Intensive Training and Practice Week 1 (primary PGCE)

Theme: Positive classroom environments

Focus: establishing a supportive, inclusive and predictable environment for learning

Date – w/b 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.

These weeks will focus on:

* 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 alternative pedagogies and alternative learning spaces to inspire learning

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 – on campus** | University session - introduction | University session | Set activities supporting engagement with literature | | | 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 1 | | | | | | | Critical analysis of learning task 2 (protected time) | |  |
|  | **Session 1**  0930-1100 | | | **Session 2**  1115-1215 | **Session 3**  1215-1315 | **Session 4**  1400-1500 | | **Session 5**  1500-1630 | |  |
| Wed  **Uni - on campus** | 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 3 (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 | | | | | | | Critical analysis of learning task 4 (protected time) | |  |
|  |  | | | | | | **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 review for submission | |  |

# 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. 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 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**

Aims of the session

1. To know the format and focus of the intensive training and practice week
2. To explore the focus of the week
3. To understand the expectations of the week

**Session 2: The actions and pedagogical choices teachers make to structure transitions and develop supportive, inclusive and predictable learning environments.**

Aims of the session

1. To explore and critically analyse actions and pedagogical choices available to teachers
2. To understand how supportive, inclusive and predictable environments can support learning
3. To be equipped with a range of possible actions and choices
4. To gain an overview of theory presented in key and further readings

**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 based on the following prompts:

1. How could I develop my use of actions and pedagogical choices to structure transitions?
2. How might I balance behaviourist and constructivist perspectives and for what purpose?
3. One question I have about theoretical perspectives / ideas presented in literature is...

**Session 5: Observation of transitions**

University taught session on observation and analysis of transitions between different learning environments and within lessons.

Aims of the session

1. To understand the observation activities to be completed in school and know how to record them
2. To be prepared to begin writing critical analysis of learning tasks 1 and 2

Tuesday - in school all day.

As suited to the school timetable, BSTs should observe expert colleagues structuring transitions throughout the school day **and** within a whole lesson (KS1 and KS2).

BSTs **will complete three focused observations** throughout the day and should use the prompts in Appendix II to structure their observations and Appendix III to record their observations. The observations can be of the learning and teaching practices of one colleague or a range of colleagues.

All observations will focus on the actions and pedagogical choices teachers make to shape transitions to create a positive, supportive, inclusive and predictable environment for learning.

Observation A (approximately 15 mins)

BSTs will observe a transition from home to school.

Observation B (approximately 15 mins)

BSTs will observe a transition between the classroom and the playground / outside learning environment or another room within the school site (e.g. another classroom or the school hall).

Observation C (40 to 60 minutes)

BSTs will observe transitions made within a lesson (KS1 and KS2).

Each expert colleague observed should have time with the BST for a professional discussion about the observation. This discussion should explore and analyse the pedagogical choices connected to establishing a supportive, inclusive and predictable environment for learning that were made during the planning, learning and teaching processes. BSTs should use Appendix II and Appendix III to support the discussion and analysis and Appendix IV to record key points from discussions.

BSTs will be expected 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**

University taught session reflecting upon observations by linking theory and practice.

Aims of the session

1. Review outcomes of observations in collaboration with peers and expert colleagues.
2. Know the planning requirements for leading learning and teaching on Thursday and Friday.
3. Strengthen academic reflection and writing through formative self and peer assessment.

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

Aim of the session

1. To understand how to plan effective transitions between home and school, different learning environments and within lessons (KS1/KS2)

In groups, BSTs discuss and explore actions and pedagogical choices they observed in school and learning they have gained from the literature that will support their planning for a range of transitions. Each BST plans for a range of transitions and teaching on 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 actions and pedagogical choices they will be making to shape transitions which create a positive, supportive, inclusive and predictable environment for learning. 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 transitions**

Aims of the session

1. To rehearse planned transitions.
2. 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 planned transitions in a safe space and discuss with peers.

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

Task that supports further critical engagement with theory and practice.

Thursday - in school all day

As suited to the school timetable, BSTs lead their planned transitions and learning events. They should be observed each time by an expert colleague with a focus on the actions and pedagogical choices they make to shape the transitions designed to create a positive, supportive, inclusive and predictable environment for learning.

These are formal observations and the expert colleague(s) conducting the observations should record their observations on the BUL Lesson Dialogue Record (Appendix VII). Suggested observation prompts linked to the focus of the ITAP week are provided on the observation form and notes from all three observations can be collated on one form.

The expert colleague(s) and BST should engage in a professional discussion following the observations, exploring strengths and areas to develop with a specific focus on the actions and pedagogical choices made and how they influenced a positive, supportive, inclusive and predictable environment for learning.

The BST should complete their reflections and evaluations of their planned actions and pedagogical choices and the impact on children’s learning on each of their plans.

The BST should then draw from the discussions with expert colleagues to plan another three similar events on Friday i.e., a transition between home and school, a transition between two different environments and a series of transitions within a learning event.

**Critical analysis of learning task 4:** The day will end with a task that supports further critical engagement with theory and practice.

Friday - in school all day

As suited to the school timetable, BSTs lead the planned transitions. They should be observed each time by an expert colleague with a focus on the actions and pedagogical choices they make to shape transitions designed to create a positive, supportive, inclusive and predictable environment for learning and the reflections from Thursday.

These are formal observations and the expert colleague(s) conducting the observations should record their observations on the BUL Lesson Dialogue Record (Appendix VII). Suggested observation prompts linked to the focus of the ITAP week are provided on the observation form and notes from all three observations will be collated on one form.

The expert colleague(s) and BST should engage in a professional discussion following the observations, exploring strengths and areas to develop with a specific focus on the actions and pedagogical choices made and how they influenced a positive, supportive, inclusive and predictable environment for learning.

The BST should complete their reflections and evaluations of their planned actions and pedagogical choices and the impact on children’s learning on each of their plans.

**Session 4 – Next steps plenary**

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

* Examine what you learned about establishing a supportive, inclusive and predictable learning environment by leading a range of transitions and how your experience may differ from that of an experienced teacher.
* Explore the challenges of making effective transitions which maximise opportunities for learning within lessons and how these align/misalign with ideas presented in literature.
* Using a range of literature, critically analyse your learning across the week including the implications for your future practice.

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.

Argyropulo-Palmer, A.-M. (2022) *Exploring the evidence base: The role of routines in creating an effective learning environment*, *My College*. Available at: <https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in-creating-an-effective-learning-environment/> (Accessed: 11.6.24).

Education Endowment Foundation (2022) Improving Behaviour in Schools. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour> (Accessed 11.6.24)

Ofsted (2014) Below the radar: low-level disruption in the country’s classrooms. Crown Copyright, Ref: 140157. Available at: [Low-level disruption in classrooms: below the radar - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms) (Accessed 11.8.23)

Many schools draw on the work of educationalists, such as Paul Dix and Bill Rogers, to shape their policies and practices. Thus, mentors may suggest other books or articles to read. It is appropriate to refer to such books and articles to inform and develop practice and to write critical analysis tasks.

# 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:

Read the whole article

Argyropulo-Palmer, A.-M. (2022) *Exploring the evidence base: The role of routines in creating an*

*effective learning environment*, *My College*. Available at:

[https://my.chartered.college/impact\_article/exploring-the-evidence-base-the-role-of-routines-in creating-an-effective-learning-environment/](https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in%20creating-an-effective-learning-environment/) (Accessed: 11.6.24).

Read pages 204-208

Dawes, L. (2018) ‘Organising Effective Classroom Talk’, in Cremin, T. and Burnett, C. (eds) L*earning to* teach *in the primary school*. London: Routledge, Taylor & Francis Group, pp. 203–215. <https://go.exlibris.link/LGVbxlKP>

Read pages 65-70

Kern, L. and Clemens, N.H. (2006) ‘Antecedent strategies to promote appropriate classroom behavior’, Psychology in the Schools, 44(1), pp. 65–75. doi:10.1002/pits.20206. <https://go.exlibris.link/Gr3y4m5w>

|  |
| --- |
| **What constitutes a proactive approach to establishing a positive learning environment?** |
|  |
| **What routines could be used to structure talk for different purposes and how might such routines be established?** |
|  |
| **How might we balance taking an authoritative approach to managing behaviour with the creation of positive environments where children are supported in learning how to learn?** |
|  |
| **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 establishing proactive routines with the aim of creating positive learning environments is...** |
|  |

# Appendix II: Observation prompts for BSTs

All observations will focus on the actions and pedagogical choices teachers make to shape transitions to create a positive, supportive, inclusive and predictable environment for learning.

Observation A

BSTs will observe a transition from home to school.

Observation B

BSTs will observe a transition between the classroom and the playground / outside learning environment or another room between the school site, such as, another classroom or the school hall.

Observation C

BSTs will observe transitions made within a lesson (KS1/KS2).

Prompts:

How are expectations made clear?

Which expectations seem to be understood by all without being stated?

Are there any actions or expectations particular to transitions between home and school?

Which potentially undesirable behaviours are anticipated and how is the learning environment shaped so that more desirable behaviours might be more likely to occur?

How are desirable behaviours recognised and praised and what appears to be the outcome of such praise?

Which actions are taken to signal forthcoming transitions between different phases of lessons to children in advance? Are any adaptations made to support particular children?

How else are transitions between different phases of lessons structured so that there is good use of lesson time?

In more behaviourist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

In more constructivist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

Are any specific scaffolds used to support the focus and rigour of classroom dialogue? If so, how are they used?

What is the role of the teacher when children are talking to each other and constructing their knowledge in groups?

# 

# Appendix III: Lesson observation form for focused 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 observations, alongside the questions below, to discuss the actions and pedagogical choices made by the expert colleague. This should include discussion around how they selected and planned for specific actions and pedagogical choices and 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 and values inform their decisions.

|  |
| --- |
| **Reflection prior to the discussion with the expert colleague:**  **Following the observations of expert colleagues, what did you learn about the actions and pedagogical choices teachers can make to structure transitions and establish positive learning environments?** |
|  |
| **Reflections during the discussion with the expert colleague:**  **What actions and pedagogical choices did you intentionally plan for and what did you anticipate they might achieve regarding establishing a positive learning environment? Did your actions and choices achieve what you had intended?** |
|  |
| **How did you know what to say and how did your choice of language reflect your school’s policy and the promotion of your school’s culture?** |
|  |
| **How did you decide the timing of transitions within the planned learning event?** |
|  |
| **In what ways did your actions and pedagogical choices support and include all pupils in constructing and applying their knowledge? How did you establish these practices and share expectations for them with your children?** |
|  |
| **What considerations did you make as part of your planning process so that opportunities for children to talk to each other were well-structured and effective in supporting their learning? What were you listening out for in children’s talk to draw upon to take learning forward?** |
|  |
| **Which scaffolds do you use to support the focus and rigour of classroom dialogue and how do you use them?** |
|  |
| **Additional questions and responses** |
| **Question 1:** |
|  |
| **Question 2:** |
|  |
| **Question 3:** |
|  |

# 

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

Rehearse your transitions and teaching 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: Plans

Three separate plans will be developed for Thursday and three separate plans for Friday based on the following guidance:

1. A short plan detailing the structure of a transition between home and school.
2. A short plan detailing the structure of a transition between the classroom and outside learning environment or the classroom and another room within the school site (e.g., another classroom or the school hall).
3. A more detailed plan focusing on teaching content as well as the transitions made within the planned learning event which support the learning of that content. BSTs can plan for a whole lesson (KS1 and KS2), or BSTs can plan part of a lesson (KS1/KS2); for example, a starter leading into group work **or** group work leading into a plenary.

**Individual Lesson Planning Template**

*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

Additional LDR prompts relating to this week’s ITAP focus can be found at the end of the form following the generic prompts (notes do not need to be limited to these prompts).

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Description automatically generated

**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:

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

Generic Prompts: 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?

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

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| --- | --- |
| **Curriculum component** | **Suggestive prompts** |
| Professional behaviours and responsibilities | How are expectations communicated to pupils?  How do the expectations align with the school’s values and culture and influence the attitudes, values and behaviours of pupils?  Which actions are effective in creating a positive and inclusive learning environment? What makes these actions effective? |
| Subject, pedagogical and curricular knowledge | How are key ideas within the subject made clear?  Which pedagogical choices support pupils in focusing on these key ideas?  Which models and questions had the impact of extending and challenging all pupils? |
| How pupils learn | How do plans make connections to what children already know and can do?  Which pedagogical choices act to scaffold the focus and rigour of pupil dialogue so that pupils can construct new knowledge? |
| 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 pupils can focus on the intended learning? |
| Adaptive teaching and inclusion | Which actions and pedagogical choices promote challenge and aspiration for *all* pupils?  How are *all* children encouraged to share their emerging understanding and points of confusion? |
| Assessment of pupils | How is progress in learning monitored and acknowledged? |
| Managing behaviour and the environment for learning | How are consistent expectations maintained?  What actions are taken to maximise time for learning? |
| Pupil health and wellbeing | What is said so that children are praised for their effort?  How is positive reinforcement used to shape expectations?  How are contributions from pupils surfaced and valued? |

At the end of the discussion with the BST identify up to three areas for development to inform their future teaching / professional learning foci.

How might practice be developed so that the learning environment is more supportive and predictable?

How might practice be developed so that the learning environment is more supportive and predictable and classroom talk is more focused?

How might plans be further developed so that a proactive approach to establishing a positive and inclusive learning environment is taken?