

# Placement 1 Handbook

## 2023-2024



This handbook is designed to support you week by week through the PGCE (primary) placement one and to enhance communication between; you: Student Teacher (ST), your School Based Mentors (SBM), your Placement Link Tutor (PLT) and your Academic Mentor (AM). This booklet has been printed for your convenience but an electronic version can be accessed on blackboard within the Teaching Practice One module. Please bring either your hard or electronic copy to University for each session and take it in to school during your placement. Remember to update it and keep a back-up as this information is going to be very important throughout your course.

Each week you will find reminders of any paperwork that you need to complete and upload to Blackboard (all paperwork is available in the “primary paperwork” folder on blackboard and folders to upload documents can be found in the assignment tab of the Teaching Practice One blackboard page). It is important that you do this on time so that we can keep your records up to date and progress you smoothly through the course. You will also find a checklist for each week which sets out suggested expectations and a mentor meeting record to support you in keeping on track during your placement. You will also have been provided with an overview of the PGCE year.

- You will need to arrange a weekly meeting with your SBM. This should normally be about an hour in length although this might not be possible every week.
- You will need to bring certain documents to the meeting, these are set out in the checklist within this document and should be filed in your folder / electronic folder under the correct week.
- During this meeting please complete both the checklist and the mentor meeting record together and ask your SBM to sign in the box provided, your handbook will be checked during university sessions.
- Your mentor will complete a teaching observation and target setting form each fortnight (weekly during block placement) which needs uploading to blackboard.

## Useful Contacts

Please use the space below to record the key contacts of your placement link tutor (PLT) and school based mentor (SBM)

Person/Role	Preferred contact times/methods	Contact details
Emma Clayson Course leader	Email first (any time) If I am not teaching I may be in my office (Flaxman L201)	<a href="mailto:Emma.Clayson@staffs.ac.uk">Emma.Clayson@staffs.ac.uk</a>
Sarah Gardiner Senior lecturer	Email preferred Office L201	<a href="mailto:Sarah.Gardiner@staffs.ac.uk">Sarah.Gardiner@staffs.ac.uk</a>
Mark Barlow Senior lecturer and PE lead	Email preferred	<a href="mailto:Mark.Barlow@staffs.ac.uk">Mark.Barlow@staffs.ac.uk</a>
Helen Jones Lecturer	Email preferred	<a href="mailto:Helen.Jones@staffs.ac.uk">Helen.Jones@staffs.ac.uk</a>
Placement link tutor (PLT)		
School based mentor (SBM)		
Placement one school office		
Other useful contacts	Placements team	<a href="mailto:ioeplacements@staffs.ac.uk">ioeplacements@staffs.ac.uk</a>

By attending the sessions at University you will follow a carefully thought out programme which will develop your knowledge of teaching. All sessions will be linked to the CCF <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework> and our 4Cs.

CCF Theme	Behaviour management	Pedagogy	Curriculum	Assessment	Professional Behaviours
Links to Standards	S1, S7	S2, S4, S5	S3	S6	S8, Part 2

Day	Core Focus	Impact on Practice	Conne cted Curric ulum	Critical ly reflecti ve	Confid ent resear chers	Comm unity	Link to CCF themes						
1 11.9.23	Professionalism and Ethical Behaviours through collaborative working	Informed knowledge of professionalism within teaching. Development of team working skills and an overview of the course.		✓		✓							
2 12.9.23	Key concepts surrounding curricular issues and the National Curriculum	An introduction to the core and foundation subjects in the national curriculum.	✓	✓	✓								
3 13.9.23 AM	Key concepts surrounding curricular issues and the National Curriculum	An introduction to the core subjects in the national curriculum.	✓	✓	✓								
PM	Safeguarding with FGM/Prevent	Developed knowledge of safeguarding processes within schools. Informed knowledge of specific safeguarding.	✓	✓	✓	✓							
4 14.9.23	Key concepts surrounding curricular issues and the National Curriculum	An introduction to the core subjects in the national curriculum.	✓	✓	✓								
5 15.9.23	Outdoor learning	Informed knowledge of the benefits of outdoor learning. Improve awareness of strategies for using the outdoors.	✓	✓	✓	✓							
6 18.9.23	Safeguarding and CPOMS	Developed knowledge of safeguarding processes within schools. Informed knowledge of specific safeguarding.	✓	✓	✓								
7 19.9.23	Inclusion and wellbeing	Informed knowledge of including the SEND code of practice.	✓	✓	✓	✓							

8 28.9.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
9 29.9.23	Evidence Informed Teaching and how pupils learn	Informed knowledge of how to plan a successful lesson that ensures pupil progress.	✓	✓	✓	✓						
10 05.10.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
11 06.10.23 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
PM	Assessment and how pupils learn	Informed knowledge of assessment and how to integrate this into planning and teaching.	✓	✓								
12 12.10.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
13 13.10.23 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
PM	Managing behaviour and high expectations (ITAP day 1)	Informed knowledge relating to classroom organisation and creating routines that support positive behaviour management.	✓	✓	✓	✓						
14 19.10.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
15 20.10.23 AM	Subject Knowledge and pedagogy How pupils learn	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
PM	Assessment and how pupils learn	Informed knowledge of assessment and how to integrate this into planning and teaching.	✓	✓	✓							
16 26.10.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓	✓						
17 27.10.23 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							

PM	Assessment and how pupils learn	Informed knowledge of assessment and how to integrate this into planning and teaching. Including peer and self assessment, questioning and feedback.	✓	✓	✓	✓					
18 09.11.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
19 10.11.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
20 16.11.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
21 17.11.23	Inclusion	Informed knowledge of how high quality teaching can support all learners including those with SPLD.	✓	✓	✓						
22 23.11.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
23 24.11.23 AM	Planning and assessment High expectations and classroom practice	Informed knowledge of planning and assessment to support pupil progress.	✓	✓	✓	✓					
PM	High expectations and classroom practice	Informed knowledge of how to create learning environments that support pupil progress.									
24 30.11.23	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓	✓					
25 01.12.23 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
PM	ITAP behaviour day 4	Informed knowledge of how routines and classroom organisation can support behaviour management.	✓	✓	✓	✓					
<b>Block placement 1B</b>											

26 02.01.24 AM	Finding your first job	Recruitment support including writing your letter of application and interview techniques.		✓		✓						
PM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
27 03.01.24 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
PM	Inclusion	Informed knowledge of how to support pupils with physical and sensory needs including identification of need and adaptive teaching methods.	✓	✓	✓	✓						
28 04.01.24 AM	Inclusion – ITAP day 5	Informed knowledge of SEND specific behaviours and how to adapt behaviour management policies and practices to support SEND learners.	✓	✓	✓	✓						
PM	Inclusion	Informed knowledge of how to support pupils with Autism including identification, planning, adaptive teaching and behaviour management.	✓	✓	✓	✓						
29 05.01.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
30 05.02.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
31 06.02.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
32 07.02.24 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							
PM	Educational visits and risk assessments	Informed knowledge of health and safety requirements of organising and planning an educational visit	✓	✓	✓	✓						
33 08.02.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓							

34 09.02.24 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓								
PM	Professionalism – preparing for placement two	Assignment two support Informed knowledge of the professional requirements of placement including planning, assessment and adaptive teaching.	✓	✓	✓	✓							
35 22.02.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓	✓							
36 23.02.24 AM	Recruitment support	Recruitment support.	✓	✓	✓	✓							
PM	Secondary placement reflections	Informed knowledge of curriculum progression from KS2 to KS3.	✓	✓	✓	✓							
37 29.02.24 AM	Inclusion	Supporting pupils with social, emotional and mental health needs (SEMH). Informed knowledge of identification, planning and adaptive teaching for pupils.	✓	✓	✓	✓							
PM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓								
38 01.03.24 AM	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓								
PM	Visible learning – how pupils learn and classroom practice	Informed knowledge of visible learning and evidence based classroom practice.	✓	✓	✓	✓							
39 07.03.24	Assignment 2 support including peer feedback and support	A day to focus on your academic course requirements including assignment 2.	✓	✓	✓	✓							
40 08.03.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓								

41 14.03.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
42 15.03.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
43 21.03.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
44 22.03.24	Subject Knowledge and pedagogy How pupils learn and classroom practice	Opportunities to further develop subject specific knowledge including evidence based approaches for teaching and classroom practice elements related to the subject.	✓	✓	✓						
<b>Block Placement 2B</b>											
45 23.05.24	Aspiring leaders programme (Day 1)	<i>This will include the following:</i> <ul style="list-style-type: none"> <li>• Introduction to Leadership</li> <li>• Becoming a subject leader</li> <li>• Curriculum design as a subject leader</li> <li>• Designing assessment criteria as a subject leader</li> </ul>	✓	✓	✓						
46 24.05.24	Aspiring leaders programme (Day 2)	<i>This will include the following:</i> <ul style="list-style-type: none"> <li>• Developed knowledge of further study such as Masters/doctorial/PhD</li> <li>• Informed knowledge of ECF phase and target setting</li> </ul>	✓	✓	✓	✓					
40 21.6.23	Review and celebration.	<i>Opportunities to:</i> <ul style="list-style-type: none"> <li>• Review the course</li> <li>• Reflect on your own practice</li> <li>• Complete your career entry development profile</li> </ul>	✓	✓	✓						

<b>Glossary</b>	
AM	Academic Mentor
CCF	Core Content Framework
CEDP	Career Entry Development Profile
CL	Course Leader (Emma Clayson)
DfE	Department for Education
ECF	Early Career Framework (for your first two years as a teacher)
ECT	Early Career Teacher (replaces the term Newly Qualified Teacher / NQT)
EP	Evidence Portfolio
ELG	Early Learning Goal
ITE	Initial Teacher Education
ITT	Initial Teacher Training
KS1	Key Stage One
KS2	Key Stage Two
LO	Learning Objective
LTS	Learning and Teaching in Subject
OFSTED	Office for Standards in Education
P1	Placement One
P2	Placement Two
PG	Postgraduate
PLT	Placement Link Tutor
PGCE	Postgraduate Certificate in Education
PR Form	Placement Review Form
QTS	Qualified Teacher Status
SBM	School-Based Mentor
SEN/D	Special Educational Needs/Disability
SKLT	Subject Knowledge for Learning and Teaching
ST	Student Teacher
TOTs Form	Teaching Observation and Target Form
TS	Teachers' Standard
EY	Early Years

EYFS

Early Years Foundation Stage

## Checklist and Tasks for Week Commencing 25/09/23 (Placement 1A)

### 25/09/23

- Collect school information including contact details for your mentor and who to call if unwell
- Be aware of fire / evacuation procedures
- Ensure Safeguarding Officer is known and get a copy of the school safeguarding policy
- Get to know class, pitch / levels, teaching curriculum, timetable, clubs, break duties, staff meeting times
- Work with designated groups as directed by the teacher
- **Complete focused discussion.** Focus: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school (CCF7.3)
- Observe the learning and teaching of at least one phonics session and **complete phonics observation** sheet N.B this may require you to go into a different class / year group)
- Agree teaching commitments / observations for following week as outlined on the calendar
- Join your mentor for a planning session to jointly plan next week's teaching (three short whole class inputs)

### 02/10/23

- Collect evidence for Evidence Portfolio Cycle 1 (to be presented w/c 27/11/23)
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and **complete phonics observation** sheet N.B this may require you to go into a different class / year group)
- **Deliver: up to three short (10-15 minute) whole class inputs** to get you used to being in front of the class
- **Complete focused observation** / discussion. Focus: what resources are used to scaffold learning in English (CCF 4.3)
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update

### Links to university sessions

- Safeguarding level one completed 13/9/23 and 18/9/23
- Professional behaviours session 18/9/23
- Introduction sessions for maths, English, science and inclusion
- Introduction to the foundation subjects including subject knowledge audits

### Checklist of Documents to be Completed and Included in the Folder:

Document	Tick as complete / Comments
TOTs Form (initial targets agreed) (one per fortnight – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 8<sup>th</sup> October 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	



## Suggested agenda for mentor meeting w/c 25<sup>th</sup> September 2023

- Use the prompts below to start the initial conversation.
- Complete focused discussion.** Focus: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school (CCF7.3)
- Discuss timetable for next week including where you are going to observe and where you are going to teach your three short inputs.
- Jointly plan the three short inputs for next week
- Trainee to share subject knowledge folder and discuss strengths and areas for development in regard to subject knowledge and what they may be teaching this term.
- Discuss weekly tasks, have these taken place? What have they learnt from these?
- Discuss the phonics observation - Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach (CCF3.8)

As part of the School induction, the following should be provided/completed:

- Provide trainee with ICT access, ID badges, health and safety briefing.
- Provide trainee with relevant policies and details of schemes (if used).
- Ensure safeguarding information is shared with trainee.
- Ethical approval and health and safety forms seen and approved – [ioeplacements@staffs.ac.uk](mailto:ioeplacements@staffs.ac.uk) will share these with you.

### Meeting notes

Below are a set of questions/discussion points which you **may** use during your first mentor meeting with trainees. It will help you get to know your trainee and will help you set some ground rules. It will provide both of you an insight into how each of you work, this may be different, so establishing what each of you expect at the start will help develop a good relationship.

#### Placement 1 questions

1. What motivated you to do a PGCE?
2. What would you describe as your strengths and weaknesses and how do you think these might help or hinder you on placement?
3. How are you at managing your time – is this something that you need to develop?
4. What boundaries do we need to set for communicating with each other? Are you okay with phone/text/email, When? When not?
5. What are you looking forward to and what concerns or worries do you have about this placement?

**Focused discussion:** Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school (CCF7.3)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 02/10/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



### Suggested agenda for mentor meeting w/c 2<sup>nd</sup> October 2023

- Discuss timetable for next week including where you are going to observe and where you are going to teach your two whole class English lessons, planned alongside the class teacher
- Trainee to share subject knowledge folder and discuss strengths and areas for development in regard to English subject knowledge.
- Jointly plan the two whole class English lessons and have a focused discussion: what resources are used to scaffold learning in English? (CCF4.2). Consider how you can make effective use of teaching assistants and other adults in the classroom (CCF5.3).
- Discuss how the trainee should manage behaviour and emergencies during their teaching (with reference to school policies). Ensure that you go through in detail the **behaviour policy**, including use of **online sanctions and reward systems**. (CCF7.1, 7.2)

#### Meeting notes

Below are a set of questions/discussion points which you **may** use during your mentor meeting with trainees.

Mentor to talk through and demonstrate how they plan a lesson – focusing on what they think about for each key part of the lesson.

Discuss observation of starter – Focus on routines within the start of the lesson.

Focused discussion: Complete focused discussion. Focus: what resources are used to scaffold learning in English? Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain (CCF4.2)

Note down what you have learned from this discussion including how you will incorporate this into your practice:

Mentor signature:

Agreed Teaching Commitments for 09/10/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Tasks for Week Commencing 09/10/23

### 09/10/23

- Deliver: **two whole class English** lessons jointly planned with the teacher (linked to English input 5/10/23)
- Complete focused observation: Focus: How to take prior learning into account when planning maths lessons (CCF2.1)

### 16/10/23

- **Monday – Behaviour focussed day (see separate paperwork)**
- Tues/Weds: **deliver two whole class maths** lessons jointly planned with the teacher (linked to maths input on 12/10/23)
- Focused discussion: Practice and receive feedback relating to teaching routines that maximise time for learning (CCF 7.3)

### Weekly tasks (to be completed each week)

- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update
- Work with guided groups as directed
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Collect evidence for Evidence Portfolio Cycle 1 (to be presented w/c 27/11/23)

### Links to university sessions

- English input 5/10/23
- Maths input 12/10/23
- ITAP introduction 13/10/23

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per fortnight – completed and discussed+ upload to Blackboard)	<i>TO form needs uploading by 6pm on the 22<sup>nd</sup> October 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 9<sup>th</sup> October 2023

- Complete focused discussion. Focus: Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce (CCF 2.1).
- Jointly plan two maths lessons for next week, discussing how you support pupils to master challenging content, which builds towards long-term goals (CCF7.7) and how the trainee can apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum (CCF5.8).
- Discuss timetable for next week and consider where the trainee can use verbal feedback during lessons in place of written feedback after lessons where possible to minimise workload (CCF6.7).
- Discuss lesson observation and TOTs form in order to set appropriate weekly targets for the trainee.
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

Below are a set of questions/discussion points which you **may** use during your mentor meeting with trainees when discussing their lesson observation feedback.

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Complete focused observation: Focus: How to take prior learning into account when planning maths lessons (CCF2.1)  
Note down what you have learned from this observation and discussion:

Mentor signature:

Agreed Teaching Commitments for 16/10/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



Suggested agenda for mentor meeting w/c 16<sup>th</sup> October 2023

- Complete focused discussion. Focus: Practice and receive feedback relating to teaching routines that maximise time for learning (CCF 7.3). Also consider how you can give manageable, specific and sequential instructions and check for pupils' understanding prior to a task (CCF7.2).
- Joint planning of three English lessons for next week including a discussion relating to how you use modelling, explanations and scaffolds (CCF4.2).
- Discuss timetable for next week
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes -

Focused discussion: Practice and receive feedback relating to teaching routines that maximise time for learning (CCF 7.3)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 23/10/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Tasks for Week Commencing 23/10/23

### 23/10/23

- Deliver **three whole class English lessons** jointly planned with the class teacher (linked to English session taught on 19/10/23).
- Complete focused observation / discussion. Focus: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. (CCF 2.2)

### 30/10/23 (half term)

- Subject knowledge folder update – select two elements from your subject knowledge folder and plan to address these through independent study (CCF8.2)
- **Upload a bullet pointed summary of your new learning to blackboard** (Teaching a knowledge rich curriculum module)
- Ensure all TOTs forms are uploaded and completed to date

### Weekly tasks (to be completed each week)

- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update
- Work with guided groups as directed
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Collect evidence for Evidence Portfolio Cycle 1 (to be presented w/c 27/11/23)

### Links to university sessions

- English input 19/10/23
- Geography input 20/10/23
- Planning and assessment session 20/10/23

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per fortnight – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 5/11/23 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	



Suggested agenda for mentor meeting w/c 23rd October 2023

- Complete focused discussion. Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. (CCF 2.2)
- Reflect on the three English lessons you have taught this week – with your mentor, draw conclusions about what pupils have learned by looking at patterns of performance (CCF6.2).
- Jointly plan the four whole class lessons for after half term (2 English, 1 science and 1 foundation), include a discussion around how you use questioning effectively, Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers) and also how to provide appropriate wait time between question and response where more developed responses are required (CCF4.8)
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content (CCF 2.2).

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 06/11/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Tasks 06/11/23

### 06/11/23

- Deliver: **four whole class lessons** – 2x English, 1x Science, 1x foundation. Jointly planned with the class teacher.
- Complete focused observation / discussion. Focus: Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge (CCF3.3).

### 13/11/23

- Plan and deliver: **four whole class lessons**. 2 x maths, 1x phonics, 1 foundation. Jointly planned with the class teacher.
- Complete focused observation / discussion. Focus: How does your class teacher plan for and deal with misconceptions in the foundation subjects (CCF3.2)

### Weekly tasks (to be completed each week)

- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update
- Work with guided groups as directed
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Collect evidence for Evidence Portfolio Cycle 1 (to be presented w/c 27/11/23)

### Links to university sessions

- Science input 26/10/23
- ITAP taught day 2
- Maths input 9/11/23
- Phonics session 10/11/23
- Foundation subjects covered: DT, Computing, Music

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per fortnight – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 19/11/23 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	



Suggested agenda for mentor meeting w/c 6<sup>th</sup> November 2023

- Complete focused discussion. Focus: Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge (CCF3.3).
- Discuss timetable for next week
- Enable the trainee to practice (and receive feedback on) using consistent language and non-verbal signals for common classroom directions and using early and least-intrusive interventions as an initial response to low level disruption (CCF7.2)
- Jointly plan the four whole class lessons (2x maths, 1x phonics, 1x foundation). You may have to arrange to go into another year group to teach phonics. Support the trainee to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps) (CCF6.1).
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge (CCF3.3).

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 13/11/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



Suggested agenda for mentor meeting w/c 13<sup>th</sup> November 2023

- Complete focused observation/ discussion. Focus: How does your class teacher plan for and deal with misconceptions in the foundation subjects (CCF3.2)
- Discuss timetable for next week
- Jointly plan the four whole class lessons (3x English, 1x foundation). Support the trainee to understand how to model reading comprehension by asking questions, making predictions, and summarising when reading OR how to teach different forms of writing by modelling planning, drafting and editing (CCF3.8)
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Focus: How does your class teacher plan for and deal with misconceptions in the foundation subjects (CCF3.2)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 20/11/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Mentor Meeting Record for Week Commencing 20/11/23

### 20/11/23

- Plan and deliver: **four whole lessons**, 3x English, 1x **Foundation**
- Complete focused observation / discussion. Focus: Adaptive teaching, how does your class teacher make inclusive adaptations for the whole class? (CCF5.3)

### 27/11/23

- Plan and deliver: **five class lessons**, 3x maths, 2 foundation
- Complete discussion. Focus: Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team (CCF8.3)

### Weekly tasks (to be completed each week)

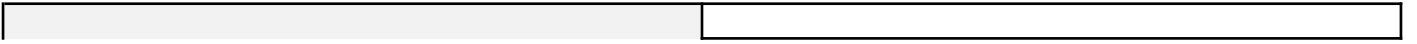
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update
- Work with guided groups as directed
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Collect evidence for Evidence Portfolio Cycle 1 (to be presented w/c 22/01/24)

### Links to university sessions

- English input 16/11/23
- Inclusion: quality inclusive pedagogy and supporting pupils with SpLD 17/11/23
- Maths input 23/11/23
- Planning and assessment session 24/11/23

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per fortnight – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 03/12/23 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	



Suggested agenda for mentor meeting w/c 20<sup>th</sup> November 2023

- Complete focused discussion. Focus: Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. (CCF5.3)
- Discuss timetable for next week
- Discuss how the trainee can seek opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) (CCF1.2)
- Jointly plan five whole class lessons (3x maths, 2x foundation). If your trainee is confident you can be to let them plan elements of their teaching independently. Discuss how the trainee can enable critical thinking and problem solving by first teaching the necessary foundational content knowledge and also removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Support the trainee in planning to provide sufficient opportunities for pupils to consolidate and practise applying new knowledge and skills (CCF4.2).
- Trainee to share subject knowledge folder and discuss strengths and areas for development in regard to subject knowledge and what they may be teaching this term.
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. (CCF5.3)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 27/11/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



Suggested agenda for mentor meeting w/c 27<sup>th</sup> November 2023

- Complete focused discussion. Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team (CCF8.3)
- Discuss timetable for next week
- Jointly plan five whole class lessons (2x maths, 2x English, 1x phonics) supporting the trainee to develop fluency by providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables) (CCF3.6)
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team (CCF8.3) – how to be a supportive colleague during the Christmas activities

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 04/12/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



**Checklist and Mentor Meeting Record Commencing 04/12/23 (Block 1B starts here and your paperwork will move to weekly uploads here)**

**04/12/23**

- Collect evidence for Evidence Portfolio Cycle 2 (to be presented w/c 22/01/24)
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- **Plan and deliver: five class lessons**, 1x phonics, 2x maths, 2x English
- Complete discussion. Focus: Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum (CCF1.1)
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update

**Checklist of Documents to be Completed and Included in the Folder:**

Document	Notes / Comments
TOTs Form (targets agreed) (one per week – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 10/12/23 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 4<sup>th</sup> December 2023

- Complete focused discussion. Focus: Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum (CCF1.1)
- Discuss timetable for next week
- Agree teaching and jointly plan (if needed) – four whole class core lessons and two foundation lessons. Support the trainee to be able to break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps) (CCF2.1).
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened? How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for..... Let's add this to the next lesson..... Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum (CCF1.1)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 11/12/23							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Mentor Meeting Record Commencing 11/12/23

**11/12/23**

- Collect evidence for Evidence Portfolio Cycle 2 (to be presented w/c 22/01/24)
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Plan and deliver: **four whole class core lessons and two foundation lessons**
- Complete focused observation / discussion. Focus: free choice to be negotiated with SBM linked to your targets and school events
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per week – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 17/12/23 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 11<sup>th</sup> December 2023

- Complete focused discussion. Free choice based on trainee's targets
- Discuss timetable for the first week back after Christmas (8<sup>th</sup> Jan)
- Agree teaching – five whole class core lessons and two foundation lessons. Discuss how to identify pupils who need new content further broken down (CCF5.2).
- Agree communication boundaries for the Christmas holidays. Can the trainee contact you? How? When? (CCF8.5)
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened? How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for..... Let's add this to the next lesson..... Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: What was the agreed focus?

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 08/01/24							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Mentor Meeting Record for Week Commencing 08/01/24

**08/01/24**

- Collect evidence for Evidence Portfolio Cycle 2 (to be presented w/c 22/01/24)
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Plan and deliver: **five whole class core** lessons (English or maths – do the opposite next week) and **two foundation lessons**
- Focussed observation/discussion: Focus: Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. Acknowledging and praising pupil effort and emphasising progress being made (CCF1.4)
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed) (one per week – completed and discussed+ upload to Blackboard)	<i>Needs uploading by 14/01/24 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 8<sup>th</sup> January 2024

- Complete focused discussion following observation of your mentor. Focus: Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. Acknowledging and praising pupil effort and emphasising progress being made (CCF1.4)
- Discuss timetable for next week
- Plan teaching for next week – five whole class core lessons, two foundation lessons and 1 phonics (trainee to begin planning independently from this week if not already).
- Trainees should begin to assess work produced from lessons they have taught, including marking and feedback. Share your marking policy and discuss how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach (CCF6.8).
- Discuss any subject knowledge needs in relation to planned teaching activities and discuss how the trainee can encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed and plan to link what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known) (CCF2.2).

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. Acknowledging and praising pupil effort and emphasising progress being made (CCF1.4)  
 Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 15/01/24							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Checklist and Mentor Meeting Record for Week Commencing 15/01/24

**15/01/24**

- Collect evidence for Evidence Portfolio Cycle 2 (to be presented w/c 22/01/24)
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Plan and deliver: **five whole class core** lessons (English or maths – do the opposite next week) and **two foundation** lessons and **1 phonics**
- Focused observation/discussion: Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming (CCF2.2).
- Agree teaching commitments / observations for following week as outlined
- Subject Knowledge Folder update

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed)	<i>Needs uploading by 21/01/24 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 15<sup>th</sup> January 2024

- Complete focused discussion. Focus: Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming (CCF2.2).
- Discuss timetable for next week
- Plan teaching for next week – five core (opposite subject taught to last week), two foundation, one phonics and discuss how the trainee can monitor pupil work during lessons, including checking for misconceptions (CCF6.4).
- Support the trainee to plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. Including practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work (CCF2.3).
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming (CCF2.2).

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 22/01/24							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Weekly Checklist and Mentor Meeting Record for Week Commencing 22/01/24

**22/01/24**

- Present evidence portfolio 2
- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Plan and deliver: **five whole class** core lessons (English or maths – do the opposite next week) and **two foundation** lessons, **1 phonics**
- Focused observation/discussion: Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach (CCF3.5)
- Subject Knowledge Folder update
- This is your final week of placement one so ensure all paperwork is complete and the mentor has completed PR2

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed)	<i>Needs uploading by 28/01/24 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 22nd January 2024

- Complete focused discussion. Focus: Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach (CCF3.5)
- Agree timetable for next week – teaching five core lessons and three other lessons including a discussion around how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils (CCF5.5).
- Support the trainee to identify essential concepts, knowledge, skills and principles of the subject in order to plan effective lessons (CCF3.1).
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach (CCF3.5)

Note down what you have learned from this discussion:

Mentor signature:

Agreed Teaching Commitments for 29/01/24							
		Monday	Tuesday	Wednesday	Thursday	Friday	
AM	Before School						
	Session 1						
	Session 2						
	Lunchtime						
PM	Session 3						
	Session 4						
	After School						
Key	ST Teaching Lesson (no formal SBM observation)	ST Teaching Lesson (with formal SBM observation)	SBM Teaching Lesson	Meeting with SBM and ST	Focused / Phonics Observation	University Day	Other



## Weekly Checklist and Mentor Meeting Record for Week Commencing 29/01/24

**29/01/24**

- Work with designated groups as directed by the teacher
- Observe the learning and teaching of at least one phonics session and complete phonics observation sheet N.B this may require you to go into a different class / year group)
- Plan and deliver: **five whole class core lessons** and **three other whole class lessons** (this could also be a one off lesson teaching something you are interested in)
- Subject Knowledge Folder update
- Focused observation/discussion: Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject (CCF3.8)
- Ensure TOTs forms and PR2 (Progress review 2) are complete as this is the final week of P1

### Checklist of Documents to be Completed and Included in the Folder:

Document	Notes / Comments
TOTs Form (targets agreed)	<i>Needs uploading by 04/02/24 5pm</i>
Weekly Planning (completed and annotated for all sessions taught on Full Lesson Planning Form)	<i>Keep in a folder – will be checked by your AM/PLT once a month</i>
Phonics observations (completed on form provided)	
Weekly Overview (highlighted and annotated to show which lessons were taught)	

Suggested agenda for mentor meeting w/c 29<sup>th</sup> January 2024

- Complete focused discussion. Focus: Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject (CCF3.8)
- Ensure all paperwork is complete and support the trainee to reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement (CCF8.2).
- Discuss weekly tasks, have these taken place? What have they learnt from these?

Meeting notes

<b>1. Trainee Target</b>	
<i>How much progress have you made towards your teaching target today?</i>	
<b>2. Praise</b>	<b>3. Probe</b>
<i>It was effective when you.....</i>	<i>I noticed that.....</i>
<i>This positively impacted learning by</i>	<i>Why do you think that happened?</i>
	<i>How could you ensure...?</i>
<b>4. Set specific actions</b>	<b>5. Deliberate practice</b>
<i>What target would you like to set yourself for next week? (You may need to adjust and refine this target)</i>	<i>I want us to rehearse this.....</i>
<i>Can you repeat it back to me?</i>	<i>Let's write a script for.....</i>
	<i>Let's add this to the next lesson.....</i>
	<i>Let's practice this and make sure it is perfect for the next lesson</i>

Notes –

Focused discussion: Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject (CCF3.8)

Note down what you have learned from this discussion and your subject knowledge targets for placement two:

Mentor signature: