

Class Teacher Mentor Induction Part 2

Overview



Requirements prior to the programme and for the first two weeks in autumn 1:

- ▶ prior to the programme
- ▶ induction
- ▶ timeline and taught curriculum calendar
- ▶ timetable
- ▶ target setting
- ▶ lesson observation and feedback

Trainee 'To Do List' before the autumn term begins



- ▶ Registration documents returned to SCITT e.g. code of conduct, personal details
- ▶ Provide the SCITT team with outstanding documents / conditions of placement offer
- ▶ Read the SCITT Handbook and accompanying documents
- ▶ Register on the SCITT website
- ▶ Complete / make a good start on the subject audits
- ▶ Complete the request for further prior experience information
- ▶ Study the training calendar
- ▶ Make arrangements to visit or talk to your school and CTM. Find out as much as possible about the school (you may want to begin adding details to your PDP in the Induction pack)
- ▶ Engage in suggested pre-programme reading

Class Teacher Mentor 'To Do List' before the autumn term begins



- ▶ Read the SCITT Handbook, Mentor handbook and accompanying documents
- ▶ Study the training calendar, timeline and CTM personalised pathway, and book the relevant release
- ▶ Talk to your Headteacher and Professional mentor about the expectations for the year and agree when the fortnightly mentor meeting will take place
- ▶ Ensure you are timetabled with the trainee for PPA and the trainee is timetabled with you
- ▶ Prepare for the trainees' SCITT induction weeks
- ▶ Meet with or talk to the trainee about arrangements for September, including logistics and organization
- ▶ Organise a school email address for your trainee

School placement induction

- ▶ To be completed and handed in to SCITT by Friday 24th September
- ▶ Copy to be kept in the trainee PDP
- ▶ Includes important safeguarding requirements
- ▶ Key information and school policies



INDUCTION – MAIN PLACEMENT

A completed copy of this document should be handed into SCITT by Friday 24th 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 Thursday 2nd September to support the trainees 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 Friday 17th September in the second target setting mentor meeting of the year. | |
| First formal lesson observation week beginning 13th September | |
| Second target setting mentor meeting will take place on Friday 17th September . Targets set on 2nd 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. https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html | |
| Date: Read the Child Protection and safeguarding Policy and the Keeping Children Safe in Education document. Summarise Summarise the key points. Note any links to these when observing other teachers in your induction period. Attach your notes to this document. | |

Timeline



| Key dates | Timeline |
|--|---------------------------|
| Weds 8 th Sept | University Induction |
| Weds 15 th Sept | University day |
| Week beginning 13 th , 20 th & 27 th Sept | Quality Assurance Visit 1 |
| Weds 15 th Sept | CTM core training 1 |
| Weds 29 th Sept | CTM core training 2 |

Timeline 2020 – 2021

| SCITT Exam Board Thursday 8 th July | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|--|--|
| Evidence focus weeks TRAINEE | • W/b 11 th October electronic submission to SCITT by Friday 22 nd October | • W/b 29 th November electronic submission to SCITT by Friday 10 th December | • W/b 31 st January electronic submission to SCITT by Friday 11 th February | • W/b 21 st March electronic submission to SCITT by Thursday 8 th April | | • W/b 6 th June electronic submission to SCITT by Friday 17 th June |
| Teachers' Standards Tracking Profile CTM & PM | | | • Second placement milestones electronic submission to SCITT | • Friday 8 th April electronic submission to SCITT | | • Friday 24 th June electronic submission to SCITT |
| Professional Learning Conversations (Assessment Committee) TRAINEE | | | • W/b 3 rd and 10 th January | | • W/b 25 th April | • W/b 20 th June |
| Quality Assurance Visits (QA Committee) TRAINEE, CTM & PM | • QA1 visit w/b 13 th , 20 th & 27 th September • QA1 documents to SCITT by Friday 1 st October | • QA2 visit w/b 8 th , 15 th & 22 nd November • QA2 documents to SCITT by Friday 26 th November | • QA3 visit w/b 3 rd , 10 th & 17 th January • QA3 documents to SCITT by Friday 21 st January | | • QA4 visit w/b 16 th May & 23 rd May • QA documents to SCITT by Friday 27 th May | |
| Placement transition visits TRAINEE & CTMs | | • Joint CTM observation, learning conversation and meeting at main placement completed by Friday 10 th December | • Joint CTM observation, learning conversation and meeting at second placement completed by Friday 18 th February | | | |

| AUT 1 |
|---|
| <p>Core training 1 15th September (1pm-4pm)</p> <p>Core training 2 29th September (1pm-4pm)</p> <p>Core training video (curriculum) to be viewed w/b 20th September</p> |

Taught Curriculum Calendar



| AUTUMN 1 | | | | | |
|-------------------------|----------------------------|---|---|---|---|
| Week beginning date | Training day date | Session 1 | Session 1 Trainer | Session 2 | Session 2 Trainer |
| 31 st Aug 21 | Thurs 2 nd Sep | School Placement | | School Placement | |
| | Fri 3 rd Sep | School Placement | | School Placement | |
| 6 th Sep 21 | Wed 8 th Sep | University of Roehampton | Online | University of Roehampton | Online |
| | Thurs 9 th 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 th Sep | Wed 15 th Sep | University of Roehampton | Online | University of Roehampton | Online |
| | Thurs 16 th Sep | <u>PEDAGOGY – HOW PUPILS LEARN</u> <u>& CLASSROOM PRACTICE</u> Child Development & EYFS | | <u>BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR</u> Managing Behaviour 1 – teaching learning behaviours | Clare Jeffery & Kirsten Varney SCITT |

TIMETABLE GUIDANCE

Please refer to the below guidance when completing the timetable:

| | | | | |
|---|---|---|--|---|
| Teaching commitment <ul style="list-style-type: none"> Autumn term – up to 50% Spring term – up to 60% Summer term up to 70% | PPA with CTM and year team | Subject Teaching <ul style="list-style-type: none"> Core - English, Maths, Early Maths and Phonics Foundation including PE | Teaching <ul style="list-style-type: none"> Group, team and whole class teaching. Sequences wherever possible. Autumn – 1 whole class per day | <ul style="list-style-type: none"> Spring - 2 whole class per day Summer – 2-3 whole classes per day |
| Non-contact time <ul style="list-style-type: none"> Observe others PDP Lesson observation evaluations Working on targets | <ul style="list-style-type: none"> Preparation of resources Planning Assessing/marking Meeting other professionals Range of professional experience Academic reading/research | Range of professional experience | | |
| | | Autumn <ul style="list-style-type: none"> Year R Year 6 Phonics experience | Spring/Summer <ul style="list-style-type: none"> Year R & Y6 experience Key Stage 3 experience PE, EAL & phonics experience | Over the year <ul style="list-style-type: none"> Observing and team teaching in Year 1 – 6 (those not experienced as main and second placement) |

TRAINEE TEACHER TIMETABLE

| | | | | | | | | | |
|------------------------------|-------------------------------|---------------------------|-----------------------|----------|--|------------|-------------------------------|---------------------------|---------------|
| SCHOOL NAME: Oakwood Primary | | | | | CLASS AND YEAR GROUP: 2MT | | | | |
| TRAINEE NAME: Ben Killick | | | | | WEEK BEGINNING (TO BE COMPLETED FOR THE WEEK AHEAD): w/b 6/09/21 | | | | |
| | BEFORE SCHOOL | AM | AM | PLAYTIME | AM | LUNCH TIME | PM | PM | AFTER SCHOOL |
| MONDAY | | English Observe CTM | SSP Observe CTM | | Maths Observe CTM | | NC time Induction work | NC time Induction work | Staff meeting |
| TUESDAY | | English Support groups | SSP Support groups | | Maths Support groups | | PPA with year team | PPA with year team | |
| WEDNESDAY | University day – PGCE | | | | | | | | |
| THURSDAY | SCITT day – taught curriculum | | | | | | | | |
| FRIDAY | | English Support groups | SSP Support groups | | NC time Observe Phonics in Year 1 | | NC time Pupil conferencing | History Observe CTM | |

Target setting



| Target review and development Friday 17 th September 2021 | | | | |
|---|--|---|-----|---|
| Personalised targets set Thursday 2 nd September 2021 in line with target themes linked to the SCITT curriculum and trainee development | | Actions agreed | | Review of targets set Thursday 2 nd September 2021 |
| 1. Climate and culture 2. Building relationships 3. Interview target | | What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to...'? What will other expert colleagues do to support the trainee? | | Met/Partially met/Not met |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 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: <i>(please circle/highlight)</i> | | | Yes | No |
| If pupils are not making at least expected progress, please briefly outline the reasons why? | | | | |
| Any other additional information relating to the trainee and/or progress: | | | | |

| Personalised targets set Thursday 2 nd September 2021 in line with target themes linked to the SCITT curriculum and trainee development | | Actions agreed What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to....'? What will other expert colleagues do to support the trainee? | Review of targets set Thursday 2 nd September 2021 Met/Partially met/Not met |
|--|---|---|--|
| 1. | Climate and culture | | |
| 2. | Building relationships | | |
| 3. | Interview target | | |
| 1. | To develop understanding of the school behaviour policy and how it is applied within lessons to build a positive climate for learning. | <ol style="list-style-type: none"> 1. Read school behaviour policy noting down areas to discuss further with CTM 2. Discuss thoughts/questions about the behaviour policy with CTM 3. Observe CTM (English x2, PE x1, Maths x1, RE x1) focusing on application of the behaviour policy and how strategies are adapted for different subjects/situations. 4. Discuss thoughts/questions about the strategies used in different lessons with CTM 5. PM to conduct a learning walk (visiting 1 class from each year group) to demonstrate the behaviour policy in action – highlighting particular strategies used. 6. During small group work activities, apply the behaviour policy when managing behaviour and then reflect on the effectiveness of strategies implemented. Discuss reflections with CTM. | |
| 2. | To develop relationships with 2 key pupils, who will need their learning significantly adapted, to begin to understand them and how they learn. | <ol style="list-style-type: none"> 1. Read teacher files on HG and FD and then discuss any questions or thoughts with CTM 2. Attend initial meeting with HG's parents to build relationships with parents and understanding of HG 3. Observe CTM and TA when talking to HG and FD with a focus on the positive language used and high expectations – discuss this with CTM 4. Choose a book to read with HG and FD, engage them in a book activity with some key questions to discuss the feelings involved in the story. 5. Design a 'getting to know you' activity to undertake with a group of pupils at the end of a day e.g. 'Did you know...' facts about you and them. | |
| 3. | To develop subject knowledge of maths in KS2 to support teaching and learning. | <ol style="list-style-type: none"> 1. Read NC for maths Mathematics programmes of study: key stages 1 and 2 (publishing.service.gov.uk) and discuss thoughts/questions with CTM 2. Look through school calculation progression document and note strategies which are unfamiliar 3. Look through maths planning focussing on expectations for specific mathematical language 4. Look through pupil maths books from previous year to gain an understanding of expectations and also to support with knowledge of starting points. | |

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 and managing behaviour <i>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?</i> | | | |
| APPROACH/STRATEGY USED | | IMPACT | |
| | | | |
| Pedagogy – How pupils learn, classroom practice and adaptive teaching <i>To consider: How is your expert colleague – using prior knowledge to support learning? Considering working and long term in their planning? Considering misconceptions and addressing these? Guiding and scaffolding learning to support pragmatic 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?</i> | | | |
| APPROACH/STRATEGY USED | | IMPACT | |
| | | | |
| Curriculum <i>To consider: How is your expert colleague – demonstrating secure subject knowledge and how did this impact on pupil Anticipating, either through planning or questioning, and addressing common misconceptions? Explicitly teaching pupil knowledge and skills they need to be successful? Linking learning to existing knowledge to build confidence and competence children? Slowly withdrawing concrete examples to support independence? Using subject specific vocabulary to support</i> | | | |
| APPROACH/STRATEGY USED | | IMPACT | |
| | | | |

| | |
|---|--------|
| Assessment <i>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?</i> | |
| APPROACH/STRATEGY USED | IMPACT |
| | |
| Professional behaviours <i>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?</i> | |
| APPROACH/STRATEGY USED | IMPACT |
| | |

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 INCLUDING THE ROLE OF OTHERS | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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? | | |

FORMAL LESSON OBSERVATION DOCUMENT – 2020-2021

| | |
|---|--|
| NAME OF TRAINEE: | NAME OF OBSERVER(S) |
| DATE OBSERVATION CARRIED OUT: / / | SUBJECT & TOPIC (e.g. Maths – comparing unitary fractions) |
| LESSON OBSERVATION NUMBER: /30 | |
| WHAT ARE THE EXPECTED LEARNING OUTCOMES FOR PUPILS | |
| 1 | |
| 2 | |
| 3 | |
| CURRENT TRAINEE FOCUS (linked to SCITT curriculum targets) | |
| 1 | |
| 2 | |
| 3 | |
| Behaviour management – High Expectations and Managing Behaviour | |
| Notes: | |
| | |
| Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching | |
| Notes: | |
| | |
| Subject & curriculum | |
| Notes: | |
| | |

| | | | |
|----------------------------------|--|-------|--|
| Assessment | | | |
| Notes: | | | |
| | | | |
| Professional Behaviours | | | |
| Notes: | | | |
| | | | |
| AREAS IDENTIFIED FOR DEVELOPMENT | | | |
| | | | |
| SIGNATURE OF TRAINEE: | | DATE: | |
| SIGNATURE OF OBSERVER(S): | | DATE: | |

Further support



- ▶ One to one calls from the SCITT team for mentors
- ▶ Please make contact if you have any questions or you would like any help in preparing for the September start

SCITT Team

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