Intensive Training and Practice week

Theme: Adaptive teaching

Focus: scaffolding learning and adapting resources to meet pupils’ needs and ensure access to a rich curriculum for all.

Date – Week beginning 3rd March 2025

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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: scaffolding learning and 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. Each ITAP week will include a built-in reflection to be recorded on Pebblepad

# Guidance for the week - overview

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Session 1**0930-1100 | **Session 2**1100-1400 (including lunch break) | **Session 3**1400-1500 | **Session 4** 1500-1630 |
| Mon**Uni - On Campus** | University session | Set tasks supporting engagement with literature  | Peer-to-peer discussion facilitated by course subject tutors exploring outcomes from set tasks | University session and time for critical analysis of learning reflection task 1.  |

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630 Protected time** |
| 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 task 2.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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  | Finalising lesson planning time. |

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630 Protected time** |
| 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. | finalising Friday’s lesson plan. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **1400-1500** | **1500-1630 Protected time** |
| Fri**School** | Prep for taught lessonTeach planned session, observed by mentor, followed by professional discussion with mentor Focused observation  | University session - next steps plenary with BST speakers online | Critical analysis of learning reflection task 3. |

# 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.
* With the exception of the full university day on Monday, the final session of each day is time for BSTs to engage in reflection and analysis of their learning and is protected time.
* Monday and Wednesday are face- to-face university days and will be held on campus. All BSTs are expected to attend.

## What is flexible in the ITAP week and can be bespoke to the 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.
* 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 includes attendance at the Wednesday university session, attendance at which is therefore arranged with the school.

## 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 are 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; 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 the Academic staff

* Academic staff 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.
* Academic staff will explore the impact and will Quality Assure the ITAP week through WPLRs, link tutor 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 on 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 on 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 on Brightspace

Where possible, for the peer-to-peer activities, Academic staff 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Session 1**0930-1100 | **Session 2**1100-1400 (including lunch break) | **Session 3**1400-1500 | **Session 4** 1500-1630 |
| MonUni - On Campus | University session | Set tasks supporting engagement with literature  | Peer-to-peer discussion facilitated by course subject tutors exploring outcomes from set tasks | University session and time for critical analysis of learning reflection task 1. |

**Session 1 0930-1100: Introduction to the week, exploring the focus and expectations**

Aims

* 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
* To review what is meant by adaptive teaching (HQT) and Inclusion, and to reflect on and share student teachers’ success in this component thus far
* To understand how scaffolding can address a range of barriers to learning
* To be equipped with a range of scaffolding strategies, physical or otherwise
* To understand that scaffolding involves planning for potential barriers to learning and responding to individual needs in the moment
* To understand the importance of having high expectations of all pupils and to not limit learning

This session will review and build on BSTs’ prior learning and BSTs’ experiences in school during placement 1. Specific key ideas that are reconsidered are:

* Does the language we use matter?
* Getting to know your pupils and
* Differentiation vs adaptive teaching.

BSTs will self-reflect on their progress and thinking in these areas since September and to think ahead to placement 2.

Assessment for learning and the key role it plays in enabling BSTs to become effective adaptive teachers is explored, in addition to thinking about how assessment for learning itself may need to be adapted to enable pupils to succeed.

The session moves on to consider how adaptive teaching can address barriers to learning looking at

methods of scaffolding learning. The session will explore adaptive teaching to anticipate barriers to

learning (terminology, vocabulary, comprehension), adaptive teaching through people (discussion to support learning, flexible groups, use of teacher and TA support) and adapting resources and

activities (scaffolding, dual coding, use of resources/adapted equipment).

The session concludes with a comparative discussion between what a scaffolded activity/resource might look like as opposed to what may have been used in the past ie differentiated worksheets.

Links to CCF

* Learn that 5.4, 5.5, 5.1, 5.2 Learn how to 5c, 5e, 5h, 5l, 5o
* Learn that 4.4, Learn how to, 4d

**Session 2 1100-1400: Set tasks supporting engagement with literature**

Student teachers will complete the core reading and reflection. ([Appendix I](#_Appendix_I:_Set))

**Session 3 1400-1500: Peer to peer discussion**

An Academic (subject) tutor led, peer to peer exploration of BSTs’ learning throughout the day.

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

BSTs will also have the chance to discuss:

* What were the key challenges you encountered in placement 1 in relation to scaffolding learning?
* What successful practice did you observe that allowed all children access to a rich curriculum?
* What may you expect to see in your subject to support pupils to ensure all pupils can access and comprehend the lesson?
* How can adapting the lesson through use of people/groupings be used effectively in the subject?
* How can resources be scaffolded and adapted in the subject to support progress?
* What constitutes ‘adaptive teaching’ beyond differentiated tasks and why is adaptive teaching important to an inclusive classroom?
* What different ways are there of removing barriers to learning for (all pupils) individuals?
* How do you balance anticipating and planning for a range of scaffolds without putting a glass ceiling on pupils’ learning?
* One question I have about the theory of adaptive teaching?
* How can you envisage adaptive teaching being successful in your subject?

**Session 4 1500-1630: Observation of adaptive teaching**

This session will commence with a recap around making the most of classroom observation ensuring all BSTs are prepared for the next day see [Appendix II](#_Appendix_II:_Observation), [Appendix III](#_Appendix_III:_Lesson) and [Appendix IV](#_Appendix_IV:_). In subject groups BSTs will explore different strategies for adaptive teaching and scaffolding learning with a subject specific focus.

**Observation of adaptive teaching**

University taught session on observation of adaptive teaching

Aims of the session

* To understand the observation activities to be completed in school
* To review the rationale behind observations, the protocols when arranging observations and subject specific implications of classroom observations.
* To consider strategies for scaffolding learning from a subject/phase specific perspective to ensure all learners have access to a rich curriculum
* To develop subject knowledge through the lens of adaptive teaching

Links to CCF

* Learn that 5.4, 5.5, 5.1, Learn how to 5e, 5h, 5i, 5k, 5l, 5o
* Learn that 4.4, Learn how to, 4d
* Learn that 3.3, Learn how to, 3a.

The remainder of the session will be an opportunity for BSTs to complete the critical analysis of **learning task 1 (Appendix 1)**

## **Tuesday**

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630 Protected time** |
| 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 task 2. |

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 adaptive teaching: scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum. The same 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 [Appendix II](#_Appendix_II:_Observation), [Appendix III](#_Appendix_III:_Lesson) and [Appendix IV](#_Appendix_IV:_). Student teachers will use the prompts in Appendix II to complete Appendix III. The prompts in Appendix II should be shared in advance.
* BSTs should also have the opportunity to observe a range of expert colleagues with a focus on the ways they scaffolded learning during independent work. These observations should be 20-30 minutes in different lessons to allow the BST to observe adaptive teaching 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 [Appendix II](#_Appendix_II:_Observation) and [Appendix III](#_Appendix_III:_Lesson) to record notes.
* Alongside the expert colleague they will be working with on Thursday, student teachers should schedule the adapted teaching session they will be observed during and ensure that they understand: what scaffolding is, how this is applied without putting a ceiling on learning, as well as if and how scaffolding should be removed. BSTs do not need to plan the actual activity at this stage as this will be the focus of tomorrow's university day.
* 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 critical analysis of learning reflection task that supports further critical engagement with theory and practice (Appendix IV).

## Wednesday

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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  | Finalising lesson planning time. |

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

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](#_Appendix_II:_Observation). BSTs will explore the classroom practice observed making connections between their observations and the academic reading.

**Session 2: Peer-to-peer collaborative planning.**

Aims of the session:

* To understand how to plan an effective lesson

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 adaptive teaching. Each BST should bring their skeleton plan for Thursday and use the session to refine the lesson plan focussing on how this will ensure the lesson is inclusive and provides high levels of support and challenge. BSTs should complete planning on the BUL lesson plan ([Appendix VI](#_Appendix_VI:_Lesson)).

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

School and university colleagues join BST who share their planning so far, focusing on the strategies and techniques they will use to develop adaptive teaching practices, including the use of scaffolds.

Colleagues give feedback and feed forward, supporting the BSTs to develop their plans accordingly.

All planning should use BUL documentation.

**Session 4: Peer to peer teaching of planned lesson.**

Aims of the session

* To rehearse planned scaffolded lesson
* 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 sharing the task for the independent learning phase in the lesson to ensure there is clear instruction and high expectations are demonstrated for all. BSTs will receive feedback from peers ([Appendix V](#_Appendix_V:_BST)).

**Session 5 – Lesson Plan**

Student teachers will use Appendix VI to finalise their lesson plan which they will be teaching on Thursday.

## **Thursday**

|  |  |  |
| --- | --- | --- |
|  |  | **1500-1630 Protected time** |
| 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. | Time for finalising Friday’s lesson plan |

In school all day

As suited to the school timetable, BSTs should teach a full lesson to a class. They should be observed by an expert colleague with a focus on adaptive teaching: scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum.

This is formally observed, and the expert colleague should record this observation on the BUL lesson observation form ([Appendix VII](#_Appendix_VII:_Lesson)).

The BST should complete their reflections and evaluations of their lesson on their planning proforma ([Appendix VI](#_Appendix_VI:_Lesson)).

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 student teacher should then draw from the feedback and feed forward to plan for teaching on Friday, again using Appendix VI. There is protected time at the end of the day for student teachers to finalise this lesson plan.

## **Friday**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **1400-1500** | **1500-1630 Protected time** |
| Fri**School** | Prep for taught lessonTeach planned session, observed by mentor, followed by professional discussion with mentor Focused observation  | University session - next steps plenary with BST speakers online | Critical analysis of learning reflection task 3. |

In school all day

As suited to the school timetable, BSTs should teach a full lesson to a class. They should be observed by an expert colleague with a focus on adaptive teaching: scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum.

This is a formal observation, and the expert colleague should record this observation on the BUL lesson dialogue record, LDR (Appendix VII)

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 1400-1500:** An AT led, peer to peer exploration of BSTs’ learning across the week. Include discussion prompts:

* Common factors established from working with and observing expert colleagues
* Learning gained from own experience
* Key development points from my own practice
* Examine what you learned about scaffolds from teaching your lesson and how your experience may differ from that of an experienced teacher
* Explore the specific challenges pupils faced when engaging with scaffolds 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, eg when and how should you remove scaffolds?

**Session 1500-1630:** Critical engagement with theory and practice, Appendix VIII, to be uploaded to Pebblepad

* How did the scaffolding you used relate to the literature you engaged with? Did the lesson you taught and the professional dialogue you had with your mentor raise any questions about the theory?
* What implications does your learning from the week have for your future practice?
* How might the theory you engaged with and the lesson you observed inform your future practice?

# **References**

This is an indicative reference list of the literature that has informed the ITAP week.

* Aubin, G. (2002) Scaffolding – more than just a worksheet. Available at:[**https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet**](https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet) (accessed 01.10.23)
* Corno, L. (2008) ‘On Teaching Adaptively.’ Educational Psychologist, (43) 3. Pp 161-174.
* Deunk, M. I. Smale-Jacobse, A. E., de Boer H. , Doolaardand, S. and Bosker, R. J. (2018) ‘Effective differentiation practices: a systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education’, Educational Research Review, (24) 1. Pp 31-55.
* Eaton, J (2022) Moving from ‘differentiation’ to ‘adaptive teaching’. Available at: <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching> (accessed 01.10.23)
* Gallagher, M. A. Parsons, S. A. & Vaughn, M. (2022) ‘Adaptive teaching in mathematics: a review of the literature.’ Educational Review, 74 (2), pp 298-321.
* Education Endowment Foundation (2018) Individualized Instruction. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> (accessed 01.10.23)
* Mould, K. (2021) Assess, adjust, adapt – what does adaptive teaching mean to you? Available at <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you> (accessed 01.10.23)
* NASEN (2024) Teacher Handbook: SEND. Available at <https://nasen.org.uk/teacher-handbook> (accessed 10.01.24). (Registration is required to access this)
* Puntambekar, S. (2022) Distributed Scaffolding: Scaffolding students in Classroom Environments. Educational Psychology Review, 34: 451-472
* Shires, L. (2020) Scaffolding by novice and expert teachers <https://my.chartered.college/impact_article/scaffolding-by-novice-and-expert-teachers-the-difference/> (accessed 01.10.23)
* Thompson, A. and Hoath, L, (2023) ‘Adaptive Teaching’ in Podesta, A. and Hoath, L. (eds) Professional studies for secondary teaching. Sage: London. Pp 139-158
* van de Pol, J., Volman, M. and Beishuizen, J. (2010) ‘Scaffolding in Teacher—Student Interaction: A Decade of Research’, *Educational Psychology Review*, 22(3), pp. 271–296

# **Appendix I:** Set tasks supporting engagement with the literature, including critical analysis of learning task 1 – upload to Pebblepad.

*Pre-ITAP week reading – please read these two short blogs from the EEF:*

* Eaton, J (2022) Moving from ‘differentiation’ to ‘adaptive teaching’. Available at: <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching> (accessed 01.10.23)
* Aubin, G. (2022) Scaffolding – more than just a worksheet. Available at:[**https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet**](https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet) (accessed 01.10.23)

Read the following highlighted extracts from the readings below.

* NASEN (2024) Teacher Handbook: SEND. Available at <https://nasen.org.uk/teacher-handbook> (accessed 10.01.24). Please read page 15-25 and 32-41. This will be supported by reading the subject specific guidance.
* Puntambekar, S. (2022) Distributed Scaffolding: Scaffolding students in Classroom Environments. Educational Psychology Review, 34: 451-472.
* van de Pol, J., Volman, M. and Beishuizen, J. (2010) ‘Scaffolding in Teacher—Student Interaction: A Decade of Research’, *Educational Psychology Review*, 22(3), pp. 271–296. Please read pages 274-276 “Characterizations of scaffolding”.

|  |  |
| --- | --- |
|  |  Notes |
| What are the main claims of the author(s)?  |   |
| To what extent did you (or other sources you have read) agree with the arguments posited by the author(s)? Reasons? |   |
| What did you (or other sources you have read) disagree with and why? Is there anything missing? |   |
| What have you learnt from reading these articles? - 3 key points |   |
| Any unanswered questions. |  |
| **Critical analysis of learning – task 1** to be completed Monday session 4 |
| Drawing on the literature you have read about scaffolding, critically analyse strategies which can allow all pupils to access the learning |
| Analyse why different scaffolding strategies might be effective and any potential challenges for teaching and learning |

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

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

* How is the classroom/teaching space set out – please make a brief sketch of the space. How does the organisation of the space allow the teacher to adapt their teaching.
* How are pupil groups used in the lesson? If groupings are used do these remain the same throughout the lesson?
* What language does the teacher use that supports all pupils to access learning?
* How are pupils supported to understand and comprehend vocabulary and text?
* How are teaching assistants and other adults used in the lesson (where applicable)
* What additional resources/adapted equipment is used in the lesson to support adaptive teaching?
* How does the teacher present information? For example, is dual coding used in the lesson?
* Are all pupils given the same resource/activity? Are pupils able to access the resources they are given?
* How does the teacher demonstrate high expectations for all pupils considering those requiring extra support and those requiring additional challenge?

Was the scaffold removed, if so, when, for whom and why?

# **Appendix III**: Lesson observation form for focused lesson observation by BSTs – upload to Pebblepad, use appendix 2 prompts 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 – upload to Pebblepad, includes critical analysis of learning task 2.

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 children etc. It should also give the expert colleague an opportunity to explain how their beliefs about how children 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 “scaffolding learning to meet the needs of the learners to ensure all learners have access to a rich curriculum?**  |
| 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 classroom layout – is this fixed or flexible?** |
| Response: |

|  |
| --- |
| **How do you select the seating plan for the class? How did you/do you use pupil grouping to support adaptive teaching?** |
| Response: |

|  |
| --- |
| **What examples of pupil grouping do you use? What do you find to be most effective?** |
| Response: |

|  |
| --- |
| **During independent work how do you ensure all pupils can access the task? How do you scaffold activities?** |
| Response: |

|  |
| --- |
| **How did you select the resource today for the independent learning activity? Do all teachers use the same resources?** |
| Response: |

|  |
| --- |
| **BSTs should add their own questions** |
| Response: |
| **Preparation for Thursday’s lesson – meet with the class teacher to discuss and agree the following:** |
| When the activity will be taught and for how long  |
| The 'knowledge' to retrieve |
| How this connects to children's prior knowledge as well as their new learning |
| Key subject knowledge underpinning the activity |
| Adaptations to meet individual learning needs |
| **Critical analysis of learning – task 2 to be completed Tuesday session 5** |
| Critically analyse and reflect on the teaching you have observed today in light of your reading: * How did the scaffolding practices, you observed relate to the literature you engaged with?
* Were there any tensions between theory and practice?
* Did the lesson/s you observed and the professional dialogue you had with expert colleagues raise any questions about the theory?
 |

#

# **Appendix V**: BST summary feedback from peer-to-peer teach – to be uploaded to Pebblepad.

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 of 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 – to be uploaded to Pebblepad, used for Thursday’s and Fridays (revised) lesson.

# Lesson Plan 2024/2025

|  |
| --- |
| 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: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 observation form for mentors observing BSTs - to be uploaded to Pebblepad.

**PGCE LESSON DIALOGUE RECORD 24/25**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | School |  |
| Subject area |  | Date of lesson |  |
| 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) |
|  |

|  |
| --- |
| **Post observation discussion with observer and BST** |
|   In post lesson discussion please consider the most successful aspects of the lesson, how effectively the BST addressed their lesson observation focus and how their practice was informed by learning from University sessions.  In discussion with the BST, identify up to three areas for development to inform their future teaching / reflective review targets, linking these to the relevant curriculum component. What actions could the BST engage with to support progress in their practice? |

# **Appendix VIII – critical analysis of learning reflection task 3**

**Critical analysis of learning task 3:**

Critically evaluate your chosen strategies for Scaffolding Learning in the classroom using the following prompts:

* How did the scaffolding you used relate to the literature you engaged with? Did the lesson you taught and the professional dialogue you had with your mentor raise any questions about the theory?
* What implications does your learning from the week have for your future practice?
* How might the theory you engaged with and the lesson you observed inform your future practice?