Intensive Training and Practice week 1 (secondary PGCE)

Theme: Positive classroom environments

Focus: Establishing a supportive and predictable environment for learning

Date – Week beginning 30th September 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.

Each week will be a blend of university and school-based learning.

* Theme: Positive classroom environments
  + Focus: establishing a supportive, inclusive and predictable environment for learning
* Theme: How Pupils 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  **Uni** | University session - introduction | University session | Set tasks supporting engagement with literature | Peer-to-peer discussion facilitated by academic exploring outcomes from set tasks | 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 reflection and writing time. (protected time) |

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|  | **Session 1**  0930-1100 | **Session 2**  1115-1215 | **Session 3**  1215-1315 | **Session 4**  1400-1500 | **Session 5**  1500-1630 |
| Wed  **Uni** | 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 reflection and writing time.  (protected time) |

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|  |  | **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 | Critical analysis of learning reflection and writing time. (protected time) |

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|  |  | **1400-1500** | **1500-1630** |
| Fri  **School** | Prep for taught lesson  Teach planned session, observed by mentor, followed by professional discussion with mentor  Focused observation | University session - next steps plenary - online | Critical analysis of learning reflection and writing time. |

# 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 are not subject to change.
* 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 and is protected time.
* Monday and Wednesday are university days, and all BSTs will be expected to engage fully in all sessions at the time they are scheduled. All BSTs are expected to attend.

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

* 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 first observation activity 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 could include 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 pre-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; completing these may involve study beyond the school day.
* Documentation provided in the appendices should be used for tasks 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 development 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 tasks 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 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 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 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, exploring the focus and expectations**

Aims of the session

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

**Session 2: University taught session on positive classroom environments**

This session will introduce BSTs to factors which contribute to the creation of a positive classroom environment. Through the use of literature and the experiences of experts, BSTs will be encouraged to consider the rationale behind suggested strategies and explore these individually and with their peers. The exposure to this information will allow BSTs to move forward with their classroom practice in a considered manner.

Aims of the session

* To consider how teachers create a supportive and inclusive classroom environment
* To be equipped with the knowledge and sources to apply this in the classroom
* To make informed decisions about the routines you’re going to use in your class
* To consider how to introduce and embed routines effectively to ensure progress and behaviour for learning.
* To learn how to apply rules and consequences

Links to ITTECF

* Learn that 1.4, 1.5, Learn how to 1.C, 1.E, 1.H
* Learn that 7.1, 7.2, Learn how to 1.F, 1.I, 1.J, 1.L

**Session 3: Set tasks supporting engagement with literature**

BSTs will read the core readings and complete the writing (Appendix I).

**Session 4: An academic led, peer to peer exploration of BSTs’ learning throughout the day.**

This session will explore BSTs reflections on the core readings and any questions they have.

BSTs will also have the chance to discuss:

* Why are routines important to a positive classroom environment?
* How can you envisage these routines working in your specific subject?

**Session 5: University taught session on classroom observation followed by subject specific follow up**

Aims of the session

* To review the rationale behind observations, the protocols when arranging observations and subject specific implications of classroom observations.
* To consider strategies for classroom entry and starting a lesson from a subject specific perspective
* To develop subject knowledge through the lens of positive classroom environments
* To be prepared to begin writing critical analysis of learning tasks 1 and 2

Links to ITTECF

* Learn that 1.2, 1.4, 7.1, 7.2, 8.1, 8.2
* Learn how to 7.h

This session will commence with an introduction on how to carry out observations of colleagues in the classroom setting. It will explore the rationale behind observing expert colleagues and the protocols behind creating a positive and effective experience for the observer and colleague being observed. In subject groups, BSTs will look at subject specific implications of observations to prepare for the week ahead. See Appendices II, III and IV.

Session 5 subject specific discussion prompts:

* Discuss subject specific implications of observing in your subject
* What opportunities and challenges do you feel you will face in your subject embedding routines?
* What is the potential impact in the classroom of creating positive relationships between pupils and staff? How can these be created? What opportunities are specific to your subject?

## Tuesday – in school all day

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 positive classroom environments, establishing a supportive and predictable environment for 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 Establishing a supportive and predictable environment for learning. BSTs should use Appendices II, III and IV.
* BSTs should also have the opportunity to observe a range of expert colleagues settle classes at the beginning of the lesson and teach starter activities or manage key transitions in the lesson. These observations should be 20-30 minutes in different lessons to allow the BST to observe how a positive environment is created from an organised entry to the classroom and clear routines from a range of expert colleagues. BSTs can learn from observing colleagues in a variety of subjects - it is the skill which is the focus rather than the subject specificity however, some lessons in their subject would be preferable. BSTs should use Appendices II and III to record notes.
* 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: BSTs will discuss with academic tutors and peers the outcomes from their school-based observations. Discussions will focus on the observation prompts in Appendix II. BSTs will explore the classroom practice observed making connections between their observations and the academic reading.

Session 2: 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 routines and transitions within a positive classroom environment. Each BST plans their teaching for Thursday planning the entry, settling and starter activities drawing on the support of the group for discussion and sharing of ideas. BSTs should complete planning on the BUL lesson plan (Appendix VI).

Session 3: School and university colleagues join BSTs. BSTs share their planning so far, focusing on the strategies and techniques they will use to create a positive entry to the classroom and teach a starter activity.

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: 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 bringing a class into the room and beginning the starter activity in a safe space and receive feedback from peers (Appendix V).

Session 5: BSTs will continue their critical analysis of learning tasks.

## Thursday – in school all day

As suited to the school timetable, BSTs bring the class into the teaching space, register (following school policy) and transition into the starter activity. They should be observed by an expert colleague with a focus on the activities they planned.

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

The BST should complete their reflections and evaluations of their lesson on their planning proforma (Appendix VI).

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 creating a positive classroom environment.

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 bring the class into the teaching space, register (following school policy) and transition into the starter activity. They should be observed by an expert colleague with a focus on positive classroom environment (specifically entries and transitions) and the reflections from Thursday.

This is a formal observation, 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 creating a positive classroom environment.

Session 4: An academic led, peer to peer exploration of BSTs’ learning across the week. Include discussion prompts:

* Common factors established form working with and observing expert colleagues
* Learning gained from own experience – entries, transitions and teaching
* Key development points from my own practice

# Suggested reading for mentors

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

Argyropulo-Palmer, A., (2022) Exploring the evidence base: The role of routines in creating an effective learning environment. Available at:

<https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in-creating-an-effective-learning-environment/> (Accessed 1st July 2023)

Borgo Novi, F. (2015) Do teacher-student relations affect students’ well-being at school? Available at: <https://www.oecd-ilibrary.org/docserver/5js391zxjjf1-en.pdf> (Accessed 1st July 2023)

University of Bristol Document Summary Service (2019): Improving Behaviour in Schools: Evidence Review, Education Endowment Foundation (2019) Available at: <https://my.chartered.college/wp-content/uploads/2021/10/Improving-behaviour-in-schools-guidance-report-EEF.pdf> (accessed March 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:

Argyropulo-Palmer, A., (2022) Exploring the evidence base: The role of routines in creating an effective learning environment. Available at:

<https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in-creating-an-effective-learning-environment/> (Accessed 1st July 2023)

Garner, G. (2022) ‘Managing classroom behaviour: Adopting a positive approach’ in Capel, S. Leask, M., Younie, S. Hidson, E. and Lawrence, J (eds) Learning to teach in the Secondary school: a companion to school experience 9th edition pp 171-190. Routledge: London. https://go.exlibris.link/J5Lc4Fq0

|  |  |
| --- | --- |
| Question | Notes |
| What are the main claims of the author(s)? |  |
| To what extent did you agree with the arguments posited by the author(s)? Reasons? |  |
| What did you disagree with and why? Is there anything missing? |  |
| What have you learnt from these readings? - 3 key points |  |
| Any unanswered questions. |  |

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

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

* How do pupils arrive at the lesson, *do they line up? Do they enter the class independently?*
* How does the teacher greet pupils?
* How are equipment and resources managed? *Does the teacher set them up? Support staff? Pupils organise them?*
* How does the teacher settle the class? *Are there established routines? Any specific language or actions?*
* Do pupils remain focussed on the task?
* Are routines used which encourage participation and engagement by pupils?
* How does the teacher transition from the starter activity to the main body of the lesson?

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# Appendix III: Observation of practice form for focused lesson observation by BSTs

|  |  |  |  |
| --- | --- | --- | --- |
| 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 pupils 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 pupils.* |
|  |

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

BSTs should use their own questions to discuss with the expert colleague their pedagogical choices. This should include discussion around why they selected the specific tasks, how they adapted them to meet the needs of all pupils etc. It should also give the expert colleague an opportunity to explain how their beliefs about how pupils learn influence their pedagogical choices.

The discussion should begin by exploring the following:

|  |
| --- |
| **Following the observations of the other teachers, what did the BST learn about “establishing a supportive and predictable environment for learning?** |
| Response: |

Use these key questions, in addition to the questions that BSTs identified during the observation, to support the post lesson professional dialogue with the expert colleague. Responses should be recorded after each question.

|  |
| --- |
| **How did you choose the entry strategy for your class? How does it connect with school policy?** |
| Response: |

|  |
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| **Why did you choose this entry approach and how does this vary from class to class?** |
| Response: |

|  |
| --- |
| **How long does entry and settling usually take?** |
| Response: |

|  |
| --- |
| **What non-verbal commands do you use in your teaching? What do you find most effective?** |
| Response: |

|  |
| --- |
| **When do you know to be non-verbal? When do you speak?** |
| Response: |

|  |
| --- |
| **How do you build positive relationships with pupils?** |
| Response: |

|  |
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| **How does the relationship with the pupils affect the start of the lesson and lesson transitions?** |
| Response: |

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| --- |
| **BSTs should add their own questions** |
| Response: |

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

The BST rehearses their teaching (as per the activity) with two peers. The BST, peer 1 and peer 2 critically reflect and note down two strengths and one area to develop in the BST’s practice.

As a group they share their notes, and the BST gathers all the different strengths and areas to develop and notes them below.

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

# Appendix VI: Lesson plan and post lesson critical reflection

## 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):**

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| --- |
| **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)**

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# Appendix VII: Lesson Dialogue Record

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Description automatically generated

**Lesson dialogue record (LDR)**

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| --- | --- | --- | --- | --- |
| 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) |
|  |

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| --- |
| 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) |
|  |

The post-lesson conversations between the observing member of staff (usually the mentor) and the student teacher are crucial to the process of reviewing progress and considering professional learning foci to support the teaching of high-quality lessons. It is very important, after the lesson, that the observer supports the student teacher in analysing their own practice through the use of effective in-depth questioning, rather than providing a summary of the lesson. The observer should share best practice with the student teacher, but this should take place following the post-lesson discussion.

Discussion and questioning to be included in the post-lesson conversation:

* What do pupils know/what can they do that they didn’t know/couldn’t do at the start of the lesson?
* How did the lesson intend to build on the pupils’ prior learning?
* What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
* What did the pupils find difficult? How could you have planned for this differently?
* Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
* How did you use questions to check and support learning, as well as extending learning?
* How did you adapt teaching for pupils in the class? How did these strategies help the pupils?
* Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?
* How did you know what the pupils learnt in the lesson? What strategy was most successful for this?
* What other methods of assessment could you have used?
* What were the key areas of subject knowledge required for this lesson?
* What are the possible/common misconceptions?
* How did the pupils respond to the learning activities?
* How did the pupils respond to you?
* What strategies worked well to engage the pupils?
* Could you have dealt differently with the incident with XXXX (pupil)?
* What do you feel was positive? Strengths related to your identified professional learning foci?
* Can you identify what you did that contributed to the positive outcome?
* What areas would you like to work on?
* Which parts of the lesson went well and why?
* What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
* What are the implications of this in relation to identifying Professional Learning Activities?