

**Development Record Primary Programmes**

**Ay23/24**

**Name:**

**Programme Route:**

**Personal Tutor:**

**School:**

**Mentor:**

**Class teacher:**



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| **Partnership Values: Aspiration. Collaboration. Leadership.*** Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
* Collaboration across the Partnership to meet local and regional needs.
* Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.
 |

# The Development Record

Demonstrating an understanding of how knowledge and practice interweave throughout your teacher training will be an important feature of the curriculum at Leeds Trinity University. The Development Record is an important document that is designed to support you in making these important connections and sits at the heart of your training. Underpinning the Development Record is Andrew Pollard’s (2008) view of reflective teaching, which:

* implies an active concern with aims and consequences, as well as means and technical efficiency.
* is applied in a cyclical or spiralling process, in which teachers monitor, evaluate, and revise their own practice continuously.
* requires competence in methods of evidence-based classroom enquiry, to support the progressive development of higher standards of teaching.
* requires attitudes of open-mindedness, responsibility, and wholeheartedness.
* is based on teacher judgement, informed by evidence-based enquiry and insights from other research.
* is enhanced through collaboration and dialogue with colleagues.
* enables teachers to creatively mediate externally developed frameworks for teaching and learning.

Completing the Development Record should be part of your weekly routine. The document is designed to:

* be an ongoing dialogic and reflective document.
* provide a space for systematic reflection on the impact your training is having on your understanding of classroom practice.
* support you in evaluating your own classroom practice in light of the expectations outlined in the Core Competency statements.
* track your development as a trainee teacher in relation to the Core Content Framework for ITT.
* provideevidence of your classroom practice and wider professional development.

**The Development Record and the Curriculum at Leeds Trinity University**

The ITT Core Content Framework (DfE, 2019) underpins all aspects of the curriculum which has been designed to ensure that by the end of your training you will have received full coverage of all the ‘Learn that’ and ‘Learn how to’ statements. The *Knowledge and Application Model* below demonstrates the synergy LTU have created between Centre and School-based learning and how your curriculum is delivered.

Centre–based learning

School–based learning

*Figure 1: Stephenson, and Gill (2023) The Knowledge and Application Model.*

By completing your Development Record regularly and really taking the time to reflect upon what you have learned at centre-based sessions or in school, you will gain an understanding of what makes ‘great teaching’ (Coe at al 2020).

## Fidelity Between Centre and School

Fidelity refers to how closely the ITT curriculum is aligned in centre and in school. Experts at university and in school need to have a full understanding of the curriculum and how to best support you as a trainee in internalising and interpreting such, to develop your knowledge, understanding and practice.

The Figure below, demonstrates how fidelity between Centre-based and School-based Learning works in practice.

*Figure 2: Stephenson and Gill (2023), A carefully sequenced knowledge and application-based curriculum.*

## The Core Competencies

The Core Competencies relate closely to key aspects of the Core Content Framework for ITT and have been carefully sequenced to build your professional skills across all our programmes.

In Stages 1 and 2 and Undergraduate Levels 4 and 5, they outline a baseline of practice that you need to attain by the end of School-based Training. In Stage 3 and Level 6, the SBT Competencies have been developed to ensure that your practice exceeds the Teachers’ Standards by the end of the programme.

You should review the Competencies regularly and use them to support effective target setting in each Mentor meeting. There is also space for you, or your Mentor, to note key evidence against some of these competencies. This evidence will be helpful when completing the end of Stage/Level Assessment report.

**References**

Pollard A (2008) Reflective Teaching 3rd Edition: Evidence Informed Professional Practice. Continuum International Publishing Group Ltd.

Coe, R., Rauch, C., Klime, s. and Singleton, D. (2020). Evidence Review Great Teaching Toolkit. [Online] Available at : [Great Teaching Toolkit: Evidence Review - Evidence Based Education](https://evidencebased.education/great-teaching-toolkit-evidence-review/) (Accessed 03/08/23)

Stephenson, M. and Gill, A. (inprint) ITT: A Comprehensive Handbook for Primary Trainees. London. Sage

**The Core Competencies**

The Core Competencies relate closely to the Core Content Framework for ITT and have been carefully sequenced to build your professional skills across all programmes. You should review the Competencies weekly and use them to support target setting. The competencies track your progress across both Centre and School-based learning.

## Domain: Planning

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| Document with solid fill | **CCF Links** | **Foundational Competencies for Stage 2 & Level 5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** |
| **Knowledge of how pupils learn and the role of memory in learning** | CCF2, CCF3, CCF4, CCF5 | * Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks
 | * Planning shows awareness of the importance of recall, breaking complex material into smaller chunks, sequencing, and modelling in effective learning
 |
| **Subject specific content knowledge** | CCF2, CCF3 | * Appropriate subject knowledge is drawn on in planning lessons/tasks/sequences
 | * Subject knowledge is generally accurate and applied appropriately in teaching
 |
| **Subject specific pedagogical knowledge** | CCF2, CCF3 | * Tasks are planned to teach core content in the subject.
* A range of pedagogies are explored.
 | * Subject specific pedagogical knowledge is evident in planning
 |
| **Setting objectives and outcomes** | CCF1, CCF4, CCF5 | * Lesson objectives and outcomes are used to structure lessons/sequences, and communicate thinking with mentors and host teachers
 | * Lesson objectives and outcomes are coherent, appropriately challenging, and build logically to structure a lesson and/or a sequence of lessons.
 |
| **Identifying and managing potential misconceptions** | CCF2 | * Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils’ prior knowledge
 | * Common misconceptions and the prior knowledge of pupils/groups are noted in planning and lessons/sequences address these
 |
| **Meeting curricular aims** | CCF2, CCF 3 | * Lesson and sequence planning fits with the intent of the schemes of work for the specific age phase
 | * Lesson and sequence planning ensures pupils develop core knowledge and skills required by the overall curriculum plan.
* Sequences develop logically
 |
| **Being clear about planned tasks and activities** | CCF4 | * Planned activities are described appropriately and broadly match the objectives for the lesson
 | * Planned activities are clearly and concisely described. They are well chosen to develop or embed specific knowledge during a lesson or sequence of lessons
 |
| **Selecting appropriate resources** | CCF4 | * Resources are chosen to support lesson activities. These might be pre-existing or self-created.
* There is an awareness of statutory inclusion duties
 | * Resources are well chosen and appropriate for the activities being undertaken.
* Resources are appropriate for the needs of groups
 |
| **Setting appropriate home learning** | CCF4 | * Out of class activities are set in line with school policies
 | * Where appropriate:
* out of class activities prepare students for new learning, or consolidating existing learning and completion is monitored in line with school policies
 |

## Domain: Classroom Practice (Teaching)

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| Classroom with solid fill | **CCF Link** | **Foundational Competencies for Stage 1/2 & Level 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** |
| **Providing objectives or purpose to lessons** | CCF1, CCF2 | * Purposes or objectives of lessons and/or tasks are explained to pupils
 | * Purposes of lessons/sequences are linked to lesson tasks
 |
| **Explaining tasks** | CCF4 | * Tasks are explained
 | * Tasks are explained clearly and links between tasks are signalled
 |
| **Highlighting and reviewing key ideas** | CCF2 | * Key ideas are highlighted and/or reviewed.
 | * Appropriate key ideas are highlighted and/or reviewed at suitable points in a lesson or sequence of lessons
 |
| **Structuring lessons well** | CCF2, CCF4 | * Knowledge of basic lesson structures is shown beginning with overviews; outlining content; drawing attention to and reviewing key ideas and giving time to practise or consolidate
 | * Lessons are structured so that they flow logically through outlines, explanations, practice and consolidation as appropriate.
* Time is used appropriately
 |
| **Explaining key content, ideas, concepts, or skills** | CCF4, CCF5 | * Time is given to explaining core content, ideas, concepts, or skills
 | * Teacher explanations are accurate and used at appropriate points. These active and build on pupils’ prior knowledge
 |
| **Modelling tasks and responses** | CCF3, CCF4 | * Modelling is being attempted and developed
 | * Time is given to modelling core content, concepts, skills, or tasks.
* Modelling used as appropriate to the subject area (eg Maths Mastery)
 |
| **Using tasks effectively** | CCF2, CCF4, CCF5 | * Tasks link to lesson/sequence objectives and develop, embed, or consolidate knowledge
 | * Tasks are well chosen to meet the objectives of a lesson and/or sequence of lessons.
* They are organised to enable pupils to move from simpler to more complex tasks over time
 |
| **Using appropriate resources** | CCF4, CCF5 | * Resources are utilised to support learning linked to lesson/sequence objectives and have no major errors. These could be drawn from pre-existing resources or created from scratch
 | * Resources are selected with care and are appropriate for the relevant lesson. These could be drawn from pre-existing resources or created from scratch
 |
| **In-class adaptation** | CCF5 | * Awareness of statutory duties in relation to pupils with specific needs
 | * Consideration is given for the specific needs of groups / individuals during lessons
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## Domain: Classroom Practice (Assessment)

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| Clipboard Mixed with solid fill | **CCF Link** | **Foundational Competencies for Stage 1/2 & Level 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** |
| **Raising different types of question at an appropriate difficulty level** | CCF5, CCF6 | * Time is dedicated to asking pupils a mixture of open and closed questions to involve them in learning
 | * Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class
 |
| **Dealing with student responses** | CCF5 | * Time is given for pupils to think about and respond to questions.
* Correct answers are highlighted, and effort is praised
 | * Thinking time and selection techniques are deployed effectively to maximise student engagement. Incorrect answers are noted when they arise.
 |
| **Monitoring pupils’ understanding** | CCF2, CCF6 | * Techniques are used to monitor student work during the lesson.
 | * Monitoring is used at key points to ensure pupils are aware of key points and ideas in the lesson/sequence of lessons.
 |
| **Accuracy and use of in-class assessment** | CCF2, CCF6 | * Pupils are offered feedback on their work or responses.
 | * Assessments of pupil understanding are broadly accurate. In-class monitoring impacts on teaching during lessons.
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## Domain: Classroom Practice (Behaviour Management)

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| --- | --- | --- | --- |
| Social network with solid fill | **CCF** **Link** | **Foundational Competencies for Stage 1/2 & Level 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** |
| **Establishing appropriate relationships** | CCF2, CCF7 | * Time is given to establishing a purposeful classroom environment – setting boundaries and reinforcing rules.
 | * Appropriate routines are in place to establish appropriate relationships at the start of lessons, during teacher talk, during tasks and at the end of lessons.
 |
| **Establishing on-task behaviour** | CCF1, CCF7 | * Rules for engaging with lessons elements are explained to pupils as appropriate. Attempts are made to control off-task behaviours.
 | * Specific strategies are used to good effect to maintain on-task behaviour during lessons elements.
 |
| **Managing transitions** | CCF4 | * Transitions between lesson elements are signalled and attempts are made to manage these.
 | * Transitions between lesson elements are managed effectively to reduce disruptions.
 |
| **Dealing with disorder** | CCF7 | * Disruptions and/or breaches of rules are responded to.
 | * School systems are used to respond to major and minor disorder appropriately, encouraging a respect of boundaries.
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## Domain: Professionalism

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| Briefcase with solid fill | **CCF Link** | **Foundational Competencies for Stage 1/2 & Level 4/5** | **Additional Competencies to Meet the Teachers’ Standards at the End of Stage 3/Level 6** |
| **Professional learning** | CCF3, CCF8, PPC | * Work is undertaken to fill gaps in curriculum knowledge.
* Active part is taken in professional learning communities eg departmental or PGCE discussions.
* Time is dedicated to preparing for professional discussions
 | * Knowledge relevant to subject curriculum and exam schemes is actively developed.
* Trainee can engage proactively in professional discussion and dialogue about curriculum, pedagogy and assessment in their subject.
 |
| **Reflecting & Responding** | CCF8 | * Appropriate time is spent reflecting on development, including evaluating taught lessons.
* Advice is received and acted upon
 | * Regular reflections on lessons focus on pupil learning.
* There is evidence of proactivity in seeking and responding to advice
 |
| **Record keeping** | CCF2, CCF6, CCF8 | * Records of marking are kept
 | * Records are kept accurately and in line with school policies
 |
| **Being part of the school community** | CCF8, PPC | * Pastoral aspects of the school are supported as required
 | * A contribution is made to the wider school community through appropriate activities (eg Leading an assembly, supporting a club)
 |
| **Communication** | CCF8, PPC | * Communication with other adults, including host teachers and/or support staff is timely and effective
 | * Communication with parents is undertaken in line with school policies (eg Parents’ evenings/reporting)
 |
| **Professionalism** | CCF1, CCF8, PPC | * Professional standards and school expectations of staff conduct are maintained in line with PPC and school codes of conduct.
* High standards of attendance and punctuality are maintained across the programme.
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1. **Centre-based Learning**

**Guidance**

Throughout your Centre-based Training, you need to complete the reflection pro forma below each week. This document sits across all your modules and sessions of training. It is designed to bridge ‘Learn that’ and ‘Learn how to’ statements of the CCF (2019). Please copy and paste the pro forma you need into this document.

*Note:*

* *For PGCE Trainees (University Led and School Direct Local), this form should be completed in weeks when you spend the majority of your week in Centre-based training from colleagues at Leeds Trinity (these will be identified as Curriculum and Subject domain sessions on the timetable)*
* *For PGCE SDD Trainees, please use the School-based Learning Pro forma for all weeks of the programme.*

As you complete this document, make sure to refer to the Core Competency statements which you can find at the start of this document. A sample of a completed Development Record entry can be found in Appendix 2.

**Record of Centre-based Learning**

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| **Subject and Curriculum Knowledge** *What you have learned from the training delivered by LTU, School Direct hub or within school this week?* *What subjects/year groups have been observed and/or taught?* |
|  |
| **Domain** |  **Pedagogical Knowledge across subject areas***What have you learned about each of the domains this week?**How does this build upon your prior learning?*  |
| **Planning**  |  |
| **Classroom Practice (Teaching)** |  |
| **Classroom Practice (Assessment)** |  |
| **Classroom Practice (Behaviour Management)** |  |
| **Professionalism** |  |
| **Wider Learning** *What have you been doing in relation to your work beyond the classroom, for example, research, extra-curricular activities, whole school participation or additional training?*  |
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| **Implications for future Classroom Practice (the next steps)**  |  |
| **Area for development***Please use the language of the Core Competencies*  | **Actions to Achieve this** | **Tick when achieved** |
|  |  |  |
|  |  |  |

1. **Curriculum Tracking Documentation**

**Guidance**

* Please use the pro forma overleaf to track the session that you have observed and taught. There are versions for both EFYS and KS1 & 2, only use the one that reflects the age phase you are placed in.
* You must complete this tracker weekly when you are on School-based Training.
* It will be reviewed by your Link Tutor and used to monitor the experience you are gaining across the curriculum.
* Each row represents one week of School-based Training. Put the date in the first column and then use the codes you can find on the table below to indicate your activities that week.

**Key**

|  |  |
| --- | --- |
| **0** | **Observed** an expert colleague delivering a lesson and kept some notes about what was seen |
| **T** | **Taught** a lesson that you had planned |
| **CT** | **Co-taught** alongside an expert colleague, using their planning - this might include supporting small groups of learners during a lesson led by your class teacher. |

**Curriculum Monitoring Grid – Key Stage 1 and 2**

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| **Key Stages 1 and 2: *Please indicate on the grid the sessions that you have observed, co-taught and taught with the date.*** |
| **Week****Commencing** | **Reading** | **Writing** | **Phonics** | **Maths** | **Science** | **ICT** | **History** | **Geog** | **Art** | **DT** | **Music** | **PSHCE** | **PE** | **RE** | **ML** |
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| Log of additional experiences with different year groups: *Continue on a separate sheet if necessary; include here any across age phase observations etc.*  |

**Curriculum Monitoring Grid – Foundation Stage**

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| **Foundation Stage:** *Please indicate on the grid the sessions**that you have observed, co-taught and taught with the date***.** |
|   | **The Prime Areas** | **The Specific Areas** |
| **Week****Commencing** | **Communication and Language** | **Physical Development** | **Personal, Social, and Emotional development** | **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
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| Log of additional experiences with different year groups: *Continue on a separate sheet if necessary; include here any across age phase observations etc.*  |

1. **Record of School-based Learning**

**Guidance:**

Your Development Record is an important document that sits at the heart of your training. It is designed to:

* Be an ongoing dialogue between learning in taught sessions, input from expert colleagues, and classroom practice.
* Provide space for systematic reflection on the impact of your training on your classroom practice.
* Enable you to identify the impact of this ongoing learning on your teaching.
* Track your development as a trainee teacher in relation to relevant aspects of the Core Content Framework for ITT.
* Provide evidence of your classroom practice and wider professional development.

You should complete the pro forma each week and share this with your Mentor in the weekly meeting that you have with them. A suggested structure of the weekly meeting can be found in Appendix 1.

As you complete this document, make sure to refer to the Core Competency statements which you can find at the start of this document. A sample of a completed Development Record entry can be found in Appendix 3.

**Record of School-based Learning**

**Week Commencing:**

|  |  |
| --- | --- |
| **Focus** | **Commentary**  |
| **Curriculum and Subject Focus***What subjects/areas of learning have been observed or modelled this week?****PGCE Trainees only – Answer your Big Question.******What have you learnt from your school-based tasks this week?*** |    |
| **Learn how to…Development of Key skills:***How have expert colleagues moved learning forward this week through feedback, observation, analysis and/or discussion?* *This should be an aspect of the curriculum that you have: Learnt, observed, rehearsed, applied, refined.* |   |
| **Reflection:***Which approaches should be applied, rehearsed, or refined next week?**What impact will this have on learning and teaching next week?* |  |
| **Wider Professional Responsibilities** *What have you been doing in relation to your work beyond the classroom, for example, research, extra-curricular activities, whole school participation or additional training?* |   |

## Targets and Areas for Development

(These should be set by the Mentor during periods of assessed School-based Training)

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| --- | --- | --- |
|  | **Targets/ Areas for Development** | **Actions to achieve targets** |
|  | *Please use the language of the core competencies to set targets* | *What you can do to show progress against these areas*  |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

## Appendices

### Appendix 1: A Suggested Structure for the Mentor Meeting

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| --- | --- | --- |
| **Time** | **Activity** | **Guidance** |
| 15 mins | Discussion and feedback related to trainee progress and the weekly review of Pupil progress | This should take as a focus pupil progress (see guidance below)  |
| 15mins | Discussion with the trainees about what has been learned either in school or at centre this week? | How will I apply my knowledge from the maths pedagogy from Centre-based training into my teaching in school this week? |
| 5 mins | Identification of an area for further development | Choose one domain from the Core Competencies to explore in more detail |
| 10 mins | Review of the Trainees Development Record | Evidence across the Core Competencies highlighted |
| 15 mins | New targets set and agreement of how CPD time will be spent | Co planning, discussing observations, discussing teaching in week ahead |

**The Weekly Discussion about Pupil Progress**

Each week you will meet your Mentor and be prepared to discuss the progress of a class or group you have taught (or observed in the early weeks). You should comment on the progress of that group in terms of the curriculum content they have grasped. You could focus on a single lesson initially, but as you continue, you will focus on learning over time. You should include real evidence (things pupils said, did, made, completed as a reaction to your teaching) that helps you answer some of these questions:

* What exactly did you want pupils to learn?
* Did they learn what you wanted them to? How do you know?
* Was your content appropriately challenging?
* Which parts of the lessons or activities seem to help them learn well?
* Are there other/better ways you could have got them to learn X?
* What did the pupils struggle with?
* How could you help with this?
* How might their progress affect what you plan for them next?

**Targets and Actions**

Clear target setting is vital to effective training. Targets establish a clear direction for your professional learning and ensure that you can master the appropriate competencies for each stage of training.

**Setting Targets**

Each week you will set **three** targets to guide your professional training during the coming week. You and your Mentor should refer to the Core Competencies as outlined in the Development Record to identify the most appropriate areas for focus. Your targets need to focus clearly on areas of the Core Competencies and subject knowledge that you need to develop.

**Remember effective targets should:**

* Focus on things you can improve to move your teaching practice forwards. This will, in turn, enable your pupils to learn and make progress more effectively in the curriculum.
* Be obvious in your planning of teaching for the week.
* Be linked to the Core Competencies.

**Actions**

Setting actions is just as important as having good targets. The best actions will involve you completing some aspect of research.

The following is helpful as a basic flow and an example is given below.

* Research action(s) – specific reading/specific observation/discussions with particular people
* Application action(s) – something done on the back of research.
* Evaluation action(s) – checking the success of the target – linked to a specific outcome.

**An Example of Targets and Related Actions**

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| --- | --- |
| **Target** | **Actions** |
| Ensure your lesson objectives are clear enough to structure learning for each lesson you plan in maths next week.They should build logically on one another (planning domain). | Revisit session notes on effective lesson planning.Look at examples of lesson plans on the system. Note how the objectives frame learning and how outcomes link to these. Outline plan lesson objectives for your three lessons next week and check these with the class teacher before planning the lesson. |

### Appendix 2: Centre-based Reflection

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| **Subject and Curriculum Knowledge** *What you have learned from the training delivered by LTU, School Direct hub or within school this week?* *What subjects/year groups have been observed and/or taught?* |
| * *This week has been enjoyable but quite overwhelming at the same time. I was glad when Friday came, and I had time to take stock about what I have learned.*
* *The phonics input on Tuesday was interesting. Looking at those higher stages/phases was needed. I feel confident with simple phonemes and was interested to see how the more complex sounds were taught. Some great ideas for school too.*
* *The science session was really good - got me thinking differently about how I understand science. I like the philosophical approach. Science is always my favourite area of the curriculum and I think with what I learned today, I can see myself leading this in the future. Love the epistemic insight work and would be keen to know more.*
 |
| **Domain** |  **Pedagogical Knowledge across subject areas.** *What have you learned about each of the domains this week?**How does this build upon your prior learning?*  |
| **Planning** | *Use of manipulatives in maths and the importance of planning to move from the concrete to the abstract. Had not thought about this before. I was able to think about my own learning and why the teacher taught in that way. Linked also to the science session here as well.*  |
| **Classroom Practice (Teaching)** | *The importance of talk in primary science seminar – I learnt about the benefits of talk and how it aids understanding in science. I also learnt how to use Explorify and the different ways I can use this in school to promote talk and questioning in the classroom. Going to try some of this out when I get into school.* |
| **Classroom Practice (Assessment)** | *Talk in the classroom as form of assessment really interests me and this seemed to be a theme across all of the sessions this week. Lots of great strategies modelled. I understand now what think, pair and share is used and why!*  |
| **Classroom Practice (Behaviour Management)** | *See the comment on professionalism below*  |
| **Professionalism** | *Level 7 session focussed upon inclusion and how we as teachers have a legal duty to respond to racist incidents in school. This was an important session that got me thinking about my own biases and prejudice. It was difficult at times, and I found myself feeling defensive, but it will get me thinking differently about what I do with the children. I am going to try to make sure that my teaching is diversified and representative.*  |
| **Wider Learning** *What have you been doing in relation to your work beyond the classroom, for example, research, extra-curricular activities, whole school participation or additional training?*  |
| *Level 7 reading has begun. Looked at the articles for the session that got me thinking about my own experiences in the classroom. Have made contact with my SBT school - can’t wait to get in, also looked at their website and school info.*  |

|  |  |
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| **Implications for future Classroom Practice (The next steps)**  |  |
| **Area for development,***Please use the language of the Core Competencies*  | **Actions to Achieve this** | **Tick when achieved** |
| * *Resources are chosen to support lesson activities. These might be pre-existing or self-created.*
* *There is an awareness of statutory inclusion duties*
 | * *Read around the equalities act so I am aware of legal duties. Start collecting a folder of resources. I know I am going to be working in Year 4 so look through he curriculum to make sure I know what I am going to be expected to teach.*
* *Look at the school’s website for their long-term planning and additional information.*
 |  |

### Appendix 3: School-based Example

**Week Commencing:**

|  |  |
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| **Focus** | **Commentary** |
| **Curriculum and Subject Focus***What subjects/areas of learning have been observed or modelled this week?****PGCE Trainees only – Answer your Big Question******What have you learnt from your school-based tasks this week?*** | * *I have been focussing upon assessment in English particularly and thinking about how I might know what my children know, both before the lesson and after it.*
* *I spoke to the Literacy Coordinator about this and she is going to let me sit in on some moderation activities in the school to get a feel for progression.*
* *I observed the way that teachers use questioning in sessions and how they probe children to really find out what they know. I can see that this is something that I need to do more of, as I have been planning questions before but not really doing anything with the answers I received.*
* *I was also able to see this in history lessons and it was amazing what the children know. I need to brush up on my subject knowledge if I am going to be able to help them, I think some of them know more about the Romans that I do.*

***Big Question: How do we know if children are learning more, remembering more?**** *I think the secret to this is using a range of strategies to assess children. As teachers we have a lot of information about our children, and it is important to focus on what is important. I now know that AFL is essential in learning not just something that teachers do - it tells me something, so will try to plan better to include targeted questions in future lessons.*

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| **Learn how to…Development of Key skills:***How have expert colleagues moved learning forward this week through feedback, observation, analysis and/or discussion?* *This should be an aspect of the curriculum that you have: Learnt, observed, rehearsed, applied, refined.* | * *I have observed the class teacher ‘live marking’ and quickly learnt how this is a great way of assessing progress within a lesson; this also taught me the importance of adapting lessons if children don’t quite understand.*
* *I learnt how to live mark and had a go at this throughout the lesson. I also learnt what ‘next steps’ are and had a go at writing them in children’s books for them to complete the lesson after.*
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| **Reflection:***Which approaches should be applied, rehearsed, or refined next week?**What impact will this have on learning and teaching next week?* | * *Questioning will be a big part of what I need to try out next week. I would like my class teacher to observe me and focus on this.*
* *Also, will do more live marking and think about what I do with the information that I have collected from this.*
 |
| **Wider Professional Responsibilities** *What have you been doing in relation to your work beyond the classroom, for example, research, extra-curricular activities, whole school participation or additional training?* | * *Read the recommended reading for this week. I think Dylan Wiliam has some amazing ideas that make assessment seem really reasonable. I am not sure if it is as easy in practice though.*
* *Have carried on going to art club, I really like this, you get to know the children in a different way. We had training on talk in the classroom and this will be something the school will be working on over the next few months. I don’t know exactly what this will look like yet but I let the head know that I am keen to be involved. Have begun reading for my Level 7 assignment.*
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### Targets and Areas for Development

(These should be set by the Mentor during periods of assessed School-based Training)

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| --- | --- | --- |
|  | **Targets/Areas for Development** | **Actions to achieve targets** |
|  | *Please use the language of the core competencies to set targets.* | *What you can do to show progress against these areas*  |
| **1** | Pupils are offered feedback on their work or responses | * Gain more experience of live marking.
* Observe FT responding to children, this will help you to become more confident at what to do when the children do not get things right. See how they manage this.
* Look at the Walk Thru’s book chapter on this and practice the steps.
* I will talk to you next week about what you have learned
 |
| **2** | Develop Subject Knowledge in History before teaching in next weeks  | * Talk to children about what they have learning (eliciting prior learning
* Read the scheme carefully to make sure that you know what you are likely to be asked.
* Look on the web for possible misconceptions that the children might have.
* Talk to HY about history across the curriculum.
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