.sch.uk</u>

Sara Gmitrowicz - Executive Headteacher & Accounting Officer

Clare Jeffery - SCITT Director c.jeffery@harrison.hants.sch.uk

Kirsten Varney - SCITT Programme Director k.varney@harrison.hants.sch.uk

Vicky Grimwood - SCITT Administrator <u>farehamandgosportprimarySCITT@harrison.hants.sch.uk</u>