**Secondary PGCE Review of Progress (RoP)**

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| **Recent ITT Training** | | | | | **ITT Framework Placement Recommendations­** | | | | |
| **Personal and Professional Conduct**  To understand teachers’ statutory duties, professional expectations and responsibilities.  To understand the expectations of personal and professional conduct in teaching  To understand how body language can impact on authority and behaviour management.  **Safeguarding**  Understand the need for safeguarding  Understand the complexities of safeguarding in the classroom and beyond  Know how to deal with safeguarding issues | | | | | * Coaching in the use of consistent language and non-verbal signals for managing behaviour * Formal introduction to safeguarding at your school – contacts, scenarios that would warrant reporting to other stakeholders, who they would be. * Discuss any classes that utilise teaching assistants – processes and expectations re communication and distribution within the classroom * Identify students who will need additional support in allocated classes | | | | |
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| **Teacher expectations**  Understand the need to communicate clear boundaries and establish high expectations.  **Behaviour:**  Understand the importance of routines, responses & relationships. Pre-empting and de-escalating disruptive behaviour | | | | | * Coach in the use of classroom routines aligned with departmental best practice covering lesson start and end specifically, but also transition points such as bringing the class attention back to the teacher after a task, distributing resources, registers etc. * Discuss signals indicating potential build-up of behaviour incidents in the classroom for example identifying tension between students or between student and teacher. How should consequences escalate in specific scenarios? How can behaviour incidents be de-escalated using early interventions? * What is the rewards policy at the school? How can trainees identify good behaviours and suitably reward them? What does it look like? | | | | |
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| **Planning and Progress**  Understand how to plan lessons and sequences of lessons, drawing on knowledge of subject, progression, assessment, and skilful questioning  Understand how to promote good progress by using a range of techniques such as modelling, and scaffolding  Developing effective approaches for strengthening pupils’ memory  Understand the need to establish and build on prior knowledge  Understand factors affecting pupils’ learning including developmentally appropriate, evidence based learning theories | | | | | * Coach strategies to assess student prior knowledge / prerequisite knowledge before teaching new materials * Discuss the issues with building a lesson objective around a resource compared with building a resource around a lesson objective -> planning a lesson begins with asking yourself what you want it to do. * Coach strategies to encourage retention of knowledge / skills – how is memory being taken account in the planning of a sequence of lessons? | | | | |
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| **Assessment for learning**   * The fundamental principles of assessment for learning * Standardised summative assessment, national expectations and how these can be used to assess own performance   **Sequences of lessons**   * How to plan lessons and sequences of lessons, drawing on knowledge of subject, progression, assessment, and skilful questioning | | | | | * Coaching pose pause pounce bounce style strategies, with an emphasis on follow-up questioning. * Discuss potential actions based on a formative assessment strategy under different scenarios: what if most of the class ‘get it wrong’ – what should you do? What if it’s half the class, or 5 people? What might influence your decisions? * Discuss the quantity of content to put into a single lesson – how much is likely to be too much / too little (with examples). | | | | |
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| **SEND**   * Understand the principles of the SEND code of practice and the four areas of need * Understand how to adapt teaching strategies to ensure that pupils with SEND can access and make progress within the curriculum | | | | | * Discuss any specific students in the trainee’s classes that may require specific support or differentiation based upon individual needs – how might that support take shape in a practical and manageable way? * How might behaviour management be affected by specific learning needs for some students? * How might specific learning needs affect behaviour management both in terms of negative and positive behaviours and responses? | | | | |
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| **PHSE**  To understand the wider roles of teaching beyond classroom subject delivery (including wellbeing of students)  To understand the need to foster relationships with stakeholders in education, including parents and staff  To understand how to report progress to parents and carers verbally, and in writing    To understand the PSHE Curriculum  To understand Sex and Relationship Education | | | | | * Discuss scenarios in which it would / would not be suitable to contact head of department / safeguarding team re student behaviours * Coach on contacting parents under various scenarios eg when it’s appropriate to call / write notes in planners / ask for face to face meeting etc. * Discuss the wider role of the teacher beyond the classroom: PSHE responsibilities, fostering relationships in a form group, duties around school etc. | | | | |
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| **Prevent and British Values**  To understand the PREVENT agenda and implications for teachers  To understand what is meant by County Lines and the implications for teachers  To understand the British Values agenda and implications for teachers | | | | | * Discuss localised safeguarding issues in your area eg county lines or any local gang culture * How do such issues affect schooling, safeguarding procedures and assembly foci etc? * Role play / discuss scenario of overhearing students discussing issues that would potentially trigger safeguarding concerns – what actions should be taken and what responsibilities do teachers have? | | | | |
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| Reflections upon placement 1  Evidencing the teaching standards | | | | | * Discuss target areas for placement 2 * Discuss opportunities to be sought in placement 2 – e.g. where are the experience gaps in placement 1? | | | | |
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| **PP and Ever6**  To understand the issues surrounding PP/Ever 6 students in education.  How to develop strategies to monitor, evaluate and intervene when needed with vulnerable students.  Revisit learning theory in line with PP and Ever 6.  Promotion of progress using a range of techniques.  Modelling, snowballing and scaffolding. | | | | | * Coaching in the use of intentional and consistent language that promotes challenge and aspiration. * Support in creating a positive environment where effort, making mistakes and learning from them are part of the daily routine. * Allow opportunities to engage parents and carers in the education of their child. * Identify students who need additional support in allocated classes. * Discuss how best to prepare and utilise teaching assistants for lessons. * Contribute to the wider school culture by supporting colleagues with their pastoral responsibilities. | | | | |
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| **Behaviour**  Responses to low – high level behaviour incidents. Diffusing situations. Avoidance of dead time.  Use of positive behaviour strategies  Appropriate use of rewards | | | | | * Coach in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). * Following the behaviour policy in schools set pupils manageable stepped instructions. * Using either schools set routines and language or their own check regularly pupils understanding of tasks. * Develop and utilise early and least intrusive interventions as an initial response to low level disruption * Does the trainee follow schools set routines and practices? Can they try and develop some of their own? * Discuss how to recognise low level behaviour problems, tensions and how they should and can then defuse these situations. Alternatively, how to follow the school’s consequence systems in place. | | | | |
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| **BAME and Cultural inclusion. Cultural capital**  Understanding issues relating specifically to BAME students.  Developing inclusive learning strategies and environments for these students to feel comfortable in and to thrive.  The place of hub schools within the traveller communities | | | | | * Coaching in the use of intentional and consistent language that promotes challenge and aspiration. * Encourage and provide guidance and opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. * Discuss and support their development of supportive resources to improve learning for specific pupils or groups. | | | | |
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| **EAL learners**  Understanding difficulties and issues surrounding students with various EAL backgrounds  Strategies to make classrooms and learning more inclusive to EAL learners.  Use of TA’s supporting EAL. | | | | | * Observe how host teachers break tasks down into constituent components when first setting up independent practice or group work. * Discuss and encourage practice using:   Modelling, explanations and scaffolding.  Appropriate wait time between question and response  Development of responses as required  Use of resources   * Observations and collaborative work with:   the SENCO and TA’s and other professionals.  and the designated safeguarding lead under their supervision or of your host teacher / mentor.   * Discuss any pupils in the trainee’s class that may require specific support or differentiation based upon individual need – how might that support take shape in a practical manageable way. | | | | |
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| **The role of Specialist school providers:**  SEND schools  PRU’s | | | | | * How can the trainee develop ways to introduce unfamiliar vocabulary and encourage them to plan for pupils to be introduced this vocabulary? * Discuss and encourage trainees to model high quality oral language, ask them to challenge pupils to repeat correct language where necessary. * Observe how host teachers break tasks down into constituent components when first setting up independent practice or group work. * Discuss any pupils in the trainee’s class that may require specific support or differentiation based upon individual need – how might that support take shape in a practical manageable way. | | | | |
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| Gender identity.  LGBTQ+ communities in schools.  Supporting LGBTQ+ students  Challenging stereotypes and creating positive identity for all students. | | | | | Support the trainee to develop ways to help pupils to understand: differences, prejudice, equality, gender and stereotypes in line with the school’s policy.  Encourage them to try new teaching methods: role play, set scenarios, linking cross curricular themes and ideas.  Engage the trainees in school’s PSHCE programme. | | | | |
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**Mentor Guide to the Teaching Standards**

**Setting Targets and Support**

*This is an adaptation of the DfE ITT Core Content Framework document.*

**Teaching Standard 1: Set High Expectations**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable within a challenging curriculum.
* Deliver clear consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (eg by modelling the types of courteous behaviour expected of pupils).

**Potential areas for Trainee Targets:**

* Use intentional and consistent language that promotes challenge and aspiration
* Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine
* Seek opportunities to engage parents and carers in the education of their children (eg proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil
* Teach and rigorously maintain clear behavioural expectations (eg for contributions, volume control and concentration)
* Apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.
* Acknowledge and praise pupil effort and emphasise progress being made.

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**Teaching Standard 2: Promote Good Progress**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce
* Discuss and analyse how to reduce distractions that take attention away from what is being taught 9eg keeping the complexity of a task to a minimum, so that attention is focused on the content
* Discuss and analyse how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content
* Discuss and analyse how to identify possible misconceptions and plan how to prevent these forming

**Potential areas for Trainee Targets:**

* Break complex material into smaller steps (eg using partially completed examples to focus pupils on the specific steps)
* Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed
* Link what pupils already know to what is being taught (eg explaining how new content builds on what is already known)
* Observe how host teachers and colleagues plan regular review and practice of key ideas and concepts over time (eg through carefully planned use of structured talk activities) and deconstructing this approach
* Discuss and analyse with host teachers and colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work
* Balance exposition, repetition, practice and retrieval of critical knowledge and skills
* Increase challenge with practice and retrieval as knowledge becomes more secure (eg by removing scaffolding, lengthening spacing, or introducing interlacing elements)

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**Teaching Standard 3: Demonstrate good subject and curriculum knowledge**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject
* Enable observations of colleagues where pupils’ thinking is focused on key ideas within the subject and deconstruct this approach with trainee
* Discuss and analyse the rationale for curriculum choices, the processes for arriving at current curriculum choices, and how the school’s curriculum materials inform lesson preparation

**Potential areas for Trainee Targets:**

* Provide opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject
* Work with host teachers / colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations of a particular topic area
* Use resources and materials aligned with the school curriculum (eg textbooks or shared resources designed by expert colleagues that carefully sequence content)
* Discuss common misconceptions with host teachers / colleagues with the aim of helping pupils master important concepts
* Discuss with host teachers and colleagues how to revisit the big ideas of the subject over time and teach concepts through a range of examples
* Discuss with host teachers and colleagues how they balance exposition, repetition, practice of critical skills and knowledge
* Draw explicit links between new content and the core concepts and principles in the subject.
* Observe host teachers / colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach
* Provide tasks that support pupils to learn key ideas securely (eg quizzing pupils so that they develop fluency)
* Observe host teachers / colleagues interleave concrete and abstract examples
* Ensure pupils have relevant domain-specific knowledge including pre-requisites

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**Teaching Standard 3: Demonstrate good subject and curriculum knowledge - Literacy**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to support younger pupils become fluent readers and to write fluently and legibly
* Deliver clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions and summarising when reading
* Deliver clear, consistent and effective mentoring in how to promote reading for pleasure (eg by using a range of whole class reading approaches and regularly reading high quality texts to children)
* Discuss how to teach different forms of writing by modelling planning, drafting and editing

**Potential areas for Trainee Targets:**

* Teach unfamiliar vocabulary explicitly and plan for pupils to be repeatedly exposed to high utility and high frequently vocabulary in what is taught.
* Model and require high quality oral language, recognising that spoken language underpins the developing of reading and writing.

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**Teaching Standard 4: Plan and teach well structured lessons**

**Recommended Areas for Mentoring:**

* Discuss how to use concrete representation of abstract ideas (eg making use of analogies, metaphors, examples and non-examples)
* Discuss how to make the steps in a process memorable and ensuring pupils can recall them (eg naming them, developing mnemonics, or linking to memorable stories)
* Demonstrate how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue
* Discuss and analyse how to consider factors that will support effective collaborative or paired work (eg familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped)

**Potential areas for Trainee Targets:**

* Observe host teachers break tasks down into constituent components when first setting up independent practice
* Practice using modelling, explanations and scaffold
* Enable critical thinking and problem solving by first teaching content knowledge
* Remove scaffolding when students are achieving a high degree of success in previously taught material
* Provide opportunities for pupils to consolidate and practice applying new knowledge and skills
* Combine verbal explanations with relevant graphical representations where appropriate
* Provide appropriate wait time between question and response where more developed responses are required
* Include a range of question types in class discussions to extend and challenge pupils (eg by modelling new vocabulary or asking pupils to justify answers)
* Start your teaching expositions at the point of current pupil understanding

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**Teaching Standard 5: Adapt Teaching**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.
* Discuss and analyse how to balance input of new content so that pupils master important concepts
* Discuss and analyse how to 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.
* Discuss and analyse how the placement school changes groups regularly, avoiding the perception that groups are fixed
* Discuss and analyse how the placement school ensures that any groups based on attainment are subject specific
* Discuss how to balance input of new content so that pupils master important concepts

**Potential areas for Trainee Targets:**

* Apply high expectations to all groups and ensure all pupils have access to a rich curriculum
* Plan to connect new content with pupils’ existing knowledge or provide additional pre-teaching if they lack critical knowledge
* Make use of well-designed resources (eg textbooks)
* Build in additional practice or remove unnecessary expositions
* Observe host teachers adapting lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Deconstruct this approach
* Make use of formative assessment
* Work closely with the SENCO and special education professionals and the designated safeguarding lead under supervision of your host teacher / mentor
* Identify pupils who need new content further broken down
* Make use of teaching assistants and other adults in the classroom
* Reframe questions to provide greater scaffold or greater stretch

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**Teaching Standard 6: Make accurate and productive use of assessment**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to plan formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding
* Deliver clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (eg by using common misconceptions within multiple choice questions)
* Discuss and analyse how pupil responses to feedback can vary depending on a range of social factors
* Discuss and analyse how to ensure feedback is specific and helpful when using peer or self-assessment
* Deliver clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes
* Discuss and analyse how to identify efficient approaches to marking and alternative approaches to providing feedback

**Potential areas for Trainee Targets:**

* Use verbal feedback during lessons in place of written feedback after lessons where possible
* Reduce the opportunity cost of marking (eg by using abbreviations and codes)
* Prioritise the highlighting of errors related to misunderstandings rather than careless mistakes when marking
* Focus on specific actions f or pupils and providing time for pupils to respond to feedback
* Monitor pupil work during lessons including checking for misconceptions
* Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding
* Use assessments to check for prior knowledge and pre-existing misconceptions
* Look at patterns of performance over a number of assessments to draw conclusions about what pupils have learned – with guidance from your host teacher
* Discuss with host teachers how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (eg by using hinge questions to pinpoint knowledge gaps)

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**Teaching Standard 7: Manage Behaviour Effectively**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety
* Deliver clear, consistent and effective mentoring in how to provide opportunities for pupils to articulate their long-term goals and help them see how these are related to success at school
* Deliver clear, consistent and effective mentoring in how to engage parents, carers, and colleagues in formal and informal settings including strategies for liaising to better understand individual circumstances and how they can be supported to meet high academic and behavioural expectations
* Discuss and analyse how routines are established at the beginning of the school year both in classrooms and around the school
* Deliver clear, consistent and effective mentoring in how to respond consistently to pupil behaviour

**Potential areas for Trainee Targets:**

* Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
* Work alongside colleagues as part of a wider system of behaviour management (eg recognising responsibilities and understand the right to assistance and training from senior colleagues)
* Give manageable specific and sequential instructions
* Check pupils understanding of instructions before a task begins
* Use consistent language and non-verbal signals for common classroom directions
* Use early and least intrusive interventions as an initial response to low level disruption
* Create explicit teaching routines in line with the school ethos (eg setting and reinforcing expectations about key transition points)
* Reinforce established school and classroom practices
* Respond consistently to pupil behaviour
* Observe host teachers support pupils to master challenging content which builds towards long term goals and deconstruct their approaches
* Discuss with host teachers how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

**Mentor Guide to the Teaching Standards**

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**Teaching Standard 8: Fulfil wider professional responsibilities**

**Recommended Areas for Mentoring:**

* Deliver clear, consistent and effective mentoring in safeguarding including key contacts and having a clear understanding of what sorts of behaviour, disclosures and incidents to report
* Deliver clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built in opportunities for practice
* Deliver clear, consistent and effective mentoring in ways to support individual colleagues and working as part of a team
* Deliver clear, consistent and effective mentoring in how to share the intended lesson outcomes with teaching assistants ahead of lessons
* Deliver clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher
* Deliver clear, consistent and effective mentoring in the duties relating to Part 2 of the Teachers’ Standards
* Deliver clear, consistent and effective mentoring in how to work with the SENDCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.

**Potential areas for Trainee Targets:**

* Strengthen pedagogical and subject knowledge by participating in wider networks
* Extend subject and pedagogic knowledge as part of the lesson preparation process
* Seek challenge, feedback and critique from host teachers
* Reflect on progress made and recognise strengths and weaknesses as well as next steps for development
* Engage critically with research using evidence to critique practice
* Observe how expert teachers communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling
* Prepare teaching assistants for lessons
* Contribute to the wider school culture (eg by supporting colleagues with their pastoral responsibilities such as careers advice)
* Collaborate with host teachers to share the load of planning and preparation and making use of shared resources (eg textbooks)