

## PRIMARY TRAINING PROGRAMME2010/11. [draft]

### PART 1: CENTRAL PROGRAMME.

#### TRAINEES' COPY.

#### WEDNESDAYS. DARLINGHURST SCHOOL. [unless otherwise stated]

Please note that it is essential that the Central Training Programme is supplemented AND COMPLEMENTED by a rigorous individual and personalised support plan in the host school. Similarly, the Directed Tasks are to enable you to meet Standards and should be supported by your School Based Trainer [SBT] You may use this plan and personalise it, or devise one of your own, using the Central Plan as a framework.

Training Day agendas will be on the VLE in advance of each day and all Training materials will be forwarded to the VLE afterwards.

<u>Week</u>	<u>Content.</u>	<u>Standards</u>	<u>Link to SKF</u>	<u>School based follow up.</u> <u>[this list is not exhaustive]</u>	<u>Personalisation</u>
<u>Pre start day 1</u> <u>FRIDAY</u> <u>July 16th</u>	<b><u>WELCOME TO TEACHING.</u></b>  GTP course overview / and Personalising learning. The Central Training Plan and Assessment process. Reflections of 2 current Trainees	7, 9, 29	The ability to reflect on and improve teaching and learning.	Discuss timetables, schemes of work, the Initial Needs Analysis and Training Plan.  Complete Initial Needs Analysis by September for review by SbT (School Based Trainer)	
<u>S.B.T.</u> <u>SESSION 1.45</u> <u>p.m. using the</u> <u>school Hall.</u>	Unions Roadshow Initial Needs analysis and Training Plan Networking Meeting key people			Discuss Union membership with school Union reps  Register with TTRB and explore site.	
<u>Pre start day 2</u> <u>MONDAY</u> <u>July 19th</u>	<b><u>YOUR ROLE IN YOUR</u></b> <b><u>LEARNING JOURNEY.</u></b>  The Reflective Practitioner/using your reflective journal ECM holiday task  Directed Tasks explained. Using the TTRB. Networking			Obtain documents needed for ECM Task. Obtain documents needed for National Reviews Task. Begin research for these two tasks. Begin the Reflective Journal. Planning school induction	

<p><b><u>Start of year.</u></b></p> <p>Week 3 15/9</p>	<p><b><u>YOUR PROFESSIONAL RESPONSIBILITIES</u></b></p> <p><b>ECM [follow up to holiday task]</b>  <b>Health and Safety</b>  <b>Safeguarding</b>  <b>Professional responsibilities.</b>  <b>Links to Code of Conduct Directed Task.</b>  <b>The Portfolio</b>  <b>How to benefit from lesson observations</b>  <b>How the directed tasks could provide evidence.</b>  <b>The Standards Guidance site.</b></p>	<p><b>1,2, 3, 4, 5, 6, 21, 30</b></p>	<p>The inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it.</p>	<p>School Induction procedures – Induction plan to include initial guided observations across the curriculum  School Safeguarding Policy and procedures – incl Behaviour Policy and discussion with designated child protection officer in school  School Health and Safety Policy and procedures  Risk assessments  Discussion about the menu of Directed Tasks and Pre-Start Tasks – particularly ECM / NR  Consider evidence building – start to compile learning journey and teaching files and structure others.  Plan and arrange 3 day cross phase visits with Subject Knowledge/transition focus to be completed this term – All KS’s not being trained in including KS3 and 4.</p> <p>First Monitoring Visit from STTP Tutor / Assessor at some point this half term.</p>	
<p>Week 5 29/9</p>	<p><b><u>HOW TO TEACH 1.</u></b></p> <p><b>Lesson Planning for learning objectives [1]</b>  <b>Differentiation [1]</b>  <b>Assessment for learning through success criteria [1]</b>  <b>Learning styles.</b>  <b>Raising boys’ achievement.</b></p> <p><b>The Primary Curriculum</b>  - National Curriculum  - New Primary Curriculum</p>	<p><b>22, 23, 24, 25, 26, 27</b></p>	<p>A range of teaching skills and strategies to promote pupils’ learning in the subject including behaviour management and those proposed by the national strategies.  The ability to plan lessons and sequences of lessons that are matched to pupils’ needs, including opportunities for learning through homework.  the inclusion, achievement and well being of all pupils in the subject or The curriculum area and for teaching it.  Skills in the assessment of pupils’ learning and the ability to use the information to plan for teaching which meets pupils’ needs.</p>	<p>Observations of quality teaching; looking at aspects of good lesson planning e.g. objectives, questioning; observing differentiation; etc.  Discuss how teachers cater for the VAK styles of learning in their class, etc</p> <p>Discuss the assessment processes of the school and how lessons are differentiated to meet needs. How assessment in lessons is used to inform planning.</p> <p>Plan and teach an appropriate amount of lessons with a focus on good learning objectives and success criteria. (No more than 50% and some can be team teaching).</p> <p>Further research National Curriculum and PNS and review understanding in weekly meetings.</p>	

				ECM and National Review Directed Tasks should be completed.	
Week 6 6/10	<b><u>CURRICULUM DAY ENGLISH</u></b>  <b>Directed Task given</b>	<b>3,14,15</b>  <b>15</b>  <b>8</b>  <b>23</b>  <b>25</b>  <b>11,12,13, 26</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area Assessment of pupils' achievement in the subject or curriculum area.	Further reflect on Rose review and other related documents Observe English lessons with agreed focus Discuss implications of Rose review with Co-ordinator and how English is organised and taught across the school. Discuss with Inclusion Manager the integration of SEN/GT/EAL pupils into English. Further explore content of English Curriculum and the National Curriculum requirements. Plan and teach at least one English lesson with an agreed focus.	
Week 7 13/10	<b><u>HOW TO TEACH [2]- INCLUSION [1]</u></b>  <b>Behaviour Management [1]</b> <b>SEALS and link to PSHE</b>  <b>Special Needs – duties and types</b> <b>Effective planning and differentiation</b> <b>Questioning skills</b>	<b>1, 2, 3, 4, 5, 6, 10, 18, 19, 20, 21, 25, 30, 31</b>	The ability to plan lessons and sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework. High expectations of all pupils and skills in working to overcome barriers to learning. the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it A range of teaching skills and strategies to promote pupils' learning in the subject including behaviour management and those proposed by the national strategies. Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs.	Further discussion of the Behaviour Management policy of the school with SbT. Observing good teachers with positive behaviour management, etc. as directed by SbT, and discuss observations.  Observe then plan and teach PSHE lesson  Discuss with Inclusion Manager the school provision for SEN including the pupils in main class.  Become familiar with the IEP process and how to incorporate these targets into lessons for individual pupils.  Observe quality teaching with a focus on differentiation and how lessons are adapted to meet the needs of all pupils.	

			<p>How the subject and curriculum area needs to be adapted to meet pupils' individual needs and contexts. high expectations of all pupils and skills in working to overcome Barriers to learning.</p> <p>The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment.</p> <p>How pupils' learning is affected by developmental, social, religious, ethnic, cultural and linguistic influences.</p>	<p>Visit to an SEN school – written reflection</p> <p>Skills tests should be at least booked Q16 **</p>	
<p>Week 8 20/10</p>	<p><b><u>INCLUSION 2</u></b> <b>EAL and Diversity.</b></p>	<p><b>1, 3, 6, 7, 10, 12, 18, 19, 20, 25</b></p>	<p>The inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it.</p> <p>The ability to plan lessons and sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework.</p> <p>Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs.</p> <p>How the subject and curriculum area needs to be adapted to meet pupils' individual needs and contexts. high expectations of all pupils and skills in working to overcome barriers to learning.</p> <p>The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment.</p> <p>How pupils' learning is affected by developmental, social, religious, ethnic, cultural and linguistic being creative in developing learning</p>	<p>Visits to other schools and phases throughout the term to meet individual training needs (list of possibilities given).</p> <p>Discussions with Inclusion Manager, Safeguarding officer, planning for differentiation, etc</p> <p>Reflections on various policies such as Health and Safety, bullying, EAL, disability etc</p> <p>Explore diversity and SEN statistics for own school and compare to national average. Watch effective lessons; focus on the questioning techniques for inclusion.</p> <p>Explore inclusive resources at school and how existing ones can be adapted to be more inclusive - plan and deliver a lesson as evidence.</p> <p>If appropriate visit a local diverse school.</p> <p>Research EAL – assessment, provision, inclusion.</p>	

	<b>The Portfolio, what is good evidence?</b>		opportunities for all pupils working as part of a team, learning from others and contributing to the learning community	Continue to build Learning Journey Folder, Teaching File and Q Standard evidence. Discuss Progress in weekly meetings. Complete planning sheet for Pupil Study Directed Task. Half Term Progress Report completed with SbT.	
WEEK 9	<b>HALF TERM</b>				
Week 10 3/11	<b><u>CURRICULUM DAY</u></b> <b>Planning for the 2<sup>nd</sup> school experience</b> <b><u>I.C.T.</u></b> <b>Making ICT integrate into every lesson [including e safety]</b> <b>Directed Task given</b>	<b>22, 23, 7 14,15 16, 17</b>	the ability to make use of a range of resources including ICT being creative in developing learning opportunities for all pupils	Discuss 2 <sup>nd</sup> school plans and focus – complete planning sheet. Review Training Plan and adapt as appropriate.  Develop understanding of National Curriculum requirements for ICT. Learning how to use the IWB, investigations on the web; etc. Observe, plan and teach ICT lessons. Include ICT in other lessons taught.  Reflect on how ICT can be planned in a cross curricular fashion and how it can be used to assist with teachers professional duties.  Read school e-safety policy. Read TDA e-safety guidance <a href="http://www.childnet-int.org/kia">www.childnet-int.org/kia</a>  First External STTP Observation visit at some point this half term.	
	<b><u>CURRICULUM DAY</u></b>	<b>3,14,15</b>	The key concepts, language, skills	Further research of Williams review.	

<p>Week 11 10/11</p>	<p><b>MATHS [1]</b></p> <p><b>Details will be on the VLE</b></p> <p><b>Directed Task given</b></p>	<p><b>15</b></p> <p><b>8</b></p> <p><b>23</b></p> <p><b>25</b></p> <p><b>11,12,13, 26</b></p>	<p>and topics that define the subject or curriculum area.</p> <p>Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations.</p> <p>The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.</p> <p>The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</p> <p>the relationships within the subject or curriculum area</p> <p>Assessment of pupils' achievement in the subject or curriculum area.</p>	<p>Further explore Maths Curriculum and National Curriculum.</p> <p>Observe quality Maths lessons and reflect.</p> <p>Teach Maths lessons with specific points of focus.</p> <p>Meet with Maths co-ordinator, discuss implications of the new curriculum approach and how Maths is taught and organised across the school.</p> <p>Explore how to plan Maths lessons which allow for practical investigation.</p>	
<p>Week 12 17/11</p>	<p><b><u>INCLUSION 3</u></b></p> <p><b>a.m. Planning for the Gifted &amp; Talented in your classroom.</b></p> <p><b>p.m. G and T the pastoral aspect</b></p> <p>.</p>	<p><b>1, 3, 5, 6, 7, 10, 12, 18, 20, 21, 24, 25</b></p>	<p>The range of ways in which pupils learn</p> <p>the inclusion, achievement and well being of all pupils</p> <p>Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs.</p> <p>How the subject and curriculum area needs to be adapted to meet pupils' individual needs and contexts.</p> <p>high expectations of all pupils and skills in working to overcome barriers to learning.</p> <p>The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment.</p> <p>How pupils' learning is affected by developmental, social, religious, ethnic, cultural and linguistic</p>	<p>Consider the needs of G+T in your class – discuss with inclusion manager</p> <p>Reflect on the process of identifying GT pupils and the school provision.</p> <p>Plan and teach lessons with GT pupils in mind.</p>	

			being creative in developing learning opportunities for all pupils working as part of a team, learning from others and contributing to the learning community		
Week 13 24/11	<b><u>CURRICULUM DAY</u></b> <b>SCIENCE [1]</b>  <b>Details will be on the VLE</b>  <b>Directed Task given</b>	<b>3,14,15</b>  <b>15</b>  <b>8</b>  <b>23</b>  <b>25</b>  <b>11,12,13, 26</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area Assessment of pupils' achievement in the subject or curriculum area.	Observations of quality Science teaching. Discussion with Science Co-ordinator of organisation and teaching of Science across the school.  Further explore the Science curriculum and National Curriculum. Discuss cross curricular science links. Investigate resources available in school. Teach Science if appropriate  Progress Report completed with SbT  Teaching Timetable should be up to 50% at this point.  <b>*All three Skills Tests should be passed at this point.</b>	
<b>DURING DECEMBER</b>	.....		.....	<b><u>Catch up on any outstanding school visits for this term.</u></b> <b><u>Continue to build Portfolio.</u></b> <b><u>Collate data from Pupil Study and reflect on next stage.</u></b> <b><u>Review of progress; action planning after 1<sup>st</sup> assessment; consider needs at 2<sup>nd</sup> school.</u></b>	
	<b>CHRISTMAS HOLIDAY</b> <b>STTP TO PROVIDE TERM 1</b> <b>EVALUATIONS FOR AM AND CM</b>				
Week 19 5/01	<b><u>DEVELOPING YOUR SKILLS</u></b>  <b>Lesson Planning [2]:-</b> <b>The effective lesson. [Scaffolding, planning, questioning etc.], the importance of teacher subject</b>	<b>7</b> <b>22, 23, 24,</b> <b>25, 26, 27,</b> <b>28, 29, 30</b>	How pupils develop as learners within a subject. A range of teaching skills and strategies to promote pupils' learning in the subject including behaviour management and those proposed by	Review Training Plan and adapt Introductory visits to 2 <sup>nd</sup> school  Further investigations into formative and summative assessment; observe the ways pupils self assess; joint levelling work with	

	<p><b>knowledge, to include a review of Term 1 assessments. Assessment [2] including pupil self assessment (Examples taken from across Primary subjects) TTRB links</b></p> <p><b>Behaviour Management [2]</b></p>		<p>the national strategies. Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs.</p>	<p>SbT or assessment leader. Further develop lesson planning ensuring sequences of lessons are planned for; refine your lesson delivery.</p> <p>Develop good understanding of Medium Term Planning process and how short term plans fit in with this. Take responsibility for a half term medium term plan for one subject or theme.</p> <p>Reflect upon and refine positive behaviour strategies used in own practice. Research other strategies.</p>	
<p>Week 20 12/01</p>	<p><b><u>CURRICULUM DAY ENGLISH [2]</u></b></p> <p><b>Details will be on the VLE</b></p> <p><b>Feedback on English Directed Task</b></p>	<p><b>3,14,15</b></p> <p><b>15</b></p> <p><b>8</b></p> <p><b>23</b></p> <p><b>25</b></p> <p><b>11,12,13, 26</b></p>	<p>The key concepts, language, skills and topics that define the subject or curriculum area.</p> <p>Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations.</p> <p>The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.</p> <p>The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</p> <p>the relationships within the subject or curriculum area</p> <p>Assessment of pupils' achievement in the subject or curriculum area.</p>	<p>Further develop an understanding of English and Drama</p> <p>Review Medium and short term planning for English</p> <p>Practise delivering well focussed lessons including drama. (Using a variety of teaching and learning styles).</p> <p>Explore other methods of teaching English e.g. through film, music, poetry etc</p> <p>Explore different assessment methods in English.</p> <p>Research school achievement data for English and compare this to expected levels and local / national achievement.</p> <p>Review Subject Knowledge needs for English and adapt training plan to meet these needs.</p> <p>Further develop the use of ICT in all lessons.</p>	
<p><b>IN JAN OR FEB</b></p>	<p>.....</p>		<p>.....</p>	<p><b><u>Complete London School Visit and reflection Directed Task. Reflect upon Pupil Study input and progress made.</u></b></p>	
<p>Week 21 19/01</p>	<p><b><u>INCLUSION 4</u></b></p> <p><b>N.L.P.</b></p> <p><b>Portfolios- further advice</b></p>	<p><b>1, 2, 10, 24, 25, 26, 27, 28</b></p>	<p>High expectations of all pupils and skills in working to overcome barriers to learning.</p> <p>The inclusion, achievement and well being of all pupils in the curriculum area or subject and for teaching it.</p>	<p>Refine understanding of Inclusion through discussion with mentor, reflective journal and evidence in lesson planning as appropriate.</p> <p>Further investigate and discuss NLP approaches and how pupils learn.</p>	

			How pupils learning is affected by developmental, social, religious, cultural and linguistic influences.	Review targets for Portfolio in weekly meetings. Second Monitoring visit by STTP Tutor/Assessor this half term.	
Week 22 26/01	<b><u>CURRICULUM DAY</u></b> <b>SCIENCE [2]</b>  <b>Details will be on the VLE</b>  <b>Feedback on Science Directed Task</b>	<b>3,14,15</b>  <b>15</b>  <b>8</b>  <b>23</b>  <b>25</b>  <b>11,12,13, 26</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area Assessment of pupils' achievement in the subject or curriculum area.	Look at the ways in which Science is taught in the 2 schools you have worked in.  Teach and assess a SEQUENCE of science lessons as appropriate.  Research school achievement data for Science and compare this to expected levels and local / national achievement.  Review Subject Knowledge needs for Science and adapt training plan to meet these needs.  Further develop the use of ICT in lessons.	
Week 23 2/02	<b><u>CURRICULUM DAY</u></b> <b>MATHS [2]</b>  <b>Details will be on the VLE</b>  <b>Feedback for Maths Directed Task</b>	<b>3,14,15</b>  <b>8</b>  <b>23</b>  <b>25</b>  <b>11,12,13,</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area Assessment of pupils' achievement in	Review medium and short term planning for Maths. Further develop understanding of teaching all aspects of Maths and alternative approaches. Practise delivering well focussed lessons, exploring different teaching approaches. Explore different methods of assessment in lessons. Research school achievement data for Maths and compare this to expected levels and local / national achievement. Review Subject Knowledge needs for Maths and adapt training plan to meet these needs.  Further develop the use of ICT in lessons.	

		26	the subject or curriculum area.		
Week 24 9/02	<b><u>WIDER PROFESSIONAL RESPONSIBILITIES</u></b>  <b>Thinking skills</b> <b>Working as a team</b> <b>Using other adults</b> <b>Protecting your voice</b> <b>Working with parents.</b>	<b>18,19</b> <b>6, 20,</b> <b>32,33</b>  <b>4, 5</b>	Working as part of a team, learning from others and contributing to the learning community. The range of ways in which pupils learn. How parents and carers contribute to their children's learning and development. High expectations of all pupils and skills in working to overcome barriers to learning.	Focus on the use of other adults with whom you come into contact. Parents' evenings; case conferences; discuss the role of parents with the Inclusion Manager. (formal and informal communication) Explore how personalised learning can influence communication with parents. Include thinking skills activities within lessons. Reflect on issues from training in Journal and Portfolio	
Week 25 16/02	<b><u>CURRICULUM DAY</u></b> <b>CREATIVE ARTS</b>  <b>Am DT</b>  <b>Pm ART</b>  <b>Details will be on the VLE</b>	<b>3,4,15</b>  <b>8,22, 23,</b> <b>24, 25, 26,</b> <b>27, 28</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area	Further develop understanding of curriculum for creative subjects and National Curriculum requirements. Discuss further thematic approach and teaching of creative subjects. Discuss school organisation with subject leads. Observe, plan and teach creative elements of curriculum e.g. art / DT as appropriate to setting Reflect on display across the school. Complete classroom display if not already done so. Plan and teach art / DT based lessons.  Review progress with Pupil Study and make any cover arrangements whilst at second school. Progress report completed with SBT.	
Week 26	<b>HALF TERM</b>				
Week 28 16/03	<b><u>CURRICULUM DAY /</u></b> <b>Humanities.</b>	<b>3,4,15</b>  <b>8,22, 23,</b> <b>24, 25, 26,</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or	Review training plan and adapt.  Teaching Timetable should be between 60% - 70% depending of progress.  Second School Placement takes place this half	

	<p><b><u>MOVING FORWARD</u></b></p> <p><b>Preparing for your Final Assessment</b>  <b>Performance Management</b>  <b>Applying for jobs/interview technique.</b></p>	27, 28	<p>curriculum area as defined by the National Curriculum and other national expectations.  The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.  The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.  the relationships within the subject or curriculum area</p> <p>Continuing professional development within the subject or curriculum area.</p>	<p>term / 2<sup>nd</sup> STTP Observation Visit.</p> <p>Collect and read humanities planning from each year group. Observe quality lessons. Develop understanding of humanities curriculum and National Curriculum.</p> <p>Research how RE is integrated into the curriculum, including Collective Worship. Contribute to an assembly. Explore how RE teaching differs in schools e.g. church schools.</p> <p>Prepare job applications where appropriate. Consider Transition Point 1, skills audit and priorities for your NQT Year.</p> <p>Ensure the Portfolio of evidence is taking shape and discussed in weekly meetings – specific Q Standards.</p> <p>Ensure age ranges and subjects are adequately covered by training plan. Progress Report completed with SbT or second school mentor.</p> <p>Plan to attend a Governors meeting or discuss role with Chair of Governors / Teacher Governor.</p>	
	<b>EASTER HOLIDAY</b>				
Week 34 27/04	<p><b><u>CURRICULUM DAY</u></b></p> <p><b>The ICT Curriculum</b>  <b>Feedback of ICT Directed Task</b></p>	3,4,15 8,22, 23, 24, 25, 26,	<p>The key concepts, language, skills and topics that define the subject or curriculum area.  Progression in the subject or curriculum area as defined by the National Curriculum and other</p>	<p>Review Training Plan and adapt as appropriate. Review second school experience and complete reflections and evaluation. Review of progress; action planning after 2nd assessment.</p>	

	<b>Primary Music</b>	<b>27, 28</b>	<p>national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.</p> <p>The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</p> <p>the relationships within the subject or curriculum area</p>	<p>Reflect on inclusion of ICT to date and plan for further cross curricular links and ICT lessons.</p> <p>Explore different methods of assessment in ICT lessons.</p> <p>Research school achievement data for ICT and compare this to expected levels and local / national achievement.</p> <p>Review Subject Knowledge needs for ICT and adapt training plan to meet these needs.</p> <p>Explore music provision via NC, lesson observations, discussion with subject leader, audit of resources, planning and teaching lessons etc (which may be cross curricular).</p> <p>Review progress of Pupil Study and continue with input to target group. Discuss with SbT. Third Monitoring Visit by Tutor/Assessor during this half term – Portfolio Review.</p>	
Week 35 11/05	<b><u>CURRICULUM DAY</u></b> <b><u>P.E.</u></b>	<b>3,4,15</b> <b>8, 21, 22, 23, 24, 25, 26, 27, 28</b>	<p>The key concepts, language, skills and topics that define the subject or curriculum area.</p> <p>Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations.</p> <p>The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.</p> <p>The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</p> <p>the relationships within the subject or curriculum area</p>	<p>Consider PE NC.</p> <p>Discuss specific PE requirements in own setting e.g. health and safety, meeting individual need etc.</p> <p>Observations of PE should have already occurred.</p> <p>Team teach / teach PE lessons as appropriate with a view to experiencing the 6 different areas of PE. (Some may have already been covered earlier in the year).</p> <p>Audit PE resources available.</p> <p>Discuss assessment in PE with subject leader.</p>	
Week 37 16/5	<b><u>CURRICULUM DAY</u></b> <b><u>at Southend Museum</u></b>	<b>3,4,15</b>		Discuss issues arising with SbT.	

	<b>History – Roman topic</b> <b>Science – Natural world</b> <b>Science – The Earth in Space</b> <b>Arranging a school trip</b>	<b>8, 21, 22,</b> <b>23, 24, 25,</b> <b>26, 27, 28,</b> <b>30</b>	How pupils develop as learners within a subject.	Involvement in planning and attending a school visit if not already done so.  Investigate possible out of school learning opportunities in locality; consider what would be gained from them and how to incorporate them into the curriculum.	
Week 39 25/05	<u><b>DEVELOPING YOUR SKILLS 2</b></u>  <b>Further investigation of Phonics</b>  <b>MFL</b>	<b>3,4,15</b>  <b>8,22, 23,</b> <b>24, 25, 26,</b> <b>27, 28</b>	The key concepts, language, skills and topics that define the subject or curriculum area. Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations. The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught. The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area	Explore phonics teaching in more depth particularly effective progression from KS1 to KS2 and how to teach reading.  Reflect on school approach to MFL. If appropriate plan and teach MFL lessons. Investigate how to incorporate MFL into every day routines.  Responding to needs of Trainee, particularly considering the final assessment and all paperwork.  Complete Directed Tasks to form part of Portfolio including final written reflections on Pupil Study. SbT carries out final review of Portfolio.  Progress Report completed with SbT.	
	<b>HALF TERM PREPARING FOR FINAL ASSESSMENTS</b>			<b>HALF TERM PREPARING FOR FINAL ASSESSMENTS</b>	
Week 41 8/6	<b>Welcome to the Profession/the L.A.</b> <b>The NQT year</b> <b>Work of the GTC</b>  <b>Dealing with stress/work life balance</b>	<b>18, 19</b> <b>7</b>	Continuing professional development within the subject or curriculum area.	Transition 1 completed  Teaching timetable should be no more than 80%.	

**PART 2: TRAINING PROGRAMME LINK TO SUBJECT KNOWLEDGE FOR TEACHING.**

<b>Description taken from the Document.</b>	<b>Q Standard</b>	<b>Delivered by central training</b>	<b>Notes.</b>
<b><u>PEDAGOGY. How does the Training Programme ensure Trainees have:-</u></b>		<b>The central training is generic and should provide follow up tasks to link with the school based supporting programme.</b>	
A range of teaching skills and strategies to promote pupils' learning in the subject including behaviour management and those proposed by the national strategies.	1,2, 10, 30, 31	Behaviour Management. Health and Safety Effective Teaching Questioning skills	
The ability to plan lessons and sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework.	22, 24, 25,	Differentiation Lesson planning Effective communication	
The ability to make use of a range of resources including ICT.	23	ICT	
Skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs.	25, 26, 27, 28, 11,12,13	Assessment	
The ability to make a subject accessible to pupils at different stages of their learning and development and to provide a supportive learning environment.	19, 25	What makes a good teacher	
The ability to reflect on and improve teaching and learning.	7, 9, 29	Reflective Practitioner	
High expectations of all pupils and skills in working to overcome barriers to learning.	1, 2	SEALS Behaviour Management Overcoming barriers to learning Inclusion	
<b><u>ATTITUDES. How does the Training Programme ensure Trainees' commitment to and enthusiasm for:-</u></b>			
the inclusion, achievement and well being of all pupils	3, 19, 21, ECM	Raising boys' achievement Safeguarding ECM homework task and Quiz Inclusion Making every child matter	
The subject or the curriculum area and for teaching it.	25	SUBJECT SPECIFIC TRAINING	
being creative in developing learning	8	Teacher as Performer	

opportunities for all pupils		The use of the voice	
Continuing professional development within the subject or curriculum area.	7	The Directed Activities Performance Management The NQT Year.	
Working as part of a team, learning from others and contributing to the learning community.	6, 20, 32, 33	Working as a team The role of the LSA The role of the AST The role of the SENCO SEN and the LA Governors Working in the Department Unions	
<b><u>SUBJECT KNOWLEDGE PER SE. How does the Training Programme ensure Trainees' knowledge and understanding of:-</u></b>			
The key concepts, language, skills and topics that define the subject or curriculum area.	3, 14, 15	SUBJECT SPECIFIC TRAINING	
Progression in the subject or curriculum area as defined by the National Curriculum and other national expectations.	15	Overview of other phases SUBJECT SPECIFIC TRAINING	
The relevance of the subject or curriculum area and why certain aspects of the subject or curriculum area are taught.	8	SUBJECT SPECIFIC TRAINING	
The connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.	23	SUBJECT SPECIFIC TRAINING	
the relationships within the subject or curriculum area	25	SUBJECT SPECIFIC TRAINING	
Assessment of pupils' achievement in the subject or curriculum area.	11,12,13, 26	SUBJECT SPECIFIC TRAINING	
<b><u>PUPILS' DEVELOPMENT. How does the Training Programme ensure Trainees' knowledge and understanding of:-</u></b>			
How pupils learning is affected by developmental, social, religious, cultural and linguistic influences.	18, 19	EAL; GT; SEN;	

The range of ways in which pupils learn.	10	How pupils learn Learning styles	
How pupils develop as learners within a subject.	18, 19	Thinking skills Transition from phase to phase	
How the subject and curriculum area needs to be adapted to meet pupils' individual needs and contexts.	19	Diversity	
How parents and carers contribute to their children's learning and development.	4, 5	The role of other adults Working with parents	

**PART 3. EVIDENCING THE QTS STANDARDS.**  
[Taken from the web. There are many of these.]

The Q Standards are essentially outcome statements and together describe the profile of knowledge and practice expected from a trainee teacher at the end of training, in readiness for the award of QTS. The guidance given below is an indicator of the many possible sources from which evidence for each Q Standard might be found. It is not intended to be comprehensive. You are strongly advised to use the Standards Guidance Notes on the TDA site.

<b>Professional Attributes</b>
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<b>Those recommended for the Award of QTS</b>	<b>Possible Sources of Evidence</b>
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<b>(Q) should:</b>	
<p><b>Relationships with children and young people:</b>  <b>Q1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them  <b>Cross Ref:</b>  <b>Q4,5,10,15,18,19,20,21b,25a/b/c/d,26a,27,28,29,30,31</b></p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Weekly ST meetings</li> <li>• Half term reports / reviews</li> <li>• Lesson plans – challenging objectives</li> <li>• Teacher planner – records</li> <li>• Pupil / class targets</li> <li>• Lesson plans and LO noting evidence diversity / differentiation for SEN; G&amp;T, pupils with IEPs etc</li> </ul>
<p><b>Q2</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people.   <b>Cross Ref:</b>  <b>Q4,5,10,15,18,19,20,21a/b,25a/b/c/d,27,30,31,33</b></p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Weekly and half termly reviews</li> <li>• Annotated policy documents linked to evidence of actions taken with pupils</li> <li>• Lesson plans and evaluations</li> <li>• Testimonials</li> </ul>
<p><b>Frameworks:</b>  <b>Q3</b> (a) Be aware of the professional duties of teachers and the statutory framework within which they work.   <b>Cross Ref: Q5,10,15,18,19,20,21a,30</b>   <b>Q (b)</b> Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.   <b>Cross Ref:</b>  <b>Q5,10,11,12,13,18,19,21a/b,22,24,25,26,30,31,32</b></p>	<ul style="list-style-type: none"> <li>• Lesson observations noting professional behaviour</li> <li>• Planning &amp; monitoring documentation</li> <li>• Half termly reviews</li> <li>• Annotated 'Teachers Professional Standards (GTC) and 'Teachers' Legal Rights &amp; Responsibilities.'</li> <li>• Read and annotate key school policies, e.g Rewards and Sanctions / Behaviour; H&amp;S; E.O; Inclusion; Child protection</li> <li>• Reports / memos, incident logs</li> <li>• Testimonials</li> <li>• N.B. implementation</li> </ul>
<p><b>Communicating and working with others:</b>  <b>Q4</b> Communicate effectively with children, young people, colleagues, parents and carers.   <b>Cross Ref:</b>  <b>Q1,2,3b,5,10,18,19,20,21a,22,25c,26,27,32,33</b></p>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Student voice – feedback</li> <li>• Feedback from parents / carers; colleagues; mentors</li> <li>• Testimonials from TAs; SENCo</li> <li>• Involvement in staff / depart / team meetings – minutes</li> <li>• Involvement in parent consultation – notes and /or follow up</li> </ul>
<p><b>Q5</b> Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of</p>	<ul style="list-style-type: none"> <li>• Sensitive communication with parents / carers via pupil planners / files</li> <li>• School policies / Home School Agreements annotated e.g Homework &amp; Behaviour Policies – examples of implementation</li> </ul>

<p>children and young people, and to raising their levels of attainment.</p> <p><b>Cross Ref: Q1,2,3a,4,6,9,18,20,21a/b,22,32,33</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of statutory rights of parents / carers</li> <li>• Notes; records of meetings / interviews with parents &amp; pastoral staff re: individual personal / academic progress</li> <li>• Observe a Form Tutor. Notes on interview with Head of Year re: role</li> <li>• Testimonials / letters</li> </ul>
<p><b>Q6</b> Have a commitment to collaboration and co-operative working.</p> <p><b>Cross Ref: Q2,5,20,21a/b,22,25a/d,32,33</b></p>	<ul style="list-style-type: none"> <li>• Half termly reviews; weekly meetings</li> <li>• Minutes of staff meetings re: contributions</li> <li>• LO , planning re: involvement of support staff</li> <li>• Evidence of collaborative planning</li> <li>• Team teaching</li> <li>• Awareness of distinct specialist roles</li> <li>• Testimonials</li> </ul>
<p><b>Personal and professional development:</b>  <b>Q7 (a)</b> Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.  <b>Q7 (b)</b> Identify priorities for their early professional development in the context of induction.  <b>Cross ref: Q7a/b,8,9</b></p>	<ul style="list-style-type: none"> <li>• ST &amp; GST meetings &amp; records</li> <li>• Testimonials</li> <li>• Lesson feedback and evaluations / self reflections</li> <li>• Evidence of reading; research; CPD that impacts upon practice inc use of ttrb website</li> <li>• Transition Point 1 document, CEPD folder</li> </ul>
<p><b>Q8</b> Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.  <b>Cross Ref: Q7a/b,9,29</b></p>	<ul style="list-style-type: none"> <li>• L.O - of self and others</li> <li>• Evaluations of own teaching</li> <li>• Reflection from CPD impacting on practice</li> <li>• Collaborative work with colleagues eg planning; working groups; team meetings</li> </ul>
<p><b>Q9</b> Act upon advice and feedback and be open to coaching and mentoring.  <b>Cross Ref: Q5,7a/b,8,29,32</b></p>	<ul style="list-style-type: none"> <li>• Records of meetings – ST / GST</li> <li>• Collaborative planning &amp; teaching</li> <li>• Target setting and reviews</li> <li>• Feedback from colleagues / professionals acted upon</li> <li>• L.O; plans and evaluations</li> </ul>

**Professional Knowledge and understanding**

<p><b>Teaching and learning</b>  <b>Q10.</b> Have a knowledge and understanding of a</p>	<ul style="list-style-type: none"> <li>• Research and impact on planning / teaching</li> </ul>
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<p>range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</p> <p><b>Cross Ref: Q1,2,3a/b,4, 12,13,14,18,19,21b,22, 24,25,26,27,28,29,30,31</b></p>	<ul style="list-style-type: none"> <li>• LO of others – impact on own teaching seen in planning / reflections</li> <li>• Lesson plans evidence range of T&amp;L activities; inclusion / differentiation/ behaviour management strategies</li> <li>• Awareness of national data &amp; impact on planning &amp; teaching</li> <li>• Lesson plans – realistic targets</li> <li>• Range of resources</li> </ul>
<p><b>Assessment and monitoring</b>  <b>Q11.</b> Know the assessment requirements and arrangements for the subjects/ curriculum areas they are trained to teach, including those relating to public examinations and qualifications.</p> <p><b>Cross Ref:</b>  <b>Q3b,12,13,14,15,22,24,25b/d,26,27,28,29</b></p>	<ul style="list-style-type: none"> <li>• Annotated NC PoS; Early Years; GCSE; post –16; exam syllabuses and national strategies</li> <li>• Completed exam / tests papers from pre-course tasks</li> <li>• Engagement in assessment opportunities</li> <li>• Lesson observations</li> <li>• Marked / moderated work</li> <li>• Attendance and exam board sessions</li> </ul>
<p><b>Q12.</b> Know a range of approaches to assessment, including the importance of formative assessment.</p> <p><b>Cross Ref: Q3b,10,11,12,15,19,22,26,27,28,29</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans LO note use of different assessment methods</li> <li>• Evidence of using assessment criteria</li> <li>• Research on assessment impacts on lesson plans</li> <li>• Oral &amp; written feedback</li> <li>• Assignment</li> </ul>
<p><b>Q13.</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</p> <p><b>Cross Ref: Q1,2,3a,11,12,13,14,17,22,25,29</b></p>	<ul style="list-style-type: none"> <li>• Use of baseline data in school – how / what?</li> <li>• Use of comparative statistical data and its use in planning – how / what?</li> <li>• Records of attainment and target setting</li> <li>• Individual realistic pupil targets</li> <li>• Notes from CPD; moderation meetings</li> <li>• Marked and levelled work</li> <li>• Reports for IEP / SENCo re; pupil progress</li> </ul>

<p><b>Subjects and curriculum</b>  <b>Q14</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</p> <p><b>Cross Ref: Q10,11,12,15,17,19,22,25a/b/c/d, 26,27,28,29</b></p>	<ul style="list-style-type: none"> <li>• Lesson planning against annotated NC PoS; exam syllabuses; SoW</li> <li>• L.Observations and evaluations</li> <li>• Pupil's work</li> <li>• Any subject specific CPD and impact on teaching</li> </ul>
<p><b>Q15.</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.</p> <p><b>Cross Ref: Q1,2,3a,11,12,13,14,17, 22,25,29</b></p>	<ul style="list-style-type: none"> <li>• Annotated documentation eg PSHE; Citizenship; Primary &amp; National Strategies; 14 –19; ECM</li> <li>• Lesson plans</li> <li>• Lesson observations</li> <li>• Three principles of inclusion in planning &amp; teaching</li> <li>• Use of National Strategy approaches, materials &amp; resources</li> </ul>
<p><b>Literacy, numeracy and ICT</b>  <b>Q16.</b> Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).</p>	<ul style="list-style-type: none"> <li>• Certificates / confirmation of pass</li> </ul>
<p><b>Q17.</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p> <p><b>Cross Ref: Q14,15,23,25a</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans / LO – evidence of cross-curricular links eg literacy, numeracy, ICT</li> <li>• Use of ICT, literacy, numeracy for lesson planning; data; research; record keeping; report writing</li> </ul>
<p><b>Achievement and diversity</b>  <b>Q18.</b> Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p><b>Cross Ref: Q1,2,3a/b,4,5,10,19,20,21,25a</b></p>	<ul style="list-style-type: none"> <li>• Notes of interview with SENCo; EAL; specialist support staff; pastoral staff</li> <li>• Policies on SEN; EAL; E.O; T&amp;L; AFL annotated</li> <li>• Lesson observations</li> <li>• Planning – ins gender differences</li> <li>• Notes on and impact of IEPs on planning</li> <li>• Tracking identified taught pupils and recording, reflections and impact on planning</li> </ul>
<p><b>Q19.</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional</p>	<ul style="list-style-type: none"> <li>• Interviews with specialist staff – as above</li> <li>• Tracking identified EAL pupils – as above</li> <li>• LO of experienced colleague</li> </ul>

<p>language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p> <p><b>Cross Ref:</b> <b>Q1,2,3a/b,4,10,13,14,18,20,21b,24,25a/b/c/d,29</b></p>	<ul style="list-style-type: none"> <li>• LO and lesson plans – differentiated tasks / activities</li> <li>• Annotated research</li> <li>• Data supports learning</li> <li>• Account of Student Voice</li> </ul>
<p><b>Q20</b> Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</p> <p><b>Cross Ref:</b> <b>Q1,2,3a,4,5,6,18,19,21a/b,25a,32,33</b></p>	<ul style="list-style-type: none"> <li>• Notes of interviews with specialist staff eg SENCo; EAL</li> <li>• ECM links</li> <li>• Support from specialist staff eg behaviour, careers</li> </ul>
<p><b>Health and well-being</b></p> <p><b>Q21 (a)</b> Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p><b>Q21 (b)</b> Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p> <p><b>Cross Ref:</b> <b>Q1,2,3a/b,4,5,6,18,19,20,21a/b,22,25a/b/c/d,26a/b,29,30,31</b></p>	<ul style="list-style-type: none"> <li>• Notes from interviews with specialist staff</li> <li>• Read and annotate documents on 'Teachers Professional Duties</li> <li>• ECM Framework annotated</li>   <li>• Meetings and planning for individual children re: special / personalised needs</li> <li>• Attend a case conference – notes</li> <li>• Annotated policies - if linked to examples:- eg SEN; Child Protection / Safeguarding / Bullying</li> </ul>

**Professional Skills**

<p><b>Planning</b></p> <p><b>Q22</b> Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p> <p><b>Cross Ref:</b> <b>Q3b,4,5,6,10,11,12,13,14,15,21b,24,25,29</b></p>	<ul style="list-style-type: none"> <li>• Lesson planning – NC / exam syllabus / personalised approach</li> <li>• Research from Teacher TV; websites; subject associations – annotated and evidence seen in planning</li> <li>• Lesson observations</li> <li>• Evidence of progress made across a sequence of lessons</li> <li>• Lesson evaluations</li> </ul>
<p><b>Q23</b> Design opportunities for learners to develop their literacy, numeracy and ICT skills.</p> <p><b>Cross Ref: Q17,25a</b></p>	<ul style="list-style-type: none"> <li>• Notes from meetings – ST, GST, CPD</li> <li>• Lesson plans – inc literacy, numeracy, ICT – n.b. cross curricular themes</li> <li>• Lesson evaluations</li> </ul>
<p><b>Q24</b> Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</p> <p><b>Cross Ref: Q3b,10,11,12,19,22,29</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Evaluations of homework tasks v objectives</li> <li>• Samples of marked pupils' work</li> <li>• Records of completed homework</li> <li>• Feedback / letters from parents re: homework</li> <li>• Feedback from Parents' Consultations</li> </ul>

## Teaching

**Q25** Teach lessons and sequences of lessons across the age and ability range

for which they are trained in which they:

**Q25 (a)** use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

**Q25 (b)** build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives

**Q25 (c)** adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

**Q25 (d)** demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson

### **Cross Ref:**

**Q1,2,3b,4,6,10,11,12,14,15,17,18,19,20,21b,22,23,25a/b/c/d,26a/b,27,28,29,30,31**

- Lesson plans and observations
- Teaching resources used / created
- N.b. e-learning
  
- Lesson plans and observations
- Lesson evaluations informing planning. Pupils' work
- Cross phase visits and evaluations
  
- Lesson observations – specific comments
- Lesson planning and evaluation
- Research impacting on planning
  
- Lesson planning – pupil, group and whole class needs met
- Lesson observations

## Assessing, monitoring and giving feedback

<p><b>Q26.</b> a) Make effective use of a range of assessment, monitoring and recording strategies.</p> <p>(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</p> <p><b>Cross Ref: Q1,3b,4,10,11,12,12,12,21b,25a,26a/b,27,28</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans and LO</li> <li>• Mark book</li> <li>• Samples of assessed work and set tasks</li> <li>• Lesson evaluations</li>   <li>• Samples of marked work with teacher comments</li> <li>• Mark book</li> <li>• Data on individual pupils &amp; targets set</li> <li>• Lesson plans and LO – AFL strategies</li> </ul>
<p><b>Q27</b> Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> <p><b>Cross Ref: Q1,2,4,10,11,12,12,14,25a/b,26a,28</b></p>	<ul style="list-style-type: none"> <li>• N.b. feedback as you teach</li> <li>• Examples of marked and annotated work</li> <li>• Oral &amp; written feedback &amp; targets to pupils</li> <li>• Lesson plans and LO</li> </ul>
<p><b>Q28</b> Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p> <p><b>Cross Ref: Q1,10,11,12,13,14,25a,26a/b,27</b></p>	<ul style="list-style-type: none"> <li>• Pupils' self and peer assessments</li> <li>• Lesson Observations</li> <li>• Marked and annotated work</li> </ul>
<p><b>Reviewing teaching and learning</b></p> <p><b>Q29</b> Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</p> <p>Cross Ref: <b>Q7a,8,9,10,11,12,13,14,15,19,21b,22,24,25a/b/c/d,33</b></p>	<ul style="list-style-type: none"> <li>• Lesson evaluations and plans with adjustments</li> <li>• Lesson observations</li> <li>• Lesson plans link to data</li> <li>• Examples of modified lesson plans in light of evaluations</li> </ul>
<p><b>Learning environment</b></p> <p><b>Q30</b> Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</p> <p><b>Cross Ref: Q1,2,3a/b,10,21b,25a/b/c/d,31</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans &amp; observations</li> <li>• Evidence of assisting with planning of visit inc. risk assessments</li> <li>• Details , involvement in extra curricular activities relevant to subject</li> <li>• Testimonials</li> </ul>
<p><b>Q31</b> Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control</p>	<ul style="list-style-type: none"> <li>• Observations of colleagues</li> <li>• LO note range of behaviour strategies</li> <li>• Lesson plans personalized effectively</li> </ul>

and independence. <b>Cross Ref: Q1,2,3b,10,21b,25a/b/c/d,30</b>	
<b>Team working and collaboration</b> <b>Q32</b> Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them. <b>Cross Ref: Q2,3b,4,5,6,9,20,33</b>	<ul style="list-style-type: none"> <li>• Lesson plans and LO</li> <li>• SoW; resources; assessment tasks</li> <li>• Half termly reviews</li> <li>• Evidence of sharing planning &amp; practice with teams</li> <li>• Testimonials</li> </ul>
<b>Q33</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. <b>Cross Ref: Q2,4,5,6,20,29,32</b>	<ul style="list-style-type: none"> <li>• Shadow TA / LSA</li> <li>• Liaise with TA / LSA in lesson planning</li> <li>• Monitor &amp; feedback to colleagues eg TAs</li> <li>• Lesson plans and LO</li> <li>• Testimonials</li> </ul>

**PART 4 is the Trainee's own personal Training Plan. This can be based around the Central Training Plan or formatted in a different way.**