Intensive Training and Practice Week 2 (primary PGCE)

Theme: How children learn Focus: supporting retrieval of prior knowledge to support new learning

Date – w/b 18th November 2024

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# Rationale

As you may be aware, there are compulsory changes being made to Initial Teacher Education across the country from 2024/2025. One of these changes is the introduction of four Intensive Training and Practice (ITAP) weeks.

Intensive Training and Practice (ITAP) is designed to immerse BSTs in foundational aspects of the curriculum. It provides an opportunity to focus on specific, pivotal areas. Intensive training and practice should also build powerful links between evidence-based theory and practice. The weeks are designed to immerse BSTs in their learning through a range of activities and classroom experiences linked to the weekly focus.

Following consultation across the partnership these weeks will focus on:

* Theme: Positive classroom environments
  + Focus: establishing a supportive, inclusive and predictable environment for learning
* Theme: How children learn
  + Focus: supporting retrieval of prior knowledge to support new learning
* Theme: Adaptive teaching
  + Focus: adapting resources to meet the needs of the learners to ensure all learners have access to a rich curriculum
* Theme: Inspiring learning
  + Focus: using powerful analogies, illustrations, explanations, demonstrations and alternative learning spaces

Each week will be a blend of university and school-based learning. In response to partnership feedback and aligning with the Grossman model (2018), a set structure has been developed which will consist of:

* Expert theoretical and practical input by university tutor(s) and expert colleagues with critical analysis of theory and literature;
* Focused observation and deconstruction of teaching;
* Critical analysis of observed teaching with a focus on identifying the links between theory and practice;
* Deliberate peer-to-peer practice by BSTs with focused feedback from peers and expert colleagues;
* Preparation and practice delivery of the identified focus, with expert feedback and opportunities to repeat and improve.

The outcomes of Intensive Training and Practice (ITAP) for BSTs will include a strong grasp of the evidence base for the area concerned, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

# Guidance for the week - overview

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Session 1**  0900-0925 | **Session 2**  0930-1100 | **Session 3**  1100-1400 (including lunch break) | | | **Session 4**  1400-1500 | | | **Session 5**  1500-1630 | |
| Mon  **University** | University session - introduction | University session | Set activities supporting engagement with literature  (reflect on how you can support learning for your focus pupil) | | | Peer-to-peer discussion facilitated by academic exploring outcomes from set activities | | | University session | |
|  |  | | | | | | | **1500-1630** | |
| Tue  **School** | BSTs observe a range of expert colleagues’ practice of the ITAP week focus  Focused observation and deconstruction of teaching: observing expert colleague (e.g. mentor) based on the ITAP week focus followed by professional discussion with the same expert colleague to explore their pedagogical choices  Critical analysis of learning task (collect first round of data for English, Maths and Science for your focus pupil) | | | | | | | Critical analysis of learning task (protected time) – start analysing data and reflect on key literature shared by subject tutors | |
|  | **Session 1**  0930-1100 | | | **Session 2**  1115-1215 | **Session 3**  1215-1315 | **Session 4**  1400-1500 | | **Session 5**  1500-1630 | |
| Wed  **University** | University session exploring outcomes from observations and linking theory and practice | | | (Peer-to-peer) collaboratively plan whole class session | Expert colleagues join peer session to explore planning so far and discuss next steps | Peer-to-peer teach aspects of planned lesson | | Critical analysis of learning task (protected time) | |
|  |  | | | | | | | **1500-1630** | |
| Thu  **School** | Prep for taught lesson  Teach planned session, observed by mentor, followed by professional discussion with mentor  Collaboratively plan, with mentor, another lesson drawing from lesson feedback and reflections to adapt practice based on ITAP week focus (collect data for English and Maths for your focus pupil) | | | | | | | Critical analysis of learning task (protected time) – continue analysing data and reflect on key literature shared by subject tutors and literature specific on the ITAP focus | |
|  |  | | | | | | **1400-1500** | **1500-1630** | |
| Fri  **School** | Prep for taught lesson  Teach planned session, observed by mentor, followed by professional discussion with mentor  Focused observation (collect data for English, Maths and Science for your focus pupil) | | | | | | University session - next steps plenary – online | Critical analysis of learning review for submission – continue analysing your final data and make connections between theory and practice (engage with wider academic literature discussed during the ITAP week) | |

# Expectations

## What is fixed in the ITAP week and cannot be changed?

* The day-by-day activities, as set out in the overview e.g. days cannot be swapped etc.
* Monday and Wednesday are university-based days. Tuesday, Thursday and Friday are school-based days. Each ITAP week will follow this structure.
* The theme and focus of each week is not subject to change.
* With the exception of the full university day on Monday, the final session of each day (labelled session 5 on the timetable) is protected time for BSTs to engage in level 7 reflection and analysis of their learning.
* Monday and Wednesday are university days. All BSTs are expected to attend.

## What is flexible in the ITAP week and can be bespoke to our school?

* On the days when BSTs are in school the activities for each day are listed and can therefore be arranged flexibly across that day according to the school timetable.
* If there is a group of BSTs across a school, they can come together to undertake activities all together but this is flexible and at the discretion of each school.
* The shorter observation activities on Tuesday should ideally involve BSTs observing a range of different teachers. They should be observing parts of different lessons depending on availability, school timetables and opportunities for learning from expert practice. For example, they may observe 20 minutes of three different lessons.
* The wider reading section of the reading list is not exhaustive, and schools/mentors can direct BSTs to further literature that informs school policy and practice.
* The term *Expert colleagues* is used throughout the ITAP week documentation. This term has been used to encompass qualified teachers in a range of roles such as mentors, lead mentors, school colleagues and middle/senior leaders. It is recognised that BSTs can learn from all of these professionals, and any can assume the role of expert colleague where noted in the overview. This includes attendance at the Wednesday university session; this will be arranged by academic staff.

## The role of the BST

* The ITAP week will provide an opportunity for a rich depth of understanding in relation to one specific aspect of the curriculum. Therefore, all activities are compulsory, and attendance and engagement is an expectation.
* In the week before the ITAP week, BSTs ensure:
  + they are familiar with all activities;
  + they have spoken with the mentor about appropriate lessons to observe on Tuesday and lead on Thursday/Friday.
* It is expected that BSTs will demonstrate their professionalism by taking ownership of their own learning.
* BSTs should complete ITAP week reading as directed, from the reading list provided.
* Allocated time is provided for critical analysis and reflection. BSTs should use this time for reading and writing tasks and portfolio activities; completing these may involve study beyond the school day.
* Documentation provided in the appendices should be used for tasks and activities throughout the week.

## The role of the mentor

* Ensure a clear understanding of the content, structure and the literature that informs the ITAP week through engagement with mentor training activities.
* All activities are compulsory, and BSTs’ attendance and engagement should be supported by mentors. Mentors should ensure the schedule for the week is followed and BSTs utilise the allocated time provided for critical analysis and reflection.
* In the week before the ITAP week, mentors should:
  + discuss all ITAP week activities with BSTs;
  + schedule focused observations for the BST (Tuesday). This should include an opportunity for the BST to observe a full lesson based on the ITAP week focus followed by a professional discussion with the teacher who delivered the lesson to explore pedagogical choices;
  + allocate time for the BSTs to teach based on the ITAP week focus (Thursday and Friday).
* Documentation provided in the appendices should be used for activities throughout the week.

## The role of academic staff

* Academics will support BSTs and mentors throughout the ITAP week.
* University sessions will be led by academic staff who will also facilitate peer to peer activities.
* BSTs will be supported to make connections between theory and practice and use their experiences in school to inform future practice.
* Academic staff will support mentors in ensuring the schedule for the week is followed and BSTs utilise the allocated time provided for critical analysis and reflection.
* Explore the impact and quality assure the ITAP week through reflections on Pebblepad, moderation visits and tutorials.

## Unavoidable absences

Attendance throughout the ITAP weeks is compulsory and, as with all aspects of the PGCE, BSTs should demonstrate their professionalism in making every effort to ensure they attend the full week.

In the event of unavoidable absence such as serious illness the following contingency measures can be put in place:

Attend to begin with and are then absent:

* BSTs continue the week on their return and proceed as per the overview.
* University sessions will be recorded and all resources will be available in Brightspace.

Absent to begin with and return to school during the ITAP week:

* The BST should arrange with their mentor and school to complete the ITAP week as scheduled starting on the day of their return.
* If the ITAP week cannot be scheduled to be completed in 5 consecutive days, it can be completed over 5 non-consecutive days.
* University sessions will be recorded and all resources will be available in Brightspace.

Absent for the whole week:

* The BST should arrange with their mentor and school to complete the ITAP week as scheduled on a different week as soon as possible following their return.
* If the ITAP week cannot be scheduled to be completed in one week, it can be completed over 5 non-consecutive days.
* University sessions will be recorded and all resources will be available in Brightspace.

Where possible, for the peer-to-peer activities, university tutors will connect BSTs who have been absent. However, this is not guaranteed as it may not be practical.

# Guidance for the week - day by day

## Monday – university day

**Session 1 – Introduction to the week**

Aims of the session

* To know the format of the Intensive Training and Practice week
* To explore the focus of the week
* To understand the expectations of the week

**Session 2 – Retrieval practice**

Aims of the session

* To explore what is meant by retrieval practice
* To understand how retrieval practice can support learning
* To be equipped with a range of retrieval strategies

**Session 3 – Engagement with literature**

Set activities supporting engagement with literature (Appendix I)

**Session 4 – Peer-to-peer discussion**

An academic led, peer-to-peer exploration of BSTs’ learning throughout the day.

**Session 5 – Observation of retrieval practice**

Aims of the session

* To understand the observation activities to be completed in school and how this is recorded in the portfolio
* To be prepared to begin writing critical analysis of learning tasks

## Tuesday – in school all day

These activities can be arranged based on your school timetable and can be completed in any order.

As suited to the school timetable, BST should observe a full lesson taught by an expert colleague focused on supporting retrieval of prior knowledge to support new learning. That expert colleague should then have time with the BST for a professional discussion about the observed lesson, exploring the pedagogical choices that were made during the planning and teaching processes with a focus on supporting retrieval of prior knowledge to support new learning.

Alongside the expert colleague they will be working with on Thursday, BSTs should schedule the retrieval practice activity (15 mins maximum) they will be observed teaching and ensure that they understand: the 'knowledge' to retrieve, how this connects to children's prior knowledge, key subject knowledge underpinning this as well as any necessary adaptations to meet the need of all learners. BSTs do not need to plan the actual activity at this stage as this will be the focus of tomorrow's university day.

BSTs should also observe a range of expert colleagues teach using retrieval of prior knowledge to support new learning. These observations should be 20-30 minutes in different lessons to allow the BST to observe supporting retrieval of prior knowledge to support new learning from a range of expert colleagues. BSTs can learn from observing colleagues in a variety of subjects and age groups - it is the retrieval practice skill that is the focus rather than the subject specificity.

BSTs will be expected to begin to make connections between theory and practice. At the end of the day, they will have protected time to engage with a task that supports further critical engagement with theory and practice.

## Wednesday – university day

**Session 1 – Reflection on theory and practice**

Aims of the session

* Review outcomes of observations in collaboration with peers and expert colleagues
* Strengthen academic reflection through formative self and peer assessment.

**Session 2 – Peer-to-peer collaborative planning**

Aim of the session

* To understand how to plan an effective retrieval practice activity

In groups, BSTs discuss and explore strategies and techniques they observed in school and learning they have gained from the literature that will support their planning of retrieval practice of prior knowledge to support new learning. Each BST plans their teaching for Thursday, drawing from the support of the group for discussion and sharing of ideas.

**Session 3 – Expert colleagues join to explore planning and discuss next steps**

School and university colleagues join BSTs. BSTs share their planning so far, focusing on the strategies and techniques they will use to support the retrieval of prior knowledge.

Colleagues will discuss and support the BSTs to develop their plans accordingly.

All planning should use relevant documentation (e.g., BUL lesson plan template).

**Session 4 – Peer-to-peer teaching of planned lesson**

Aims of the session

* To rehearse planned retrieval practice activities
* To support planning by providing and responding to formative peer assessment

BSTs rehearse the aspect of their planning related to the ITAP week. For example, move into groups of 3 to form learning triads, where one BST is the learner, another is the teacher and the third is the observer. BSTs take turns to assume each role to rehearse their use of retrieval of prior knowledge, to support new learning in a safe space and discuss with peers.

**Session 5 – Critical analysis of leaning task 3**

Task that supports further critical engagement with theory and practice.

## Thursday – in school all day

As suited to the school timetable, BSTs teach the planned effective retrieval practice activity as scheduled. They should be observed by an expert colleague with a focus on the activities they planned on Wednesday and the retrieval of prior knowledge to support new learning.

This is formally observed, and the expert colleague should record this observation on the BUL Lesson Dialogue Record.

The BST should complete their reflections and evaluations of their lesson on their planning proforma.

The expert colleague and BST should then engage in a professional discussion following the taught lesson, exploring strengths and areas to develop with a specific focus on supporting retrieval of prior knowledge to support new learning.

The BST should then draw from the discussions with expert colleagues to plan for teaching on Friday.

There is protected time at the end of the day for BSTs to complete a task that supports further critical engagement with theory and practice.

## Friday – in school all day

As suited to the school timetable, BSTs teach the planned effective retrieval practice activity as scheduled. They should be observed by an expert colleague with a focus on the retrieval of prior knowledge to support new learning and the feedback from Thursday.

This is formally observed, and the expert colleague should record this observation on the BUL lesson dialogue record.

The BST should complete their reflections and evaluations of their lesson on their planning proforma.

The expert colleague and BST should then engage in a professional discussion following the taught lesson, exploring strengths and areas to develop with a specific focus on supporting retrieval of prior knowledge to support new learning.

**Session 4 – Next steps plenary**

An academic led, peer to peer exploration of BSTs’ learning across the week focused on the following discussion prompts:

* Examine what you learned about retrieval practice from teaching your lesson and how your experience may differ from that of an experienced teacher
* Explore the specific challenges children faced when engaging with retrieval practice in your lesson and how these align/misalign with the literature
* Using the literature, critically analyse your learning across the week including the implications for your future practice and why

The day will end with a task that supports further critical engagement with theory and practice.

# Suggested Readings for Mentors

The following open access readings may support the discussions between mentors and BSTs throughout the ITAP week.

Perry, T., Lea, R., Jørgensen, C. R., Cordingley, P., Shapiro, K., & Youdell, D. (2021). *Cognitive Science in the Classroom: Evidence and Practice Review. London: Education Endowment Foundation (EEF)*. Available at: <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_Science_in_the_classroom_-_Evidence_and_practice_review.pdf?v=1691652388> (Accessed 06 June 24).

McMahon, K., Lee, A., Etchells, P., Howarth, L., Humphreys, K., McKay, D. et al. (2021). *The Learning Sciences and the Core Content Framework for Initial Teacher Training.* BathSPAdata. Available from: <https://doi.org/10.17870/bathspa.14258333.v1> (Accessed 06 June 24).

Furst, E. (no date) *Retrieval Practice: Paving pathways in the memory maze*’*.* Available at: <https://sites.google.com/view/efratfurst/retrieval-practice> (Accessed 06 June 2024).

# Appendix I: Set tasks supporting engagement with the literature

Read the following literature which can be accessed via Library@Brunel and then also engage with wider readings. Reflect upon the key points in the table below:

Pages 69-92 of:  
Perry, T., Lea, R., Jørgensen, C. R., Cordingley, P., Shapiro, K., & Youdell, D. (2021). Cognitive Science in the Classroom: Evidence and Practice Review. London: Education Endowment Foundation (EEF). Available at: <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_Science_in_the_classroom_-_Evidence_and_practice_review.pdf?v=1691652388> (Accessed 06 June 24).

Pages 30-32 of:  
McMahon, K., Lee, A., Etchells, P., Howarth, L., Humphreys, K., McKay, D. et al. (2021). *The Learning Sciences and the Core Content Framework for Initial Teacher Training.* BathSPAdata. Available from: <https://data.bathspa.ac.uk/articles/online_resource/The_Learning_Sciences_and_the_Core_Content_Framework_for_Initial_Teacher_Training/14258333/1> (Accessed 06 June 2024).

Pages 118-134 of:  
Weinstein, Y. & Sumeracki, M. (2018) *Understanding How We Learn.* Abingdon: Routledge.

|  |
| --- |
| **What constitutes ‘retrieval practice’ beyond the use of quizzes and tests?** |
|  |
| **What different ways are there of provoking children to retrieve memories?** |
|  |
| **How do you balance providing sufficient challenge without causing additional anxiety through retrieval practice?** |
|  |
| **Key learning point 1** |
|  |
| **Key learning point 2** |
|  |
| **Key learning point 3** |
|  |
| **Two things I will apply to my practice** |
| 1)  2) |
| **One question I have about the theory of retrieval practice** |
|  |

# Appendix II: Observation prompts for BSTs linked to the ITAP week focus

These prompts are specific to the retrieval practice observations. They are designed to give focus to the observation and should be considered with completing the observation form in *Appendix III.*

1. What retrieval practice approach(es) did you observe and how did you know it was retrieval practice?
2. At what point(s) in the lesson did it take place?
3. In what ways did the retrieval practice engage the children? How did the children complete the retrieval tasks (e.g., independently/in pairs/in group)?
4. What was the purpose of the retrieval practice and what type of knowledge was being retrieved i.e., substantive (conceptual) or disciplinary (skills)?
5. How much cognitive effort did it require from the children and how were they supported/scaffolded for inclusion and success?
6. Did the children receive feedback and if so, how?

# Appendix III: Lesson observation form for focused lesson observation by BSTs

**Refer to the prompts in appendix II to support your observation.**

|  |  |  |  |
| --- | --- | --- | --- |
| Day/Time: |  | Subject: |  |

|  |
| --- |
| **What is the focus of this observation?** |
|  |
| **What do you notice during the lesson?**  *Keeping in mind the focus of your observation, what does the teacher say/do? What do the children say/do? How is learning taking place? What does it look like? Remember: there is a lot going on in every part of a lesson! Keep to your chosen focus.* |
|  |
| **What have you learned?**  *How has observing this lesson/this part of the lesson supported your understanding of this particular focus? Note down the aspects of the lesson you will try to bring into your own practice in the next lessons you teach. Are there any follow up activities you now need to take as a result of this observation? Consider how your thinking has changed as a result of observing this lesson/part of the lesson.* |
|  |
| **Questions**  *What questions would you ask your mentor about what you observed? These could relate to their pedagogical choices or the needs of specific children.* |
|  |

# Appendix IV: BST notes on post lesson discussion with an expert colleague

Use key points from your full lesson observation, alongside the questions below, to discuss pedagogical approaches used by the expert colleague. This should include discussion around why they selected the specific tasks, how they adapted them to meet the needs of all children etc. It should also give the expert colleague an opportunity to explain how their beliefs about how children learn influence their pedagogical choices.

|  |
| --- |
| **Reflection prior to the discussion with the expert colleague:**  **Following the observations of expert colleagues, what did you learn about the use of retrieval of prior knowledge to support new learning?** |
|  |
| **Reflections during the discussion with the expert colleague:**  **What retrieval practice approaches did you use and how did this specifically support children to remember what they had previously learned? What type of knowledge were children retrieving?** |
|  |
| **How did you know what to specifically focus on and how will this connect to new and existing learning?** |
|  |
| **How did you decide the timing of the retrieval activity? Do you always teach retrieval in this part of the lesson and for this duration of time? Why?** |
|  |
| **In what ways did the retrieval practice engage the pupils? How did you decide how they would compete this (independently, in pairs, in groups)? Is this the usual format for your retrieval practices and why?** |
|  |
| **How did you consider how to balance challenge and success so that this was an effective retrieval strategy for all children?** |
|  |
| **How do you provide feedback for children?** |
|  |
| **Additional questions and responses** |
| **Question 1:** |
|  |
| **Question 2:** |
|  |
| **Question 3:** |
|  |

# Appendix V: BST summary feedback from peer-to-peer teach

Rehearse your teaching (as per the activity) with two peers. As a group, critically reflect and note down two strengths and one area to develop in your practice.

|  |  |  |
| --- | --- | --- |
|  | Strengths | Areas to develop |
| BST |  |  |
| Peer 1 |  |  |
| Peer 2 |  |  |

# Appendix VI: Lesson plan

**Individual Lesson Planning Template (KS1 and KS2)**

*This document supports your thinking and preparation for teaching. It must be completed before the teaching takes place.*

## C:\Users\edstssb1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\RVNCQLEH\BUL_LOGO_POS_RGB_MONO.jpgLESSON PLAN

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Foci (to be taken from previous lesson evaluations and/or the current WPLR): | | | | | | | |
| National Curriculum reference | Intended learning outcomes (I.L.Os): | | Related success criteria: | | | Class/Year group: | Date:  Time: |
| Subject: | Length: |
| Resources/ICT/Health and Safety including risk assessment where needed: | | Opportunities for cross curricular links/lit/num: | | | Behaviour for learning strategies: | | |
| Pupils’ prior knowledge and learning: | | | | | | | |
| Action points from previous lesson evaluation (including consideration for specific children: i.e. *more able, pupils with SEND,EAL)*: | | | | | | | |
| Subject specific vocabulary: | | | | Possible misconceptions: | | | |

**LESSON PROGRESSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Approx. timings | Intended Learning outcomes  *(What do I want the pupils to learn?)*  ***Intent*** | Main teaching, activities, organisation, and homework  *(How do I want all the pupils to learn?)*  ***Implementation*** | Adaptive teaching  (*How will I ensure specific groups of pupils will access the learning? To include additional adult support)* | Assessment opportunities including key questions  (*How will I/the children know what has been learnt? Refer to whole class, individuals and an identified focus group here - who, what and how?)* ***Impact*** |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**Lesson evaluation for the class against the Intended Learning Objectives (to be completed after the lesson):**

|  |
| --- |
| **Whole class:**  **Individual pupils:**  **Action points for learning for the subsequent lesson:** |

**Lesson evaluation in relation to your current Professional Learning Foci (Student Teacher) – here, you could also reflect on foci relating to the curriculum components (professional behaviours and responsibilities; subject, pedagogical and curricular knowledge; how children learn; planning for learning; adaptive teaching and inclusion; assessment of children; managing behaviour and the environment for learning; pupil health and wellbeing)**

|  |
| --- |
|  |

# Appendix VII: Lesson Dialogue Record

Observation prompts relating to this ITAP are noted at the end of the form.

**Lesson dialogue record (LDR)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Documents to be provided in advance of the lesson by the Student Teacher: | | | | |
| Lesson plan (to be annotated on by observer) |  |  | Resources (as appropriate) |  |
| Information on pupil groups  (SEND; EAL; able; FSM/PP) |  |  | Seating plan (as appropriate) |  |
|  |  | Annotated version of previous lesson plan and evaluation (as appropriate) |  |

Part A: To be completed by the Student Teacher before the lesson:

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | School |  |
| Subject area |  | Date of |  |
| Time of lesson |  | Sequence of lesson |  |
| Observer |  | Key stage/ Year group |  |
| Teaching space |  | Number of pupils |  |
| Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR | | | |
|  | | | |

Part B: To be completed by the observer after the lesson:

|  |
| --- |
| Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to the curriculum components (Professional behaviours and responsibilities, Subject, pedagogical and curricular knowledge, How children learn, Planning for learning, Adaptive teaching and Inclusion, Assessment of children, Managing behaviour and the environment for learning) |
|  |

|  |
| --- |
| Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci. |
|  |

|  |
| --- |
| Comments to inform next week’s Professional Learning Foci (to guide discussion in WPLR meeting) |
|  |

**ITAP-specific prompts related to the curriculum component foci:**

|  |  |
| --- | --- |
| **Curriculum component** | **Suggestive prompts** |
| Professional behaviours and responsibilities | How reflective has the BST been about their observations of expert colleagues’ retrieval practice?  How have observation reflections been drawn upon to inform the BST’s own retrieval activity?  How has the BST sought support and guidance from you as their mentor, as well as other expert colleagues, when planning and refining their retrieval activity?  How are other adults used to support the retrieval activity? |
| Subject, pedagogical and curricular knowledge | How has the BST ensured that the knowledge children retrieve is relevant and age and stage appropriate?  How are any arising misconceptions anticipated, addressed and challenged? |
| How pupils learn | Are children engaged and motivated by the retrieval activity?  How are success and challenge sufficiently balanced to enable all children to succeed?  How do children receive feedback about their retrieval task and how are they encouraged to respond to this? |
| Planning for learning | How do plans reflect previous and ongoing mentoring discussions related to the actions and pedagogical choices teachers can make?  How are activities designed so that the focus is on retrieving prior learning and making connections?  Is the activity appropriately paced so that all children can retrieve knowledge and gain feedback within a maximum of 15 minutes?  Are all resources prepared and ready for teaching? |
| Adaptive teaching and inclusion | What adaptations have been made to ensure that all children can access the retrieval task and experience sufficient success? |
| Assessment of pupils | What feedback are the children given? |
| Managing behaviour and the environment for learning | How are any groupings decided to ensure that all children are actively involved in the retrieval task? |
| Pupil health and wellbeing | Do all children feel safe and secure when contributing to the retrieval activity?  How are children’s emotional responses monitored and responded to? |