

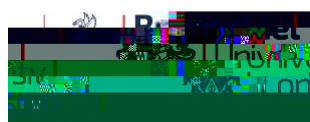


Phase 1: General guidance

This document sets out the learning activities BSTs are required to engage with during this phase of their teacher education. These are compulsory and will be monitored by the Link Tutor (LT) and mentor. This first page outlines the professional expectations that BSTs must demonstrate to inform progress for Component 1 Professional Behaviours and Responsibilities. However, given the curriculum integrates all components, they will also support progress across the whole curriculum.

BSTs are expected to:

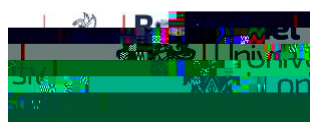
Maintain professional behaviours at all times, both in university and on placements;



Notes for this phase:

Throughout phase 1, BSTs must always have a qualified teacher in the classroom with them to give support and advice as part of their training entitlement.

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Phase 1: Professional Learning Activities (PLAs) and Information

The following section includes week by week information, tasks and reading to support



Week(s) Beginning 2nd September

Curriculum Component Focus: Professional Behaviours and Responsibilities and How Pupils Learn

General Professional Education (GPE): You will learn about the ITE Partnership Curriculum and its grounding in care, critical thinking, creativity and collaboration. You will learn about the structure of the curriculum and how the knowledge gained will be applied in practice. GPE



Activity 1:

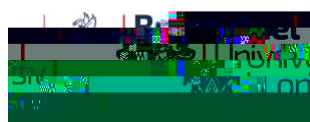
Read "Reflection-on-values: Being a Professional" chapter 3 in Ghaye, A. and Ghaye, K. (1998) Teaching and Learning Through Critical Reflective Practice. London: David Fulton. A digital copy is available on the Talis Aspire reading list for ease of access.



Week(s) Beginning 9th September

Curriculum Component Focus: Planning for Learning and Assessment of Pupils

GPE Curriculum: You will learn about planning well-structured lessons that inspire a love of learning in your pupils. The 'Principles of Planning, Teaching and Assessment' session will outline 'how' as a BST you should meet the planning expectations in your placement schools. We will provide you with some of the basics, we expect that you will build on this knowledge through discussion with your mentor and other colleagues about specific approaches to planning at your placement school.



Week(s) Beginning 16th September

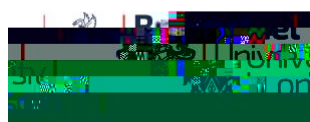
Curriculum Component Focus: Adaptive Teaching and Inclusion & pupil health and wellbeing

GPE Curriculum: An Introduction to SEND will provide an overview of the definitions of SEND and the legal responsibilities and structures for inclusion for SEND pupils in school. The session will explore the challenges SEND pupils have in school and how you, as a teacher, can develop your pedagogy to support Quality First Teaching and inclusion for all.

Pedagogical approaches to support inclusive teaching will be explored through the session on adaptive teaching. This session explores the term adaptive teaching before focusing on the importance of knowing your pupils and how questioning, scaffolding and grouping can be used in the classroom

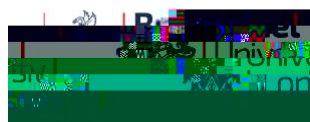
Subject Curriculum: Subject sessions will build on the core curriculum with practical application of the GPE sessions. BSTs will develop their understanding of approaches to adaptive teaching in their subject drawing and will have the opportunity to plan lessons and explore and trial classroom strategies.

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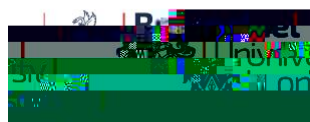


Week(s) Beginning 23rd September

Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning



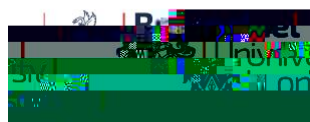
Related Directed Study Activity:



Week(s) beginning 07/10 g and 14 g/104

Curriculum Component Focus : Planning for Learning and Assessment of Pup

Wednesday 9 gth October will have a focus on the national curriculum [TJETQq72.525 606.93 502.73 10



'Getting to grips with the National Curriculum'

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

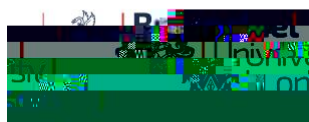
<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

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Week(s) beginning 21/10/24

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
<p>Wednesday 23rd October you will complete a GPE on 'Compensatory Education and pupil premium' and you will further complete the GPE in 'literacy across the curriculum, dyslexia and phonics'. The session on literacy across the curriculum focusses on the importance of literacy on pupils' development and wellbeing, definitions of literacy and whole school approaches to literacy.</p>	
Observation and discussion prompts	
BST and mentor	BST and Professional Coordinator:
<p>Focus observations on the ways in which teachers make connections to prior learning, chunk content and apply retrieval practice. How does this support the learning of the group?</p> <p>Discuss the schools' approach to developing pupils' literacy. Focus your weekly observation on how teachers support the development of pupils' literacy.</p> <p>Observe the ways in which teachers inspire pupils in the subject – discuss this with your mentor.</p> <p>Discuss approaches to the curriculum organisation in your subject and the rationale for the sequencing of the curriculum in the school.</p> <p>Identify subject resources, both within the department and online, that you can draw upon to continue to develop your subject pedagogy</p>	<p>Discuss with BSTs how they have seen the sequencing of lessons put into practice by more experienced colleagues.</p> <p>Discuss with the BSTs the school's approach to literacy. What is expected of class teachers?</p> <p>How does the school support struggling readers?</p> <p>When and how have teachers incorporated approaches that consider 'How Pupils Learn' into their lessons (e.g. chunking, building on prior learning and retrieval practice)?</p> <p>BSTs should share reflections on the different groups they are working with. What are their next steps for developing their subject and pedagogical curricular knowledge based on their timetable and classes?</p>
Suggested readings to support academic assignments	
<p>Quigley, A., Muijs, D., and Stringer, E. (2018) Metacognition and Self-Regulated learning, Report for the Educational Endowment Foundation.</p>	
Additional information and tasks	



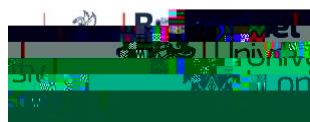
Pupil health and wellbeing session pre-session task: Read the Classroom Wellbeing Toolkit

WPLR

Optional/additional Information and Tasks

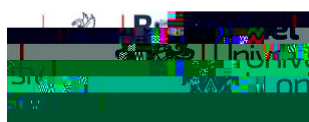
Activity 1:

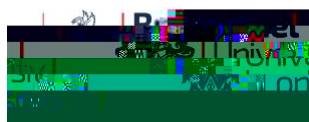
Find in session folder and read "To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-

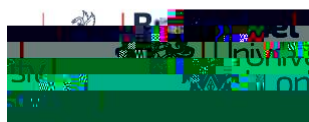


Week(s) beginning 04/11/24 and 11/11/24

Curriculum Component Focus: Adaptive Teaching and Inclusion and Pupil Health and Wellbeing	
<p>The session on bullying explores data and definitions of bullying before exploring evidence-based approaches to effective anti-bullying practice. A particular focus is given to anti bullying strategies for those targeting students with SEND.</p> <p>The session on pupil health and wellbeing explores definitions of health and wellbeing, the link between pupils' health and wellbeing and attainment and practical strategies to promote wellbeing in teachers and pupils. Seminar sessions will explore further the pastoral role of the teacher.</p>	
Observation and discussion prompts	
BST and Mentor:	BST and Professional Coordinator:
<p>Reflect upon how class teachers adapt lessons on the spot to ensure all pupils make good progress.</p> <p>Discuss approaches to ensuring teaching assistants and other adults in the classroom are used effectively.</p> <p>Discuss how you can keep the classroom and other spaces safe in your subject area. Focus your weekly observation on how teachers keep their classroom safe.</p>	<p>Have BSTs had the opportunity to complete a pupil pursuit of a SEND learner?</p> <p>What have BSTs learnt from working with support staff?</p> <p>Discuss with BSTs the experiences they have had of working with a full range of pupils. How have they ensured their lessons are accessible and inclusive for all?</p> <p>Reflect upon the school's RSE and PSHE curriculum. Have BSTs seen this in action or contributed to this aspect of school life?</p>
Suggested readings to support academic assignments	
<p>Education Endowment Foundation (2019) 'Does research on 'retrieval practice' translate into classroom practice?' EEF blog, 5 December 2019.</p>	
Additional information and tasks	
<p>WPLR</p> <p>Tracking Progress Review Point 1 Due Friday 15th November.</p>	



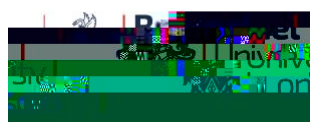




Phase 2 Tasks and Information

The following section includes week by week information, tasks and reading to support BSTs, mentors and Training Coordinators throughout the PGCE programme.

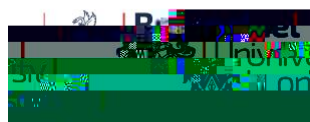
Information detailed provides an overview of university learning including links to key information. Discussion prompts and activities are designed to support weekly mentor meetings and biweekly meetings with the ITE training coordinator. These prompts align with the Tracking Progress document in Pebblepad (also in Partnership Handbook) which has been designed to support both the development of the BSTs as well as to guide the assessment of BSTs towards achieving QTS at the end of the course. Partnership schools are free to add in their own additional school



Week 13 and 14 - 02/12/24 and 09/12/24

Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning

In week 13



Week 15 and 16 - 16/12/24 and 06/01/25

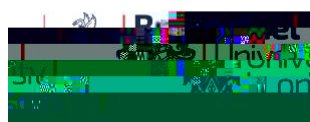
Curriculum Component Focus: Planning for Learning and Assessment of Pupils	
No GPE sessions. There are subject sessions.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:

Discuss an upcoming sequence of lessons. How are lesson objectives being used to support planning activities?

Ensure you are familiar with the department homework and marking policy. Review some examples of homework feedback and methods for doing this effectively to support pupil progress.

Discuss and reflect on how you can use the information from assessment to inform decisions in planning and 'in the moment' in the classroom.

Discuss with BSTs how they have developed their understanding of what progress looks like in their



[Lesson planning | impact.chartered.college](https://www.impactcharteredcollege.co.uk/lesson-planning/)

Activity 2:

Preparing for planning in the medium term - obtain a copy of a scheme of work for a particular Key Stage (KS) in your placement school and discuss with your mentor or a member of the department/KS.

How does the scheme of work build on prior learning and connect to intended future learning in terms of continuity and progression?

What assessment strategies and mechanisms are associated to this scheme of work to track pupil progress over time? How are these recorded? How are the outcomes of this assessment process used to inform future planning for that group of pupils?

How do teachers use the schemes of work available to them to plan their specific units of work (medium term plans) and lesson plans (short term plans) for a group following the scheme?

Activity 3:

Access this web link which uses text and short videos to comprehensively explain how to promote progress by encouraging metacognition in the classroom:

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>



Week 17 and 18 - 13/01/25 and 20/01/25

Curriculum Component Focus: PRP2 preparation and completion - review learning in all components	
There are no GPE sessions. There are subject sessions.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
Review learning in all components with a focus on setting professional learning foci for placement 2. Progress Review Point 2 is due on Friday 24 th January. What have been the key successes during placement 1 and what will BSTs aim to develop from the start of Placement 2? Complete Professional Learning Action Plan (PLAP) on Pebblepad in preparation to Placement 2.	
Suggested readings to support academic assignments	
Shires, L. (2020) Scaffolding by novice and expert teachers. Available here	
Additional information and tasks	
Progress Review Point 2 due Friday 24 th January. WPLR	

