

PRIMARY TRAINING PROGRAMME2009/10. [draft]

PART 1: CENTRAL PROGRAMME.

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 Mentor.

<u>Week</u>	<u>Content.</u>	<u>Standards</u>	<u>Link to SKF</u> <u>[See part 2 below.]</u>	<u>School based follow up.</u> <u>[this list is not exhaustive]</u>
<u>Pre start day 1</u> <u>July 10th</u> <u>1st MENTOR</u> <u>SESSION 1.45</u> <u>p.m. using the</u> <u>school Hall.</u> <u>Pre start day 2</u> <u>July 22nd</u>	<p><u>WELCOME TO TEACHING.</u></p> <p>Induction / GTP course overview [content of folder] Networking Reflections of 2 current Trainees Personalising your learning Unions Roadshow The Central Training Plan and the Assessment process explained. Initial Needs analysis and Training Plan</p> <p><u>YOUR ROLE IN YOUR LEARNING JOURNEY.</u></p> <p>The Reflective Practitioner ECM holiday task Networking Directed Tasks explained. Using the TTRB.</p>	7, 9, 29	the ability to reflect on and improve teaching and learning.	<p>Discuss timetables, schemes of work, the Initial Needs Analysis and Training Plan.</p> <p>Discuss Union membership with school Union reps</p> <p>Register with TTRB and explore site.</p> <p>Obtain documents needed for ECM Task. Begin the Reflective Journal. Planning school induction</p>
<u>Start of year.</u> Week 3	<p><u>YOUR PROFESSIONAL RESPONSIBILITIES</u></p> <p>ECM [follow up to holiday task]</p>	1,2, 3, 4, 5,	the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching	School Induction procedures – Induction plan to include initial guided observations across the curriculum

16/9	<p>Health and Safety Safeguarding Professional responsibilities.</p> <p>The Portfolio</p> <p>How to benefit from lesson observations</p> <p>How the directed tasks could provide evidence.</p> <p>The Standards Guidance site.</p>	6, 21, 30	it.	<p>School Safeguarding Policy and procedures – incl Behaviour Policy and discussion with designated child protection officer in school</p> <p>School Health and Safety Policy and procedures</p> <p>Risk assessments</p> <p>Discussion about the menu of Directed Tasks and Pre-Start Tasks</p> <p>Consider evidence building</p> <p>Plan and arrange 3 day cross phase visits with Subject Knowledge focus.</p>
<p>Week 5</p> <p><u>Oct 2nd</u></p> <p><u>2ND Mentor session 1.45 P.M. Using school Hall</u></p>	<p><u>HOW TO TEACH 1.</u></p> <p>Differentiation [1]</p> <p>Lesson Planning for learning objectives [1]</p> <p>Assessment for learning [1] (Core subject and cross curricular examples used throughout)</p> <p>TTRB links</p> <p>Learning styles.</p> <p>Raising boys’ achievement.</p> <p>Further opportunities to plan</p> <p>Clare Manghan, Carol Sheern and Gill Whiteley to assist</p>	22, 23, 24, 25, 26, 27	<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.</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>the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it.</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>Observations of quality teaching; looking at aspects of good lesson planning e.g. objectives, questioning; observing differentiation; etc.</p> <p>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>Research National Curriculum and PNS and review understanding in mentor meetings. (questionnaire available)</p>
<p>Week 6</p> <p>7/10</p>	<p><u>CURRICULUM DAY</u></p> <p>LANGUAGE AND COMMUNICATION</p> <p>MFL</p> <p>Details will be on the VLE</p>	<p>3,14,15</p> <p>15</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</p>	<p>Look at Rose review and other related documents</p> <p>Observe Literacy lessons with agreed focus</p> <p>Discuss implications of Rose review with Co-ordinator</p> <p>Discuss with Inclusion Manager the integration of SEN pupils into Literacy.</p> <p>Further explore content of Literacy</p>

<p>Mentors welcome 1.45 [use Hall]</p>	<p>TTRB links The Portfolio, what is good evidence?</p>		<p>high expectations of all pupils and skills in working to overcome barriers to learning. The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment. the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it. How pupils' learning is affected by developmental, social, religious, ethnic, cultural and linguistic influences.</p>	<p>Explore diversity and SEN statistics for own school and compare to national average. Watch effective lessons focus on the questioning techniques. Visit to an SEN School. E.g. St Nicholas, St Christopher etc. Progress Report completed with mentor</p>
<p>WEEK 9</p>	<p>HALF TERM</p>			
<p>Week 10 4/11</p>	<p><u>CURRICULUM DAY</u> Planning for the 2nd school experience Making ICT integrate into every lesson</p>	<p>22, 23, 7 14,15 16, 17</p>	<p>the ability to make use of a range of resources including ICT being creative in developing learning opportunities for all pupils</p>	<p>Discuss 2nd school plans and focus Review Training Plan and adapt as appropriate Discuss implications of the Rose Review and the themed approach. Learning how to use the IWB, investigations on the web; etc Observe, plan and teach ICT lessons. First External STTP Observation visit at some point this half term.</p>
<p>Week 11 11/11</p>	<p><u>CURRICULUM DAY</u> NUMERACY [1] Details will be on the VLE</p>	<p>3,14,15 15</p>	<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 national expectations. the relevance of the subject or</p>	<p>Look at Williams review. Further explore Numeracy Framework Observe Maths lessons. Teach Maths lessons Meet with Maths co-ordinator, discuss implications of the new curriculum approach.</p>

		<p>8</p> <p>23</p> <p>25</p> <p>11,12,13, 26</p>	<p>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>Week 12 18/11</p>	<p><u>INCLUSION 2</u></p> <p>a.m. EAL & Diversity</p> <p>p.m. G & T [1]</p> <p>Day will explore diversity across the curriculum – core and foundation subjects.</p>	<p>1, 3, 6, 7, 10, 12, 18, 19, 20, 25</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>being creative in developing learning opportunities for all pupils</p>	<p>Visits to schools demonstrating Diversity. Focussed observations</p> <p>Consider curriculum resources available in school and if they are inclusive. Ensure planning reflects inclusive practice.</p> <p>Consider the needs of G+T in your class – discuss with inclusion manager/SENCo</p> <p>Review of progress; action planning after 1st assessment; consider needs at 2nd school.</p>

			working as part of a team, learning from others and contributing to the learning community	
Week 13 25/11	<u>CURRICULUM DAY</u> SCIENCE [1] Details will be on the VLE	3,14,15 15 8 23 25 11,12,13, 26	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. Discuss cross curricular science links. Investigate resources available in school. Teach Science if appropriate WORK ON DIRECTED TASKS Progress Report completed with Mentor Teaching Timetable should be up to 50% at this point. All three Skills Tests should be passed at this point.
DURING DECEMBER	.....		..... .	<u>VISIT 1 AND 2 to schools which will give evidence of either THE CREATIVE CURRICULUM;EYFS;DIVERSITY OR SEN.[STTP CO-ORDINATING]</u>
	CHRISTMAS HOLIDAY STTP TO PROVIDE TERM 1 EVALUATIONS FOR AM AND CM			
Week 19	<u>DEVELOPING YOUR SKILLS 1</u> Lesson Planning [2]:-	7	how pupils develop as learners within a subject. a range of teaching skills and	Review Training Plan and adapt as appropriate

6/01	<p>The effective lesson.[scaffolding, planning, questioning etc.], the importance of teacher subject knowledge, to include a review of Term 1 assessments. Assessment [2] including pupil self assessment (Examples taken from across Primary subjects) TTRB links Behaviour Management [2] [Or run the Bill Rogers workshops]</p>	22, 23, 24, 25, 26, 27, 28, 29	<p>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.</p>	<p>Introductory visits to 2nd school</p> <p>Further investigations into formative and summative assessment; observe the ways pupils self assess; joint levelling work with Mentor 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.</p>
Week 20 13/01	<p><u>CURRICULUM DAY</u> LITERACY AND DRAMA [2]</p> <p>Details will be on the VLE</p>	<p>3,14,15</p> <p>15</p> <p>8</p> <p>23</p> <p>25</p> <p>11,12,13, 26</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 and understanding of Literacy and Drama</p> <p>Review Medium and short term planning for Literacy</p> <p>Practise delivering well focussed lessons including Drama. (Using a variety of teaching and learning styles)</p> <p>Explore different assessment methods in Literacy</p> <p>Further develop the use of ICT in all lessons.</p>
IN JAN OR FEB	.....		.....	<p><u>VISIT 3 AND 4 to schools which will give evidence of either THE CREATIVE CURRICULUM;EYFS;DIVERSITY OR</u></p>

				<u>SEN.[STTP CO-ORDINATING]</u>
Week 21 20/01 Mentors welcome at 1.45. Use school Hall	<u>INCLUSION 3</u> SEN[3] - Inclusion. Incl. role of L.A. G & T [2] the pastoral aspect Barriers to Learning - Inclusion. Portfolios- further advice [3]	1, 2, 10, 18, 19, 20	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 curriculum area or subject and for teaching it. how pupils learning is affected by developmental, social, religious, cultural and linguistic influences.	Refine understanding of Inclusion through discussion with mentor, reflective journal and evidence in lesson planning as appropriate.
Week 22 27/01	<u>CURRICULUM DAY</u> SCIENCE [2] Details will be on the VLE	3,14,15 15 8 23 25 11,12,13, 26	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. Gain an understanding of the National Curriculum requirements for this subject. Teach and assess a SEQUENCE of science lessons as appropriate
Week 23 3/02	<u>CURRICULUM DAY</u> NUMERACY [2] Details will be on the VLE	3,14,15	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.	Review medium and short term planning for Maths Practise delivering well focussed lessons, exploring different teaching approaches. Explore different methods of assessment in lessons. Further develop the use of ICT.

		8 23 25 11,12,13, 26	<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>	
Week 24 10/02	<p><u>WIDER PROFESSIONAL RESPONSIBILITIES</u></p> <p>Thinking skills Working as a team Using other adults Protecting your voice Working with parents.</p>	18,19 6, 20, 32,33 4, 5	<p>working as part of a team, learning from others and contributing to the learning community.</p> <p>the range of ways in which pupils learn.</p> <p>how parents and carers contribute to their children's learning and development.</p> <p>high expectations of all pupils and skills in working to overcome barriers to learning.</p>	<p>Focus on the use of other adults with whom you come into contact.</p> <p>Parents' evenings; case conferences; discuss the role of parents with the Inclusion Manager. (formal and informal communication)</p> <p>Explore how personalised learning can influence communication with parents.</p> <p>Include thinking skills activities within lessons.</p> <p>Reflect on issues from training in Journal and Portfolio</p> <p>WORK ON DIRECTED TASKS</p> <p>Progress Report completed with mentor</p>
Week 25 15/02	HALF TERM			
Week 26 24/02	<p><u>CURRICULUM DAY</u> CREATIVE ARTS</p> <p>Am ART Pm DT</p>	3,4,15 8,22, 23, 24, 25, 26, 27, 28	<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>Review Training Plan and adapt as appropriate</p> <p>Teaching Timetable should be between 60% - 80% at this point depending on progress.</p> <p>Second School Placement takes place this half term / 2nd External STTP Observation visit.</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>Discuss further thematic approach and teaching of creative subjects.</p> <p>Observe, plan and teach creative elements of curriculum e.g. art / DT as appropriate to setting</p> <p>Complete classroom display if not already done so.</p>
<p>Week 29 17/03</p>	<p><u>MOVING FORWARD</u></p> <p>Preparing for your Final Assessment</p> <p>Performance Management</p> <p>Applying for jobs/interview technique. +</p> <p>Role of Governors</p> <p>Overview of other age groups and phases.</p>	<p>3, 4, 6, 7, 9, 17, 21</p>	<p>continuing professional development within the subject or curriculum area.</p> <p>how pupils develop as learners within a subject.</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.</p> <p>the connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</p> <p>high expectations of all pupils and skills in working to overcome barriers to learning.</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.</p> <p>Plan to attend a Governors meeting or discuss role with Chair of Governors / Teacher Governor.</p> <p>WORK ON DIRECTED TASKS</p> <p>Ensure age ranges and subjects are adequately covered by training plan.</p> <p>Progress Report completed with mentor</p> <p>Review Second Placement and complete evaluation.</p>
	<p>EASTER HOLIDAY</p>			
<p>Week 34 21/04</p>	<p><u>CURRICULUM DAY</u></p> <p>The ICT Curriculum</p>	<p>3,4,15</p>	<p>the key concepts, language, skills and topics that define the subject or curriculum area.</p>	<p>Review Training Plan and adapt as appropriate</p>

	Primary Music	8,22, 23, 24, 25, 26, 27, 28	<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>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>Reflect on inclusion of ICT to date and plan for further cross curricular links and ICT lessons.</p>
Week 35 28/04	<p><u>CURRICULUM DAY</u></p> <p><u>P.E.</u></p> <p><u>Ascertain gaps in training for inclusion in the summer term.</u></p>	<p>3,4,15</p> <p>8, 21, 22, 23, 24, 25, 26, 27, 28</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>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 17/5	<p><u>CURRICULUM DAY</u> <u>at Southend Museum</u> History – Roman topic Science – Natural world Science – The Earth in Space Arranging a school trip</p>	<p>3,4,15</p> <p>8, 21, 22, 23, 24, 25, 26, 27, 28,</p>	<p>how pupils develop as learners within a subject.</p>	<p>Discuss issues arising with mentor</p> <p>Involvement in planning and attending a school visit if not already done so.</p> <p>Investigate possible out of school learning</p>

		30		opportunities in locality, consider what would be gained from them and how to incorporate them into the curriculum.
	Spare time to react to any emergent			
Week 39 26/05	<u>DEVELOPING YOUR SKILLS 2</u> <u>Individual needs Day.</u> What makes a good teacher.....A REVISIT Assessment [3] Surgery Behaviour Management [3]“surgery”		continuing professional development within the subject or curriculum area.	Responding to needs of Trainee, particularly considering the final assessment and all paperwork. WORK ON DIRECTED TASKS Deadline for submission of portfolios COMPLETE DIRECTED TASKS to form part of Portfolio. MENTOR EVALUATIONS READY FOR FINAL ASSESSMENT Progress Report completed with mentor
	HALF TERM PREPARING FOR FINAL ASSESSMENTS			HALF TERM PREPARING FOR FINAL ASSESSMENTS
Week 41 9/6	Welcome to the Profession/the L.A. The NQT year Work of the GTC Dealing with stress/work life balance	18, 19 7	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.

<u>Description taken from the Document.</u>	<u>Q Standard</u>	<u>Delivered by central training</u>	<u>Week of delivery.</u>	<u>Notes.</u>
<u>PEDAGOGY. How does the Training Programme ensure Trainees have:-</u>		The central training is generic and should provide follow up tasks to link with the school based supporting programme.		
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	7,19,35 3 5,19,35 8	
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	5 5,19,35 7	
the ability to make use of a range of resources including ICT.	23	ICT	10 + all curriculum days	
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	5,19,35 +all curriculum days	
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	35	
the ability to reflect on and improve teaching and learning.	7, 9, 29	Reflective Practitioner	Pre start 2	
high expectations of all pupils and skills in working to overcome barriers to learning.	1, 2	SEALS Behaviour Management Overcoming barriers to learning Inclusion	7 7,19,35 8,12,21	
<u>ATTITUDES. How does the Training Programme ensure</u>				

<u>Trainees' commitment to and enthusiasm for:-</u>				
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	5 3 Pre start 2, 3 8,12,21 7	
the subject or the curriculum area and for teaching it.	25	SUBJECT SPECIFIC TRAINING	Curriculum days	
being creative in developing learning opportunities for all pupils	8	Teacher as Performer The use of the voice	7 24	
continuing professional development within the subject or curriculum area.	7	The Directed Activities Performance Management The NQT Year.	29 39	
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	24 24 24 8 21 29 24 Pre start 1	
<u>SUBJECT KNOWLEDGE PER SE. How does the Training Programme ensure Trainees' knowledge and understanding of:-</u>				
the key concepts, language, skills and topics that define the subject or curriculum area.	3, 14, 15	SUBJECT SPECIFIC TRAINING	Curriculum days	
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	“	
<u>PUPILS’ DEVELOPMENT. How does the Training Programme ensure Trainees’ knowledge and understanding of:-</u>				
how pupils learning is affected by developmental, social, religious, cultural and linguistic influences.	18, 19	EAL; GT; SEN;	8,12,21	
the range of ways in which pupils learn.	10	How pupils learn Learning styles	5 5	
how pupils develop as learners within a subject.	18, 19	Thinking skills Transition from phase to phase	24 visits	
how the subject and curriculum area needs to be adapted to meet pupils’ individual needs and contexts.	19	Diversity	12	
how parents and carers contribute to their children’s learning and development.	4, 5	The role of other adults Working with parents	24 24	

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.

Professional Attributes

Those recommended for the Award of QTS (Q) should:	Possible Sources of Evidence
<p>Relationships with children and young people: Q1 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 Cross Ref: Q4,5,10,15,18,19,20,21b,25a/b/c/d,26a,27,28,29,30,31</p>	<ul style="list-style-type: none"> • Lesson observations • Weekly ST meetings • Half term reports / reviews • Lesson plans – challenging objectives • Teacher planner – records • Pupil / class targets • Lesson plans and LO noting evidence diversity / differentiation for SEN; G&T, pupils with IEPs etc
<p>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people. Cross Ref: Q4,5,10,15,18,19,20,21a/b,25a/b/c/d,27,30,31,33</p>	<ul style="list-style-type: none"> • Lesson observations • Weekly and half termly reviews • Annotated policy documents linked to evidence of actions taken with pupils • Lesson plans and evaluations • Testimonials

<p>Frameworks: Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.</p> <p>Cross Ref: Q5,10,15,18,19,20,21a,30</p> <p>Q (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</p> <p>Cross Ref: Q5,10,11,12,13,18,19,21a/b,22,24,25,26,30,31,32</p>	<ul style="list-style-type: none"> • Lesson observations noting professional behaviour • Planning & monitoring documentation • Half termly reviews • Annotated 'Teachers Professional Standards (GTC) and 'Teachers' Legal Rights & Responsibilities.' • Read and annotate key school policies, e.g Rewards and Sanctions / Behaviour; H&S; E.O; Inclusion; Child protection • Reports / memos, incident logs • Testimonials • N.B. implementation
<p>Communicating and working with others: Q4 Communicate effectively with children, young people, colleagues, parents and carers.</p> <p>Cross Ref: Q1,2,3b,5,10,18,19,20,21a,22,25c,26,27,32,33</p>	<ul style="list-style-type: none"> • Lesson observations • Student voice – feedback • Feedback from parents / carers; colleagues; mentors • Testimonials from TAs; SENCo • Involvement in staff / depart / team meetings – minutes • Involvement in parent consultation – notes and /or follow up
<p>Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.</p> <p>Cross Ref: Q1,2,3a,4,6,9,18,20,21a/b,22,32,33</p>	<ul style="list-style-type: none"> • Sensitive communication with parents / carers via pupil planners / files • School policies / Home School Agreements annotated e.g Homework & Behaviour Policies – examples of implementation • Knowledge of statutory rights of parents / carers • Notes; records of meetings / interviews with parents & pastoral staff re: individual personal / academic progress • Observe a Form Tutor. Notes on interview with Head of Year re: role • Testimonials / letters
<p>Q6 Have a commitment to collaboration and co-operative working.</p>	<ul style="list-style-type: none"> • Half termly reviews; weekly meetings • Minutes of staff meetings re: contributions • LO , planning re: involvement of support staff

<p>Cross Ref: Q2,5,20,21a/b,22,25a/d,32,33</p>	<ul style="list-style-type: none"> • Evidence of collaborative planning • Team teaching • Awareness of distinct specialist roles • Testimonials
<p>Personal and professional development: Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs. Q7 (b) Identify priorities for their early professional development in the context of induction. Cross ref: Q7a/b,8,9</p>	<ul style="list-style-type: none"> • ST & GST meetings & records • Testimonials • Lesson feedback and evaluations / self reflections • Evidence of reading; research; CPD that impacts upon practice inc use of ttrb website • Transition Point 1 document, CEPD folder
<p>Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified. Cross Ref: Q7a/b,9,29</p>	<ul style="list-style-type: none"> • L.O - of self and others • Evaluations of own teaching • Reflection from CPD impacting on practice • Collaborative work with colleagues eg planning; working groups; team meetings
<p>Q9 Act upon advice and feedback and be open to coaching and mentoring. Cross Ref: Q5,7a/b,8,29,32</p>	<ul style="list-style-type: none"> • Records of meetings – ST / GST • Collaborative planning & teaching • Target setting and reviews • Feedback from colleagues / professionals acted upon • L.O; plans and evaluations

Professional Knowledge and understanding

<p>Teaching and learning Q10. Have a knowledge and understanding of a 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. Cross Ref: Q1,2,3a/b,4,12,13,14,18,19,21b,22,</p>	<ul style="list-style-type: none"> • Research and impact on planning / teaching • LO of others – impact on own teaching seen in planning / reflections • Lesson plans evidence range of T&L activities; inclusion / differentiation/ behaviour management strategies • Awareness of national data & impact on planning & teaching • Lesson plans – realistic targets • Range of resources
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24,25,26,27,28,29,30,31	
<p>Assessment and monitoring</p> <p>Q11. 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>Cross Ref: Q3b,12,13,14,15,22,24,25b/d,26,27,28,29</p>	<ul style="list-style-type: none"> • Annotated NC PoS; Early Years; GCSE; post –16; exam syllabuses and national strategies • Completed exam / tests papers from pre-course tasks • Engagement in assessment opportunities • Lesson observations • Marked / moderated work • Attendance and exam board sessions
<p>Q12. Know a range of approaches to assessment, including the importance of formative assessment.</p> <p>Cross Ref: Q3b,10,11,12,15,19,22,26,27,28,29</p>	<ul style="list-style-type: none"> • Lesson plans LO note use of different assessment methods • Evidence of using assessment criteria • Research on assessment impacts on lesson plans • Oral & written feedback • Assignment
<p>Q13. 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>Cross Ref: Q1,2,3a,11,12,13,14,17,22,25,29</p>	<ul style="list-style-type: none"> • Use of baseline data in school – how / what? • Use of comparative statistical data and its use in planning – how / what? • Records of attainment and target setting • Individual realistic pupil targets • Notes from CPD; moderation meetings • Marked and levelled work • Reports for IEP / SENCo re; pupil progress
<p>Subjects and curriculum</p> <p>Q14 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>Cross Ref: Q10,11,12,15,17,19,22,25a/b/c/d, 26,27,28,29</p>	<ul style="list-style-type: none"> • Lesson planning against annotated NC PoS; exam syllabuses; SoW • L.Observations and evaluations • Pupil’s work • Any subject specific CPD and impact on teaching
<p>Q15. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through</p>	<ul style="list-style-type: none"> • Annotated documentation eg PSHE; Citizenship; Primary & National Strategies; 14 –19; ECM

<p>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>Cross Ref: Q1,2,3a,11,12,13,14,17,22,25,29</p>	<ul style="list-style-type: none"> • Lesson plans • Lesson observations • Three principles of inclusion in planning & teaching • Use of National Strategy approaches, materials & resources
<p>Literacy, numeracy and ICT Q16. Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).</p>	<ul style="list-style-type: none"> • Certificates / confirmation of pass
<p>Q17. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</p> <p>Cross Ref: Q14,15,23,25a</p>	<ul style="list-style-type: none"> • Lesson plans / LO – evidence of cross-curricular links eg literacy, numeracy, ICT • Use of ICT, literacy, numeracy for lesson planning; data; research; record keeping; report writing
<p>Achievement and diversity Q18. 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>Cross Ref: Q1,2,3a/b,4,5,10,19,20,21,25a</p>	<ul style="list-style-type: none"> • Notes of interview with SENCo; EAL; specialist support staff; pastoral staff • Policies on SEN; EAL; E.O; T&L; AFL annotated • Lesson observations • Planning – ins gender differences • Notes on and impact of IEPs on planning • Tracking identified taught pupils and recording, reflections and impact on planning
<p>Q19. Know how to make effective personalised provision for those they teach, including those for whom English is an additional 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>Cross Ref: Q1,2,3a/b,4,10,13,14,18,20,21b,24,25a/b/c/d,29</p>	<ul style="list-style-type: none"> • Interviews with specialist staff – as above • Tracking identified EAL pupils – as above • LO of experienced colleague • LO and lesson plans – differentiated tasks / activities • Annotated research • Data supports learning • Account of Student Voice

<p>Q20 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>Cross Ref: Q1,2,3a,4,5,6,18,19,21a/b,25a,32,33</p>	<ul style="list-style-type: none"> • Notes of interviews with specialist staff eg SENCo; EAL • ECM links • Support from specialist staff eg behaviour, careers
<p>Health and well-being</p> <p>Q21 (a) 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>Q21 (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>Cross Ref: Q1,2,3a/b,4,5,6,18,19,20,21a/b,22,25a/b/c/d,26a/b,29,30,31</p>	<ul style="list-style-type: none"> • Notes from interviews with specialist staff • Read and annotate documents on 'Teachers Professional Duties • ECM Framework annotated • Meetings and planning for individual children re: special / personalised needs • Attend a case conference – notes • Annotated policies - if linked to examples:- eg SEN; Child Protection / Safeguarding / Bullying

Professional Skills

<p>Planning</p> <p>Q22 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>Cross Ref: Q3b,4,5,6,10,11,12,13,14,15,21b,24,25,29</p>	<ul style="list-style-type: none"> • Lesson planning – NC / exam syllabus / personalised approach • Research from Teacher TV; websites; subject associations – annotated and evidence seen in planning • Lesson observations • Evidence of progress made across a sequence of lessons • Lesson evaluations
<p>Q23 Design opportunities for learners to develop their literacy, numeracy</p>	<ul style="list-style-type: none"> • Notes from meetings – ST, GST, CPD • Lesson plans – inc literacy, numeracy, ICT – n.b. cross curricular themes

<p>and ICT skills.</p> <p><i>Cross Ref: Q17,25a</i></p>	<ul style="list-style-type: none"> • Lesson evaluations
<p>Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.</p> <p><i>Cross Ref: Q3b,10,11,12,19,22,29</i></p>	<ul style="list-style-type: none"> • Lesson plans • Evaluations of homework tasks v objectives • Samples of marked pupils' work • Records of completed homework • Feedback / letters from parents re: homework • Feedback from Parents' Consultations

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>Q26. 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>Cross Ref: Q1,3b,4,10,11,12,12,12,21b,25a,26a/b,27,28</p>	<ul style="list-style-type: none"> • Lesson plans and LO • Mark book • Samples of assessed work and set tasks • Lesson evaluations • Samples of marked work with teacher comments • Mark book • Data on individual pupils & targets set • Lesson plans and LO – AFL strategies
<p>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> <p>Cross Ref: Q1,2,4,10,11,12,12,14,25a/b,26a,28</p>	<ul style="list-style-type: none"> • N.b. feedback as you teach • Examples of marked and annotated work • Oral & written feedback & targets to pupils • Lesson plans and LO
<p>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p> <p>Cross Ref: Q1,10,11,12,13,14,25a,26a/b,27</p>	<ul style="list-style-type: none"> • Pupils' self and peer assessments • Lesson Observations • Marked and annotated work

<p>Reviewing teaching and learning Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary. Cross Ref: Q7a,8,9,10,11,12,13,14,15,19,21b,22,24,25a/b/c/d,33</p>	<ul style="list-style-type: none"> • Lesson evaluations and plans with adjustments • Lesson observations • Lesson plans link to data • Examples of modified lesson plans in light of evaluations
<p>Learning environment Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts. Cross Ref: Q1,2,3a/b,10,21b,25a/b/c/d,31</p>	<ul style="list-style-type: none"> • Lesson plans & observations • Evidence of assisting with planning of visit inc. risk assessments • Details , involvement in extra curricular activities relevant to subject • Testimonials
<p>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence. Cross Ref: Q1,2,3b,10,21b,25a/b/c/d,30</p>	<ul style="list-style-type: none"> • Observations of colleagues • LO note range of behaviour strategies • Lesson plans personalized effectively
<p>Team working and collaboration Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them. Cross Ref: Q2,3b,4,5,6,9,20,33</p>	<ul style="list-style-type: none"> • Lesson plans and LO • SoW; resources; assessment tasks • Half termly reviews • Evidence of sharing planning & practice with teams • Testimonials
<p>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. Cross Ref: Q2,4,5,6,20,29,32</p>	<ul style="list-style-type: none"> • Shadow TA / LSA • Liaise with TA / LSA in lesson planning • Monitor & feedback to colleagues eg TAs • Lesson plans and LO • Testimonials

PRIMARY TRAINING PROGRAMME2009/10. [draft]

PART 4: THE PERSONALISED PLAN.

Please note that it is essential that the Central Training Programme [PART 1] is supplemented AND COMPLEMENTED by a rigorous individual and personalised support plan, [PART 4], in the host school. Similarly, the Directed Tasks are to enable you to meet Standards and should be supported by your Mentor.

<u>Week</u>	<u>Content.</u>	<u>Standards</u>	<u>Link to SKF</u> <u>[See part 2 below.]</u>	<u>School based follow up.</u> <u>[this list is not exhaustive]</u>	<u>Personal Training Plan and hours</u>
<p><u>Pre start day 1</u> <u>July 10th</u></p> <p><u>1st MENTOR SESSION 1.45 p.m. using the school Hall.</u></p> <p><u>Pre start day 2</u> <u>July 22nd</u></p>	<p><u>WELCOME TO TEACHING.</u></p> <p>Induction / GTP course overview [content of folder] Networking Reflections of 2 current Trainees</p> <p>Unions Roadshow The Central Training Plan and the Assessment process explained. Initial Needs analysis and Training Plan</p> <p><u>YOUR ROLE IN YOUR LEARNING JOURNEY.</u></p> <p>Personalised learning The Reflective Practitioner ECM holiday task Networking Directed Tasks explained. Using the TTRB.</p>	7, 9, 29	the ability to reflect on and improve teaching and learning.	<p>Discuss timetables, schemes of work, the Initial Needs Analysis and Training Plan.</p> <p>Discuss Union membership with school Union reps</p> <p>Register with TTRB and explore site.</p> <p>Obtain documents needed for ECM Task. Begin the Reflective Journal. Planning school induction</p>	
<p><u>Start of year.</u></p> <p>Week 3</p>	<p><u>YOUR PROFESSIONAL RESPONSIBILITIES</u></p> <p>ECM [follow up to holiday task]</p>	1,2, 3, 4, 5,	the inclusion, achievement and well being of all pupils in the subject or the curriculum	School Induction procedures – Induction plan to include initial guided observations across the curriculum	

16/9	<p>Health and Safety Safeguarding Professional responsibilities. The Portfolio</p> <p>How to benefit from lesson observations</p> <p>How the directed tasks could provide evidence.</p> <p>The Standards Guidance site.</p>	6, 21, 30	area and for teaching it.	<p>School Safeguarding Policy and procedures – incl Behaviour Policy and discussion with designated child protection officer in school</p> <p>School Health and Safety Policy and procedures</p> <p>Risk assessments</p> <p>Discussion about the menu of Directed Tasks and Pre-Start Tasks</p> <p>Consider evidence building</p> <p>Plan and arrange 3 day cross phase visits with Subject Knowledge focus.</p>
<p>Week 5</p> <p><u>Oct 2nd</u></p> <p><u>2ND Mentor session 1.45 P.M. Using school Hall</u></p>	<p><u>HOW TO TEACH 1.</u></p> <p>Differentiation [1]</p> <p>Lesson Planning for learning objectives [1]</p> <p>Assessment for learning [1] (Core subject and cross curricular examples used throughout)</p> <p>TTRB links</p> <p>Learning styles.</p> <p>Raising boys’ achievement.</p> <p>Further opportunities to plan</p> <p>Clare Manghan, Carol Sheern and Gill Whiteley to assist</p>	22, 23, 24, 25, 26, 27	<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.</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>the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it.</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>Observations of quality teaching; looking at aspects of good lesson planning e.g. objectives, questioning; observing differentiation; etc.</p> <p>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>Research National Curriculum and PNS and review understanding in mentor meetings. (questionnaire available)</p>
<p>Week 6</p> <p>7/10</p>	<p><u>CURRICULUM DAY</u></p> <p>LANGUAGE AND COMMUNICATION</p>	3,14,15 15	the key concepts, language, skills and topics that define the subject or curriculum area.	<p>Look at Rose review and other related documents</p> <p>Observe Literacy lessons with agreed focus</p> <p>Discuss implications of Rose review with Co-</p>

	<p>MFL</p> <p>Details will be on the VLE</p>	<p>8</p> <p>23</p> <p>25</p> <p>11,12,13, 26</p>	<p>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</p> <p>Assessment of pupils' achievement in the subject or curriculum area.</p>	<p>ordinator</p> <p>Discuss with Inclusion Manager the integration of SEN pupils into Literacy. Further explore content of Literacy Framework</p> <p>3 day visit to other phases – subject knowledge focus and transition</p> <p>With mentor plan first directed task and begin preparations for it.</p>	
<p>Week 7</p> <p>14/10</p>	<p><u>HOW TO TEACH 2</u></p> <p>Behaviour Management [1]</p> <p>SEALS and link to PSHE</p> <p>Effective communication</p> <p>Teacher as a performer</p> <p>Cross curricular thematic based approach</p> <p>Humanities. R.E and links with PSHE and ECM</p>	<p>2, 3, 10, 21, 30, 31</p> <p>4, 5, 6</p> <p>25</p> <p>16</p>	<p>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.</p>	<p>Further discussion of the Behaviour Management policy of the school with mentor.</p> <p>Observing good teachers with positive behaviour management, etc. as directed by mentor, and discuss observations.</p> <p>Observe then plan and teach PSHE lesson</p> <p>Discover how RE is integrated into the curriculum, including Collective Worship. Contribute to an assembly. Explore how RE differs in different school settings e.g. a church school</p> <p>Collect and read humanities planning from year group – teach if appropriate.</p> <p>Skills tests should be at least booked Q16</p>	

<p>Week 8 21/10</p> <p>Mentors welcome 1.45 [use Hall]</p>	<p><u>INCLUSION 1</u></p> <p>SEN [1] Diversity Effective lessons Questioning skills (Particular focus on Core Subjects)</p> <p>TTRB links The Portfolio, what is good evidence?</p>	<p>1, 2, 3, 10, 18, 19, 20</p>	<p>skills in the assessment of pupils' learning and the ability to use the information to plan for teaching which meets pupils' needs. 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. The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment. the inclusion, achievement and well being of all pupils in the subject or the curriculum area and for teaching it. How pupils' learning is affected by developmental, social, religious, ethnic, cultural and linguistic influences.</p>	<p>Visits to other schools and phases throughout the term to meet individual training needs.</p> <p>Discussions with SENCO, Safeguarding officer, planning for differentiation, etc Comments on various policies such as Health and Safety, bullying etc</p> <p>Explore diversity and SEN statistics for own school and compare to national average. Watch effective lessons focus on the questioning techniques.</p> <p>Visit to an SEN School. E.g. St Nicholas, St Christopher etc. Progress Report completed with mentor</p>	
<p>WEEK 9</p>	<p><u>HALF TERM</u></p>				
<p>Week 10 4/11</p>	<p><u>CURRICULUM DAY</u> Planning for the 2nd school experience Making ICT integrate into every lesson</p>	<p>22, 23, 7 14,15 16, 17</p>	<p>the ability to make use of a range of resources including ICT being creative in developing learning opportunities for all pupils</p>	<p>Discuss 2nd school plans and focus Review Training Plan and adapt as appropriate Discuss implications of the Rose Review and the themed approach.</p>	

				Learning how to use the IWB, investigations on the web; etc Observe, plan and teach ICT lessons. First External STTP Observation visit at some point this half term.	
Week 11 11/11	<u>CURRICULUM DAY</u> NUMERACY [1] Details will be on the VLE	3,14,15 15 8 23 25 11,12,13, 26	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 Williams review. Further explore Numeracy Framework Observe Maths lessons. Teach Maths lessons Meet with Maths co-ordinator, discuss implications of the new curriculum approach.	
Week 12 18/11	<u>INCLUSION 2</u> a.m. EAL & Diversity p.m. G & T [1] Day will explore diversity across	1, 3, 6, 7, 10, 12, 18, 19, 20, 25	The range of ways in which pupils learn the inclusion, achievement and well being of all pupils skills in the assessment of pupils' learning and the ability to use the information	Visits to schools demonstrating Diversity. Focussed observations Consider curriculum resources available in school and if they are inclusive. Ensure planning reflects inclusive practice. Consider the needs of G+T in your class –	

	the curriculum – core and foundation subjects.		<p>to plan for teaching which meets pupils’ needs. 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. The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment. How pupils’ learning is affected by developmental, social, religious, ethnic, cultural and linguistic being creative in developing learning opportunities for all pupils working as part of a team, learning from others and contributing to the learning community</p>	<p>discuss with inclusion manager/SENCo</p> <p>Review of progress; action planning after 1st assessment; consider needs at 2nd school.</p>
Week 13 25/11	<u>CURRICULUM DAY</u> SCIENCE [1] Details will be on the VLE	3,14,15 15	<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 national expectations.</p>	<p>Observations of quality Science teaching. Discussion with Science Co-ordinator. Discuss cross curricular science links. Investigate resources available in school. Teach Science if appropriate</p>

		8 23 25 11,12,13, 26	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.	WORK ON DIRECTED TASKS Progress Report completed with Mentor Teaching Timetable should be up to 50% at this point. All three Skills Tests should be passed at this point.	
DURING DECEMBER	.....		.....	<u>VISIT 1 AND 2 to schools which will give evidence of either THE CREATIVE CURRICULUM;EYFS;DIVERSITY OR SEN.[STTP CO-ORDINATING]</u>	
	CHRISTMAS HOLIDAY STTP TO PROVIDE TERM 1 EVALUATIONS FOR AM AND CM				
Week 19 6/01	<u>DEVELOPING YOUR SKILLS 1</u> Lesson Planning [2]:- The effective lesson.[scaffolding, planning, questioning etc.], the importance of teacher subject knowledge, to include a review of Term 1 assessments. Assessment [2] including pupil self assessment (Examples taken from across Primary subjects)	7 22, 23, 24, 25, 26, 27, 28, 29	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 the national strategies. skills in the assessment of pupils' learning and the ability to use the information	Review Training Plan and adapt as appropriate Introductory visits to 2 nd school Further investigations into formative and summative assessment; observe the ways pupils self assess; joint levelling work with Mentor or assessment leader; Further develop lesson planning ensuring sequences of lessons are planned for; refine your lesson delivery.	

	TTRB links Behaviour Management [2] [Or run the Bill Rogers workshops]		to plan for teaching which meets pupils' needs.	Develop good understanding of Medium Term Planning process and how short term plans fit in with this.	
Week 20 13/01	<u>CURRICULUM DAY</u> LITERACY AND DRAMA [2] Details will be on the VLE	3,14,15 15 8 23 25 11,12,13, 26	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 develop and understanding of Literacy and Drama Review Medium and short term planning for Literacy Practise delivering well focussed lessons including Drama. (Using a variety of teaching and learning styles) Explore different assessment methods in Literacy Further develop the use of ICT in all lessons.	
IN JAN OR FEB	.....		..... .....	<u>VISIT 3 AND 4 to schools which will give evidence of either THE CREATIVE CURRICULUM;EYFS;DIVERSITY OR SEN.[STTP CO-ORDINATING]</u>	
Week 21 20/01	<u>INCLUSION 3</u> SEN[3] - Inclusion. Incl. role of L.A. G & T [2] the pastoral aspect	1, 2, 10, 18, 19, 20	high expectations of all pupils and skills in working to overcome barriers to learning. the inclusion, achievement and well being of all pupils in	Refine understanding of Inclusion through discussion with mentor, reflective journal and evidence in lesson planning as appropriate.	

<p>Mentors welcome at 1.45. Use school Hall</p>	<p>Barriers to Learning - Inclusion.</p> <p>Portfolios- further advice [3]</p>		<p>the curriculum area or subject and for teaching it.</p> <p>how pupils learning is affected by developmental, social, religious, cultural and linguistic influences.</p>		
<p>Week 22 27/01</p>	<p><u>CURRICULUM DAY</u> SCIENCE [2]</p> <p>Details will be on the VLE</p>	<p>3,14,15</p> <p>15</p> <p>8</p> <p>23</p> <p>25</p> <p>11,12,13, 26</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>Look at the ways in which Science is taught in the 2 schools you have worked in.</p> <p>Gain an understanding of the National Curriculum requirements for this subject.</p> <p>Teach and assess a SEQUENCE of science lessons as appropriate</p>	
<p>Week 23 3/02</p>	<p><u>CURRICULUM DAY</u> NUMERACY [2]</p> <p>Details will be on the VLE</p>	<p>3,14,15</p> <p>8</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</p>	<p>Review medium and short term planning for Maths</p> <p>Practise delivering well focussed lessons, exploring different teaching approaches.</p> <p>Explore different methods of assessment in lessons.</p> <p>Further develop the use of ICT.</p>	

		23 25 11,12,13, 26	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.		
Week 24 10/02	<u>WIDER PROFESSIONAL RESPONSIBILITIES</u> Thinking skills Working as a team Using other adults Protecting your voice Working with parents.	18,19 6, 20, 32,33 4, 5	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 WORK ON DIRECTED TASKS Progress Report completed with mentor	
Week 25 15/02	HALF TERM				
Week 26 24/02	<u>CURRICULUM DAY</u> CREATIVE ARTS Am ART Pm DT	3,4,15 8,22, 23, 24, 25, 26, 27, 28	the key concepts, language, skills and topics that define the subject or curriculum area. progression in the subject or curriculum area as defined by	Review Training Plan and adapt as appropriate Teaching Timetable should be between 60% - 80% at this point depending on progress. Second School Placement takes place this half	

			<p>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>term / 2nd External STTP Observation visit.</p> <p>Discuss further thematic approach and teaching of creative subjects.</p> <p>Observe, plan and teach creative elements of curriculum e.g. art / DT as appropriate to setting</p> <p>Complete classroom display if not already done so.</p>	
<p>Week 29 17/03</p>	<p><u>MOVING FORWARD</u></p> <p>Preparing for your Final Assessment</p> <p>Performance Management</p> <p>Applying for jobs/interview technique. +</p> <p>Role of Governors</p> <p>Overview of other age groups and phases.</p>	<p>3, 4, 6, 7, 9, 17, 21</p>	<p>continuing professional development within the subject or curriculum area.</p> <p>how pupils develop as learners within a subject.</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.</p> <p>the connections across the subjects or curriculum areas, including literacy, Numeracy and ICT across the curriculum.</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.</p> <p>Plan to attend a Governors meeting or discuss role with Chair of Governors / Teacher Governor.</p> <p>WORK ON DIRECTED TASKS</p> <p>Ensure age ranges and subjects are adequately covered by training plan.</p> <p>Progress Report completed with mentor</p> <p>Review Second Placement and complete evaluation.</p>	

			high expectations of all pupils and skills in working to overcome barriers to learning.	
	EASTER HOLIDAY			
Week 34 21/04	<u>CURRICULUM DAY</u> The ICT Curriculum Primary Music	3,4,15 8,22, 23, 24, 25, 26, 27, 28	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	Review Training Plan and adapt as appropriate Reflect on inclusion of ICT to date and plan for further cross curricular links and ICT lessons. Explore music provision via NC, lesson observations, discussion with subject leader, audit of resources, planning and teaching lessons etc (which may be cross curricular).
Week 35 28/04	<u>CURRICULUM DAY</u> <u>P.E.</u>	3,4,15 8, 21, 22, 23, 24, 25, 26, 27, 28	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,	Consider PE NC. Discuss specific PE requirements in own setting e.g. health and safety, meeting individual need etc. Observations of PE should have already occurred. 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). Audit PE resources available. Discuss assessment in PE with subject leader.

	<u>Ascertain gaps in training for inclusion in the summer term.</u>		including literacy, Numeracy and ICT across the curriculum. the relationships within the subject or curriculum area		
Week 37 17/5	<u>CURRICULUM DAY at Southend Museum</u> History – Roman topic Science – Natural world Science – The Earth in Space Arranging a school trip	3,4,15 8, 21, 22, 23, 24, 25, 26, 27, 28, 30	how pupils develop as learners within a subject.	Discuss issues arising with mentor 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.	
	Spare time to react to any emergent				
Week 39 26/05	<u>DEVELOPING YOUR SKILLS 2</u> <u>Individual needs Day.</u> What makes a good teacher.....A REVISIT Assessment [3] Surgery Behaviour Management [3]“surgery”		continuing professional development within the subject or curriculum area.	Responding to needs of Trainee, particularly considering the final assessment and all paperwork. WORK ON DIRECTED TASKS Deadline for submission of portfolios COMPLETE DIRECTED TASKS to form part of Portfolio. MENTOR EVALUATIONS READY FOR FINAL ASSESSMENT Progress Report completed with mentor	
	HALF TERM PREPARING FOR FINAL ASSESSMENTS			HALF TERM PREPARING FOR FINAL ASSESSMENTS	
Week 41 9/6	Welcome to the Profession/the L.A. The NQT year Work of the GTC Dealing with stress/work life balance	18, 19 7	continuing professional development within the subject or curriculum area.	Transition 1 completed Teaching timetable should be no more than 80%.	

