



Professional Learning Activities (PLAs) – Placement 1 (phases 1 & 2) Secondary Handbook 2024-2025

Initial Teacher Education Partnership

Department of Education
College of Business, Arts & Social Sciences
Brunel University London

Department of Education
Brunel University London
Kingston Lane
Uxbridge
UB8 3PH



[/bruneluniversity](https://www.facebook.com/bruneluniversity)



[@bruneluni](https://twitter.com/bruneluni)



[bruneluni](https://www.instagram.com/bruneluni)

Table of Contents

Phase 1: General guidance	3
Phase 1: Professional Learning Activities (PLAs) and Information	5
Week(s) Beginning 2nd September	6
Week(s) Beginning 9th September	8
Week(s) Beginning 16th September	10
Week(s) Beginning 23rd September	11
Familiarisation Activities and Prompts (beginning of placement 1): guidance for mentors and BSTs	12
Week(s) Beginning 30th September	14
Week(s) beginning 07/10/24 and 14/10/24	15
Week(s) beginning 21/10/24	17
Week(s) beginning 04/11/24 and 11/11/24	19
Week 11 - 18/11/24	20
Week 12 - 25/11/24	20
Phase 2 Tasks and Information	22
Week 13 and 14 - 02/12/24 and 09/12/24	23
Week 15 and 16 - 16/12/24 and 06/01/25	24
Week 17 and 18 - 13/01/25 and 20/01/25	26

Phase 1: General guidance

This document sets out the learning activities BSTs are required to engage with during this phase of their teacher education. These are compulsory and will be monitored by the Link Tutor (LT) and mentor. This first page outlines the professional expectations that BSTs must demonstrate to inform progress for Component 1 Professional Behaviours and Responsibilities. However, given the curriculum integrates all components, they will also support progress across the whole curriculum.

BSTs are expected to:

- Maintain professional behaviours at all times, both in university and on placements;
- Attend university (9am-5:00pm) and school placement (typically 8am-5pm however if different, the mentor's lead should be followed) and maintain the high attendance typical of a teaching professional;
- Ensure all communication is professionally written and timely;
- know and engage with specific health and well-being issues of children within the classes taught;
- Attend INSET and other school training opportunities as they arise;
- Engage with the wider responsibilities and role of a teacher e.g. extra-curricular activities, assemblies, staff meetings;
- carry out playground duties and routines with the mentor throughout the BSTs' time in school/setting;
- Know and engage with the school/setting's curriculum for children's learning in each subject or area of learning;
- In addition to joining the mentor's PPA, schedule 10% of time across the week for BST's professional development and for completing non-teaching elements of the PLAs;
- Agree the timeframe for mentor to share school planning with the BST, and for BST to share plans with the mentor a minimum of 48 hours in advance of teaching a lesson to allow for feedback or clarification;
- Engage pro-actively with constructive feedback and use this to inform and develop practice;
- Purposefully engage with all processes and use them to support learning;
- Monitor own wellbeing, proactively taking steps and/or seeking support to ensure engagement with the course.

The Professional Learning Activities (PLAs) for this phase are set out on the next pages. As BSTs complete the activities in each block, they are required to reflect on their learning from these, and the university sessions, as part of the reflective processes i.e. Weekly Professional Learning Record, Progress Reviews etc.

Unless otherwise indicated, all BST planning should be on the appropriate lesson plan.

Notes for this phase:

Throughout phase 1, BSTs must always have a qualified teacher in the classroom with them to give support and advice as part of their training entitlement.

In phase 1 (part of placement 1), BSTs build to 20% planning and teaching by the end of the phase. This must include at least one teaching episode every day. Completion of the PLAs will support BSTs to achieve this.

BSTs must undertake at least one purposeful observation every day. The focus of each will either be a PLA, related to your professional learning foci or focus on a specific subject.

Phase 1: Professional Learning Activities (PLAs) and Information

The following section includes week by week information, tasks and reading to support BSTs, mentors and Professional Coordinators throughout the PGCE programme.

Information detailed provides an overview of university learning including links to key information. Discussion prompts and activities are designed to support weekly mentor meetings. These prompts align with the **Tracking progress** chart on the handbook and on Pebblepad which has been designed to support both the development of the BSTs as well as to guide the assessment of BSTs towards achieving QTS at the end of the course. Partnership schools are free to add in their own additional school-based inputs that support the eight components of the ITE Partnership Curriculum and reflect the school communities that they represent.

Week(s) Beginning 2nd September

Curriculum Component Focus: Professional Behaviours and Responsibilities and How Pupils Learn

General Professional Education (GPE): You will learn about the ITE Partnership Curriculum and its grounding in care, critical thinking, creativity and collaboration. You will learn about the structure of the curriculum and how the knowledge gained will be applied in practice. GPE sessions will focus on 'Teaching professionalism – its ethics & values'. It is important that you understand that our programme is professional learning, and a high level of accountability is demanded of you. You will all attend GPE sessions relating to Safeguarding and complete Prevent training. You will consider 'How Pupils Learn' learning about the learning sciences (cognitive psychology and neuroscience). It uses these as a lens through which to understand memory as a foundational (or threshold idea) through which to critically understand strategies like building on prior knowledge, chunking, misconceptions, and retrieval.

Subject Curriculum: In the first week of the programme you will develop your skills as reflective practitioners and audit your own subject and pedagogical knowledge. You will develop your understanding of the curriculum in your subject. Full details can be found in Module Study Guides and the Partnership Handbook. Subject sessions will build upon the GPE curriculum, further exploring learning in your subject and the importance of engagement and promoting a love of learning.

Additional Information and Tasks

Safeguarding and Prevent: Please ensure you complete the reading relating to the GPE session in Safeguarding.

Prevent: You need to complete "Course 1 – Awareness" of the Prevent training by Friday 13th September. Your Prevent certificate needs to be uploaded to Pebblepad

Personal and Professional Conduct agreement: You will need to complete and sign the Personal and Professional Conduct agreement that is found on Pebblepad.

Initial Tutorial: Please draft your initial tutorial ready to meet with your academic tutor

Please ask questions to your subject tutor, PGCE lead and the lecturers that you meet this week.

Optional/additional Information and Tasks

Activity 1:

Read “Reflection-on-values: Being a Professional” chapter 3 in Ghaye, A. and Ghaye, K. (1998) Teaching and Learning Through Critical Reflective Practice. London: David Fulton. A digital copy is available on the Talis Aspire reading list for ease of access.

Week(s) Beginning 9th September

Curriculum Component Focus: Planning for Learning and Assessment of Pupils

GPE Curriculum: You will learn about planning well-structured lessons that inspire a love of learning in your pupils. The 'Principles of Planning, Teaching and Assessment' session will outline 'how' as a BST you should meet the planning expectations in your placement schools. We will provide you with some of the basics, we expect that you will build on this knowledge through discussion with your mentor and other colleagues about specific approaches to planning at your placement school. As part of this GPE session, you will also learn about assessment of learning, assessment for learning and assessment as learning, developing your understanding of how teachers can make accurate and predictive use of assessment. The session will also explore types of feedback and how to ensure feedback is effective.

Subject Curriculum: Subject sessions will allow you practical experience using the Brunel University Lesson plan template and planning sequences of lessons in your subject. You will develop your understanding of: modelling, worked examples, questioning and classroom talk. Subject sessions will explore assessment and feedback in the subject. You will develop your understanding of formative and summative assessment in your subject and how formative assessment tasks can be linked to lesson objectives. Practical activities will allow you to explore assessment, marking and feedback in your subject.

Additional Information and Tasks

Planning for learning session: Following the seminar please read the article.

[Metacognition - Cambridge assessment, international education.](#)

We would like you to consider 'how important metacognition is to learning' and be ready to share your thoughts during the seminar.

Lesson planning templates can be found on Brightspace.

Assessment and feedback follow up task: Reflect how assessment and feedback could be planned and interpreted in your subject. Review Dylan Wiliam's video: "Providing feedback that moves learning forward" & make notes.

Wiliam, D. (2020) Provide feedback that moves learning forward. Available at: <https://www.youtube.com/watch?v=BUPuNc6iYi8> (Accessed: 19/6/2024).

Letter of Introduction: Complete a letter of introduction ready to send to the first placement school (this will be done via email – how can you ensure that you are professional; remember that first impressions count).

Optional/additional Information and Tasks

Activity 1:

Watch this 4-minute video: Dylan Wiliam provides a simple introduction to the concept of teachers’

reflective practice and how this sets the context for teaching and learning:

<https://www.youtube.com/watch?v=0gIFJMYv1JY>

Related Directed Study Activities:

1. This short blog by Katie Waring, a SCITT Director, explains the rationale for trainees engagement

with educational research and how this can help them develop as a professional:

<https://researchschool.org.uk/bradford/news/why-should-itt-trainees-engage-with-educational-research/>

2. Further resources can be found at: <https://chartered.college/early-career-series/> . As a student

teacher, you can join for free

Week(s) Beginning 16th September

Curriculum Component Focus: Adaptive Teaching and Inclusion & pupil health and wellbeing

GPE Curriculum: An Introduction to SEND will provide an overview of the definitions of SEND and the legal responsibilities and structures for inclusion for SEND pupils in school. The session will explore the challenges SEND pupils have in school and how you, as a teacher, can develop your pedagogy to support Quality First Teaching and inclusion for all.

Pedagogical approaches to support inclusive teaching will be explored through the session on adaptive teaching. This session explores the term adaptive teaching before focusing on the importance of knowing your pupils and how questioning, scaffolding and grouping can be used in the classroom

Subject Curriculum: Subject sessions will build on the core curriculum with practical application of the GPE sessions. BSTs will develop their understanding of approaches to adaptive teaching in their subject drawing and will have the opportunity to plan lessons and explore and trial classroom strategies.

Optional/additional Information and Tasks

Activity 1:

Read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties by Jim

Rose; can be found in session folder or at:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf> .

Week(s) Beginning 23rd September

Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning

Please see the familiarisation activities and prompts as guidance for familiarisation.

General professional education: The GPE session on 'Behaviour for learning' will explore positive climates for learning and strategies for managing behaviour in the classroom, making links between theory and practice. This practical session will allow you to consider strategies for managing low level disruption and how to use a school behaviour policy effectively. This is complemented by a session on positive classroom management which explores why children may misbehave, the impact of childhood trauma and how to become a good behaviour manager.

Subject Curriculum: Subject sessions will explore positive classroom management considering specific considerations for the subject. Sessions will focus on the importance of rules and routines in the classroom and approaches for engaging learners and offering a positive learning experience in the subject.

Suggested readings

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Pp6-15

Additional information and tasks

WPLR (on pebblepad)

Due by Friday 27th September – (1 WPLR each week you are in placement)

Please upload your timetable on Pebblepad by Friday 27th September

Optional/additional Information and Tasks

Activity 1:

Read Creating a Culture: how school leaders can optimise behaviour. Write notes and critically reflect on how this sits with your experiences of schools.

<https://www.gov.uk/government/publications/behaviour-in-schools>

Activity 2:

Listen to this BBC Radio 4 programme where the head teacher of the Michaela School, Katharine Birbalsingh and Education consultant, Dr Debra Kidd, debate whether discipline is the enemy of learning. Summarise the main points from both sides of the argument

Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds

Related Directed Study Activity:

Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils:

<https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>

Familiarisation Activities and Prompts (beginning of placement 1): guidance for mentors and BSTs

The document below provides activities that support and enhance the ITE Partnership Curriculum and support BSTs with their learning. The familiarisation days can be arranged in any way to suit the school. This may mean days immersed in certain activities, days immersed in subject lessons/faculties, or a mixture of both. We recommend providing at least two days of the week for BSTs to spend solely in their faculties to help them to understand how their subject is delivered and to gain a secure understanding of the classes they will be taking responsibility for. This also supports BSTs in becoming part of the subject community and helps them to understand how the faculty is run and where key resources can be accessed.

Curriculum Component	Familiarisation activities/discussion points
Professional Behaviours & Responsibilities	<p>Welcome/Admin/Email/School systems</p> <p>Review school safeguarding policy and meet the DSL.</p> <p>Review child protection policy, Keeping Children Safe in Education and staff code of conduct</p> <p>Guided Tour - navigation round the school</p> <p>School systems, the school day</p> <p>Introduction to key personnel/SLT</p> <p>Introduction to faculty</p> <p>Share the BSTs timetable and any wider school role expectations</p>
Subject, pedagogical & curricular knowledge	<p>Share long term and medium-term planning for the curriculum in the subject including the scheme of work and resources.</p> <p>Arrange observations across the department to see the scheme of work and school approaches 'in action' and where possible to meet timetabled classes.</p> <p>Introduction to the subject curriculum and skills, knowledge and concepts of the curriculum objectives and intended outcomes for each Key Stage</p>
How Pupils Learn	<p>Ensure your BST has access to pupils' prior assessment data</p> <p>Share any school policies/procedures around strategies to support pupils learning e.g. retrieval practice – ensure BSTs can observe this in 'action'</p>
Planning for Learning	<p>Discuss scheme of work and department systems for planning lessons - ensure BSTs can observe this in 'action'</p> <p>Signpost your BST to the scheme of work and school resources.</p>

	Discuss the lesson planning template and expectations for the BST sharing their lesson plan
Adaptive Teaching & Inclusion	Ensure the BST can access and interpret data on pupils including those with SEND Meeting with SENCO/ DSL
Assessment of Pupils	Introduction to the school and department assessment policy Support with using school data to plan lessons and interventions
Managing behaviour & the environment for learning	Introduction to behaviour policy - ensure BSTs can observe this in 'action' Opportunity to discuss initial observations of lessons
Pupils' Health & Wellbeing	Introduction to the form tutor system Role of tutor and ways of leading a tutor group

Week(s) Beginning 30th September

Curriculum Component Focus	
Intensive training and practice week: Managing Behaviour and the Environment for Learning (please refer to relevant ITAP handbook for further information)	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
Suggested readings	
Refer to one or two readings from subject and GPE sessions and consider them in light of your assignment and placement.	
Additional information and tasks	
Continue to read school policies and complete "School Policies – Placement 1" on Pebblepad	

Week(s) beginning 07/10/24 and 14/10/24

Curriculum Component Focus: Planning for Learning and Assessment of Pupils	
<p>Wednesday 9th October will have a focus on the 'national curriculum, teachers and the law, British values and education system structure' and a GPE session on 'Numeracy'.</p> <p>Wednesday 16th October will be focused on 'assessment' and 'embedding equality, diversity and inclusion'</p>	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
<p>Reflect upon Rosenshine's (2012) principles of instruction as you plan and observe lessons. How do expert practitioners respond to the pupils in the classroom to secure progress?</p> <p>Focus observations on formative assessment. Discuss with expert practitioners how they plan formative assessment and adapt lessons to support pupils' progress.</p> <p>Ensure you are familiar with the department feedback policy. Review some examples of feedback and methods for doing this.</p> <p>Start to plan collaboratively with school colleagues, reflecting on your observations.</p> <p>Start to plan and enact activities which are based around formative assessment, and different teaching and learning pedagogies</p>	<p>Discuss with the BSTs what their observations to date have shown them about how teachers:</p> <ul style="list-style-type: none"> - plan for progress - plan formative assessment approaches - plan feedback (and feedback related activities). <p>Discuss with BSTs how their observations have started to impact their own practice</p> <p>Discuss what BSTs have learnt from collaborative planning with colleagues</p> <p>Allow BSTs to share experiences of their early teaching. What went well and what would they change?</p>
Suggested readings to support academic assignments	
<p>Furst, E. (no date) 'Retrieval Practice: Paving pathways in the memory maze', Teaching with learning in mind, no date. Available at:</p>	
Optional/additional Information and Tasks	
<p>Complete WPLRs</p> <p>Activity 1:</p>	

'Getting to grips with the National Curriculum'

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

- i. Research the core aims of the subjects of the national curriculum for your Key Stages (and subject area for secondary); it is also valuable to look at the other documents to help understand transition points.
- ii. Identify any common themes across the subjects/key stages.
- iii. Research the assessment approaches, including any statutory arrangements.

Activity 2:

iv. Read the article by Daisy Christodoulou; Minding the Knowledge Gap - The Importance of Content in Student Learning. What do you think?

v. Try the hyperlink in the title or find on Brightspace in the session folder.

Related Direct Study Activity:

This A4 summary by Daryn Egan-Simon explains what a 'knowledge rich curriculum' is and its implications for trainees and teachers

Try the hyperlink or you will find the article on Brightspace in the session folder.

Week(s) beginning 21/10/24

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
<p>Wednesday 23rd October you will complete a GPE on 'Compensatory Education and pupil premium' and you will further complete the GPE in 'literacy across the curriculum, dyslexia and phonics'. The session on literacy across the curriculum focusses on the importance of literacy on pupils' development and wellbeing, definitions of literacy and whole school approaches to literacy.</p>	
Observation and discussion prompts	
BST and mentor	BST and Professional Coordinator:
<p>Focus observations on the ways in which teachers make connections to prior learning, chunk content and apply retrieval practice. How does this support the learning of the group?</p> <p>Discuss the schools' approach to developing pupils' literacy. Focus your weekly observation on how teachers support the development of pupils' literacy.</p> <p>Observe the ways in which teachers inspire pupils in the subject – discuss this with your mentor.</p> <p>Discuss approaches to the curriculum organisation in your subject and the rationale for the sequencing of the curriculum in the school.</p> <p>Identify subject resources, both within the department and online, that you can draw upon to continue to develop your subject pedagogy</p>	<p>Discuss with BSTs how they have seen the sequencing of lessons put into practice by more experienced colleagues.</p> <p>Discuss with the BSTs the school's approach to literacy. What is expected of class teachers?</p> <p>How does the school support struggling readers?</p> <p>When and how have teachers incorporated approaches that consider 'How Pupils Learn' into their lessons (e.g. chunking, building on prior learning and retrieval practice)?</p> <p>BSTs should share reflections on the different groups they are working with. What are their next steps for developing their subject and pedagogical curricular knowledge based on their timetable and classes?</p>
Suggested readings to support academic assignments	
<p>Quigley, A., Muijs, D., and Stringer, E. (2018) Metacognition and Self-Regulated learning, Report for the Educational Endowment Foundation.</p>	
Additional information and tasks	

Pupil health and wellbeing session pre-session task: Read the Classroom Wellbeing Toolkit

WPLR

Optional/additional Information and Tasks

Activity 1:

Find in session folder and read “To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses.” This research suggests that students with low socioeconomic status or who are academically at risk might benefit from mind-set interventions.

Activity 2:

Read chapter 7 “The Seven Secrets of Self-Efficacy” –in the e-book “Reaching the Unseen Children” by Jean Gross. Write notes and in your WPLRs, include reflections on how you have used the seven secrets. You may well want to read other chapters too!

Related Directed Study Activity:

Consider how schools can provide opportunities so all pupils enjoy success: what is quality first teaching? Use the link to access text and videos:

[Quality First Teaching Checklist 2021: 10 Most Effective Strategies \(thirdspacelearning.com\)](https://www.thirdspacelearning.com/quality-first-teaching-checklist-2021-10-most-effective-strategies)

Week(s) beginning 04/11/24 and 11/11/24

Curriculum Component Focus: Adaptive Teaching and Inclusion and Pupil Health and Wellbeing	
<p>The session on bullying explores data and definitions of bullying before exploring evidence-based approaches to effective anti-bullying practice. A particular focus is given to anti bullying strategies for those targeting students with SEND.</p> <p>The session on pupil health and wellbeing explores definitions of health and wellbeing, the link between pupils' health and wellbeing and attainment and practical strategies to promote wellbeing in teachers and pupils. Seminar sessions will explore further the pastoral role of the teacher.</p>	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
<p>Reflect upon how class teachers adapt lessons on the spot to ensure all pupils make good progress.</p> <p>Discuss approaches to ensuring teaching assistants and other adults in the classroom are used effectively.</p> <p>Discuss how you can keep the classroom and other spaces safe in your subject area. Focus your weekly observation on how teachers keep their classroom safe.</p>	<p>Have BSTs had the opportunity to complete a pupil pursuit of a SEND learner?</p> <p>What have BSTs learnt from working with support staff?</p> <p>Discuss with BSTs the experiences they have had of working with a full range of pupils. How have they ensured their lessons are accessible and inclusive for all?</p> <p>Reflect upon the school's RSE and PSHE curriculum. Have BSTs seen this in action or contributed to this aspect of school life?</p>
Suggested readings to support academic assignments	
<p>Education Endowment Foundation (2019) 'Does research on 'retrieval practice' translate into classroom practice?' EEF blog, 5 December 2019.</p>	
Additional information and tasks	
<p>WPLR</p> <p>Tracking Progress Review Point 1 Due Friday 15th November.</p>	

Week 11 - 18/11/24

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
Observation and discussion prompts	
Mentor:	Professional Coordinator:
See ITAP Handbook 2	
Suggested Readings to support assignment and ITE curriculum	
See ITAP Handbook for suggested readings. You should use the library search function to research readings that will further support your writing.	
Additional Information and Tasks	

Week 12 - 25/11/24

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
No GPE sessions this week.	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
<p>Choosing a lesson to be taught in the next week, discuss possible misconceptions and how you will challenge these.</p> <p>Reflect upon the schemes of work for the remainder of the term. Which areas would you benefit from developing your subject knowledge? Select a topic you are least confident with and discuss approaches to teaching this topic.</p>	<p>Speak to your PC to arrange observations with expert colleagues. Focus observations in this week on the range of approaches expert colleagues use to allowing pupils to practise applying new knowledge.</p>
Suggested readings to support academic assignments	
Mould, K. (2021) Assess, adjust, adapt – what does adaptive teaching mean to you? Available here	
Additional information and tasks	
WPLR	

Phase 2 Tasks and Information

The following section includes week by week information, tasks and reading to support BSTs, mentors and Training Coordinators throughout the PGCE programme.

Information detailed provides an overview of university learning including links to key information. Discussion prompts and activities are designed to support weekly mentor meetings and biweekly meetings with the ITE training coordinator. These prompts align with the Tracking Progress document in Pebblepad (also in Partnership Handbook) which has been designed to support both the development of the BSTs as well as to guide the assessment of BSTs towards achieving QTS at the end of the course. Partnership schools are free to add in their own additional school-based inputs that support the eight components of the ITE Partnership Curriculum and reflect the school communities that they represent.

Week 13 and 14 - 02/12/24 and 09/12/24

Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning	
<p>In week 13, you have a GPE session on Looked after children, emotion coaching and attachment awareness.</p> <p>In week 14, you will complete the GPE on the generative artificial intelligence.</p> <p>The session on Generative AI considers the limitations and opportunities that GenAI presents teachers, with a particular focus on reducing workload. The session will explore practical opportunities and strategies for using GenAI tools to support Planning. This will include, for example, the lesson planning process, planning assessment for learning and adaptive teaching.</p>	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
<p>Discuss and reflect upon the ways you have established a supportive and inclusive classroom environment establishing effective relationships with pupils. Have you observed any classes/pupils in another subject?</p> <p>Discuss the school systems for monitoring engagement and progress. How is this communicated with parents/guardians?</p> <p>Focus observations on the ways in which expert colleagues apply high expectations of pupils and build their independent learning skills. What routines are evident?</p>	<p>Reflect on the BSTs' involvement with their tutor group. Have they been able to lead some sessions and how does the role of the tutor extend from the role of the classroom teacher?</p> <p>Discuss with BSTs how the school responds to the needs of the most challenging pupils (behaviour) and what alternative provision/ providers is it working with?</p> <p>Discuss with BSTs the school expectations for communicating with parents/guardians. Have BSTs seen experienced colleagues doing this/ how? Have BSTs successfully recognised positive pupil contributions/ behaviours?</p>
Suggested readings to support academic assignments	
<p>Thompson, A. and Hoath, L, (2023) 'Adaptive Teaching' in Podesta, A. and Hoath, L. (eds) <i>Professional studies for secondary teaching</i>. Sage: London. Pp 139-158</p>	
Additional Information and Tasks	
WPLR for each week	

Week 15 and 16 - 16/12/24 and 06/01/25

Curriculum Component Focus: Planning for Learning and Assessment of Pupils	
No GPE sessions. There are subject sessions.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
<p>Discuss an upcoming sequence of lessons. How are lesson objectives being used to support planning activities?</p> <p>Ensure you are familiar with the department homework and marking policy. Review some examples of homework feedback and methods for doing this effectively to support pupil progress.</p> <p>Discuss and reflect on how you can use the information from assessment to inform decisions in planning and 'in the moment' in the classroom.</p>	<p>Discuss with BSTs how they have developed their understanding of what progress looks like in their subjects?</p> <p>Discuss the school homework policy and expectations for homework setting, collection and marking. How does this vary between subjects and key stages.</p> <p>Have BSTs explored different approaches to lesson planning? Share tips and experiences of making planning efficient and effective.</p> <p>What types of assessment have BSTs carried out to date and how has this influenced their planning / teaching of subsequent lessons?</p>
Suggested readings to support academic assignments	
Education Endowment Foundation (2018) Individualised Instruction. Available here	
Additional information and tasks	
<p>Ensure that you have completed the National Numeracy Challenge. Upload the certificate on Pebblepad.</p> <p>WPLR</p> <p><u>Optional PLAs</u></p> <p>Activity 1:</p> <p>Read this very succinct article to introduce key elements of efficient, effective lesson planning.</p>	

Activity 2:

Preparing for planning in the medium term - obtain a copy of a scheme of work for a particular Key Stage (KS) in your placement school and discuss with your mentor or a member of the department/KS.

- How does the scheme of work build on prior learning and connect to intended future learning in terms of continuity and progression?
- What assessment strategies and mechanisms are associated to this scheme of work to track pupil progress over time? How are these recorded? How are the outcomes of this assessment process used to inform future planning for that group of pupils?
- How do teachers use the schemes of work available to them to plan their specific units of work (medium term plans) and lesson plans (short term plans) for a group following the scheme?

Activity 3:

Access this web link which uses text and short videos to comprehensively explain how to promote progress by encouraging metacognition in the classroom:

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

Week 17 and 18 - 13/01/25 and 20/01/25

Curriculum Component Focus: PRP2 preparation and completion - review learning in all components	
There are no GPE sessions. There are subject sessions.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
Review learning in all components with a focus on setting professional learning foci for placement 2. Progress Review Point 2 is due on Friday 24 th January. What have been the key successes during placement 1 and what will BSTs aim to develop from the start of Placement 2? Complete Professional Learning Action Plan (PLAP) on Pebblepad in preparation to Placement 2.	
Suggested readings to support academic assignments	
Shires, L. (2020) Scaffolding by novice and expert teachers. Available here	
Additional information and tasks	
Progress Review Point 2 due Friday 24 th January. WPLR	