**Undergraduate Secondary**



**ITE Progress Journal –**

***Biology / Science***

**Faculty of Health, Education and Life Sciences**

**2021 -22**

**Faculty of Health, Education and Life Sciences**

**2019-2020**

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| --- | --- | --- | --- | --- |
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## Undergraduate Course Team

## Introduction

The purpose of this journal is to enable and evidence your progress as a trainee throughout your secondary QTS course – both in terms of the taught modules delivered by University Tutors and your School Based Training delivered by expert school colleagues and Mentors. Within the Progress Journal you will accumulate evidence within the structured guidance to track the collection of evidence and ongoing development through personalised target setting.

This journal is to be used in preparation for and as part of your weekly mentor meetings in school and review meetings with your BCU tutor.

### Collecting evidence:

It is your responsibility, as a trainee, to ensure that this journal is systematically completed, and that supporting evidence is collected regularly and suitably organised. Before your weekly mentor meetings, you must:

* Summarise the evidence which you have collected over the course of the week, against all elements of the BCU ITE Curriculum.
* Evidence, which you reference in your Progress Journal has to be evaluated and stored -either physically or electronically.
* You are required to complete the reflection page to provide an overview of your professional progress for each week throughout School Based Training elements of your course.

### Professional Development Targets:

You will record and review development targets weekly.

At the start of the course, before School Based Training Placements have started, you will identify targets based on the taught modules you are attending. Targets are set based on interaction and consultation with expert colleagues. You will engage with a range of expert colleagues throughout your training, for example, your **University Tutor** - who will check that these targets are appropriate to the taught content during formative review meetings, and, when on School Based Training (SBT) you will set professional development targets with your **Subject Mentor**.

In your weekly reflections:

* Targets from the previous week should be discussed.
* When on SBT, your mentor will indicate in the outcomes box, the extent to which these have been met – i.e. they review sign off the previous week’s targets in your weekly Mentor Meeting.
* For the week ahead, mentor and trainee should then negotiate three targets as next steps of progress.
* Of these three targets, at least one will be subject specific (based on both the immediate demands of your teaching and your subject knowledge tracker) and two relating to professional practice.
* Targets should be SMART (Specific, Measurable, Achievable, Realistic, and Timely). It is important that each target is clear about how it will be successfully achieved.

|  |  |  |
| --- | --- | --- |
| Before the SBT weekly mentor meeting | In SBT weekly mentor meeting | After the SBT weekly mentor meeting |
| Trainee completes the ITE Curriculum Weekly Review pages to reflect upon progress made during the week in relation to:   * the BCU ITE Curriculum themes * subject priorities * observations of expert colleagues * outcomes from lesson observations of the trainee during SBT. * In addition, prompts will guide you to consider any evidence you might have gathered that week that could be used to present at your next Review Meeting with your university tutor. * Trainee writes brief summary statements in the reflection boxes and link these to the BCU ITE Curriculum and the DfE CCF using drop down options. * Lesson plans, Journal Tasks, subject knowledge audits and subject pedagogy session reflections should also be reviewed weekly by the trainee. * Updates on the previous week’s targets should be considered and ready to be presented to the subject mentor. | * Previous week’s targets are reviewed and mentor confirms progress against these. * Targets for the coming week are negotiated – including a target relating to subject knowledge. * The descriptors on the Phase specific BCU trackers are used to inform the discussion and set targets (the descriptors from the tracker will inform these discussions) and then confirmed with a clear highlight in preparation for Review (yellow) and Progress (green) meetings. | * Trainee ensures that the targets set are addressed over the coming week and collates any evidence from the week that could be used to present at the next Review / Progress Meeting with the university tutor. * Ensure that the subject pedagogy critical reflection page for that week has been completed (these feature towards the end of this document). |
| As a means of standardisation and moderation across the programme, tutors will review this online journal and the collection of supporting evidence remotely, as part of school visits, at suitable University based sessions and during Review / Progress Meetings. | | |

End of placement:

Engaging in professional self-assessment, the trainee completes the overview and reflection pages in this journal. Together with the weekly progress journal, the BCU ITE Curriculum tracker, (in relevant SBT Phases) and supporting evidence, these then support the mentor in completing the end of phase report.

## 

## Secondary UG Journal Tasks

**BCU ITE Core Curriculum Threads:**

1. **How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**
2. **How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**
3. **How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.**
4. **How trainees plan and assess learning to ensure that all pupils make progress.**
5. **How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**
6. **How trainees have developed professional behaviours and contribute effectively to the wider life of the school.**

*What are Journal Tasks?*

* These are a series of directed tasks to help you address the **BCU ITE Core Curriculum Threads** and to help you become familiar with and develop your professional regard for the ethos, policies and practices of your wider professional duties and your school-based training Home School placement. You will receive feedback in BCU review and progress meetings on the completion of the Journal Tasks and this will provide evidence towards achieving QTS at the end of your ITE year.

*When should my Journal Tasks be completed?*

* These tasks are linked to your Professional Studies Module: *e.g. Year / Phase 1 - The Emerging Teacher* . Tasks will be set by your university tutor as pre-tasks for each session that will form the basis of discussion and collaboration across all subjects.

*How are my Journal Tasks to be completed?*

* Type your responses into the boxes within each task (see the tasks on the next pages). The boxes will expand when you type into them.
* Journal Tasks are not essays! In most cases, brief notes are all that is required as the response to the various parts of each task.

*How are my Journal Tasks monitored?*

* Once you have completed a task, show your response to your subject mentor so that they can check that the content of your response is appropriate and that you have shown an appropriate level of understanding of the task.
* Your BCU tutor will ask to see your responses in your Review or Progress Meetings.
* Your tutor will also check on the progress you are making towards completing the tasks when they visit you in school and during your Review or Progress Meetings.
* You should make reference to the completed Journal Tasks in your Weekly Reflection Pages later in this document.

*Who can help with these Journal Tasks?*

* Your Professional and Subject Mentors, and other relevant staff will be able to help you complete these tasks.

**In completing all directed tasks, you are reminded of the need to respect anonymity and for professionalism in written responses.**

**Year 1 Tasks – The Emerging Teacher**

## Task 1: Safeguarding and Promoting the Welfare of Children

Please read relevant policies relating to Child Protection and Safeguarding from your school, and record key information below:

Any questions or disclosures relating to Safeguarding and/or if I am concerned about neglect or abuse I will report to:

**Designated Safeguarding Lead:** Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| ***Policy*** | ***Key Points*** | ***Implications for Placement*** |
|  |  |  |

## Task 2 : Health and Safety

***Health & Safety Check List***

Please read the Health and Safety Policy. Identify implications for you whilst on placement:

|  |  |
| --- | --- |
| *Key Points from H&S Policy* | *Implications for Placement* |
|  |  |

Please note the Accident Reporting Procedure:

Find out about First Aiders and Contact Arrangement

|  |  |
| --- | --- |
| *First Aider* | *Contact Arrangements* |
|  |  |
|  |  |
|  |  |

Fire Drill/Procedure: Click or tap here to enter text.

Assembly Point: Click or tap here to enter text.

Workplace Hazards (For Science and PE trainees please include additional hazards and risk

assessment procedures)

|  |  |
| --- | --- |
| *Hazards* | *Controls* |
|  |  |

## Task 3: Inclusion and SEND

**E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**

***Inclusion and Special Educational Needs*** ~ Identify inclusion issues which need to be considered for your school. Identify the implications and consider practical strategies you could use. Seek advice from school staff and carry out research or background reading. Identify any children with specific needs and their targets and strategies for support.

|  |  |
| --- | --- |
| **Specific area of SEND in this school** | **Examples of intervention(s) in your subject** |
| 1. |  |
| 2. |  |
| 3. |  |

## Task 4 : Teaching and Learning: Planning

**D. How trainees plan and assess learning to ensure that all pupils make progress.**

**Planning and Support Available part 1**

* Choose a KS3 class and obtain a unit of work or scheme of work for a series of lessons.
* List the resources available for this unit of work.

Find out how teachers in your department:

* Plan and resource units of work
* Plan and resource lessons so that pupils make progress
* Try to include here an example of an outstanding lesson plan for a topic within your subject area.

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to planning to form one of your initial SBT action points:**

Click or tap here to enter text.

## Task 5 : Behaviour Management

**B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**

**Behaviour Management**

* Access and read the school’s behaviour and rewards policy.
* Identify behaviour management strategies used to implement this.
* Identify effective rules, routines and expectations used by your class teacher (including praise, sanctions and rewards). How will you use these to establish an effective learning environment?

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to behaviour management to form one of your initial SBT action points:**

Click or tap here to enter text.

## Task 6 : Assessment

**D. How trainees plan and assess learning to ensure that all pupils make progress.**

* Access and read the school’s and department’s assessment policy
* How is your subject assessed at KS3 and KS4 in terms of internal summative assessment and external examination processes?
* What does formative assessment (assessment for learning) look like in the classroom? Identify two or three examples of where you think this has been used effectively.

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to formative assessment practices to form one of your SBT initial action points:**

Click or tap here to enter text.

## Task 7 : Differentiation

**E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**

* Find out what is meant by *differentiation* and provide two or three specific examples that you have seen within your subject area.
* How does your school *stretch and challenge* its more able learners?
* Give one example of differentiation by task, outcome, group, resource, ability – how could you embed these into your teaching episodes?

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to differentiation to form one of your initial SBT action points:**

Click or tap here to enter text.

## Task 8 : Primary School, Early Reading and Early Numeracy

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| --- |
| **C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being.** |

|  |
| --- |
| Essential reading for this Task:   * EEF (2020) Improving Literacy in Key Stage 1 <https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf> * Jindal-Snape, D. (2019) Chapter 3 – Classroom interactions and managing pupils, 3.4 Primary-secondary transitions. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge |

**Part A:**

Having read the relevant chapter in Capel, Leask and Younie, outline here (no more than 100 words) the steps taken by the school to aid its pupils’ successful move to secondary school.

Write your Part A response here:

**Part B:**

Read the report ‘Improving Literacy in Key Stage 1’ by the Education Endowment Foundation. Summarise the points made about early reading and include points that you were previously unaware of prior to reading this report

Write your Part B response here:

**Part C:**

Based on your response to the tasks above, suggest strategies that you might implement in your own subject teaching to support ‘struggling readers’; i.e. pupils with low levels of literacy and those who lack confidence in reading.

Write your Part C response here:

**Year 2 Tasks - The Inclusive Teacher**

## Task 9: Safeguarding and Promoting the Welfare of Children

Please read relevant policies relating to Child Protection and Safeguarding from your school, and record key information below:

Any questions or disclosures relating to Safeguarding and/or if I am concerned about neglect or abuse I will report to:

**Designated Safeguarding Lead:** Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| ***Policy*** | ***Key Points*** | ***Implications for Placement*** |
|  |  |  |

## Task 10 : Health and Safety

***Health & Safety Check List***

Please read the Health and Safety Policy. Identify implications for you whilst on placement:

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| *Key Points from H&S Policy* | *Implications for Placement* |
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Please note the Accident Reporting Procedure:

Find out about First Aiders and Contact Arrangement

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| *First Aider* | *Contact Arrangements* |
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Fire Drill/Procedure:Click or tap here to enter text.

Assembly Point:Click or tap here to enter text.

Workplace Hazards (For Science and PE trainees please include additional hazards and risk

assessment procedures)

|  |  |
| --- | --- |
| *Hazards* | *Controls* |
|  |  |

## Task 11: Inclusion: meeting the needs of SEND and EAL Learners

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| --- |
| **E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.** |
| Essential reading for this Task:   * The Teacher and the SENCO Role (NASBTT and NASEN) joint publication <https://www.nasbtt.org.uk/wp-content/uploads/2020/07/Teacher-and-SENCO-Roles_information_downloadable-doc.pdf> * Classroom Strategies (NASBTT and NASEN) joint publication   <https://www.nasbtt.org.uk/wp-content/uploads/2020/07/Classroom-Strategies_information_downloadable-doc.pdf>   * The Bell Foundation: The benefits of integrating students who use EAL into mainstream lessons: <https://mk0bellfoundatiw1chu.kinstacdn.com/app/uploads/2020/09/Integrating-students-guidance-FV.pdf> - click on the hyperlinks to research too! |
| Background reading for this Task:   * Bailey S. Sowden H (2021) Reflective accounts of teaching literacy to pupils with English as an additional language (EAL) in primary education. English in Education 03/2021: 1 - 15 * Watch Bell Foundation webinar: <https://www.youtube.com/watch?v=jJncJ89gwow> * Peacey, N. (2019) Chapter 4 – Meeting individual differences, 4.6 An introduction to inclusion, special educational needs and disability. In: Capel, S., Leask, M. & Younie, S., *Learning to Teach in the Secondary School*, 8th Ed., Oxon: Routledge. * Howard, S*. (2012) Chapter 22 Schooling, ethnicity and English as an additional language.* In: Brooks, V., Abbott, I. & Huddleston, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press. |

**Part A:**

Having read the two NASBTT and NASEN articles, define briefly (no more than 100 words) the differences in teaching approaches that you will take in your teaching to ensure the progress of pupils who have a Special Educational Need or Disability (SEND).

Write your Part A response here

**Part B:**

Having read the Bell Foundation Integrating EAL students report, briefly identify what research suggests are the social, educational and linguistic benefits of integrating EAL learners in mainstream classrooms (50 words) and then review resources on the The Bell Foundation website [https://www.bell-foundation.org.uk/resources/programme/eal-programme/?resource\_programme=107&resource\_age\_group%5B%5D=145&resource\_age\_group%5B%5D=146&resource\_age\_group%5B%5D=150&resource\_language\_level=&resource\_context=](https://www.bell-foundation.org.uk/resources/programme/eal-programme/?resource_programme=107&resource_age_group%5B%5D=145&resource_age_group%5B%5D=146&resource_age_group%5B%5D=150&resource_language_level=&resource_context=%20%20)  relating to your specialist subject and identify one strategy that might be appropriate to support the identified needs of EAL learners in your own teaching.

Write your Part B response here

**Part C:**

Annotate a Lesson Plan that you have taught to show how it should be adapted to directly meet the needs of learners for whom English is an additional language (EAL). Consider how language skills are being developed. Use: / <https://www.bell-foundation.org.uk/resources/programme/eal-programme/> to access research-led resources to support EAL teaching. Track changes, footnotes, text boxes and different colours are all acceptable ways in which the adaptations can be made clear.

Put a copy of your annotated Lesson Plan into your One Drive file so that your SM and BCU tutor can see it. Please ensure that you label/title the Unit of Work/Lesson Plan clearly.

Signpost the location of your annotated lesson plan here

## Task 12: Teaching and Learning: Engaging Curriculum

**C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.**

* Give an example of how you have contributed to the design and provision of an engaging curriculum within your relevant subject area.
* State what you did, why you did, how it would be delivered and what affect you feel it would have.

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target based on creating and engaging curriculum to form one of your SBT action points**

Click or tap here to enter text.

## Task 13: Behaviour Management

**B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**

* Access and read the school’s behaviour and rewards policy.
* Give examples of how behaviour management strategies have been used to implement this policy.
* Explain how positive relationships are built with pupils in your subject. Why are these important?
* How would you motivate a pupil who is demotivated in your subject?

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to behaviour management to form one of your initial action points:**

Click or tap here to enter text.

## Task 14: Assessment

**D. How trainees plan and assess learning to ensure that all pupils make progress.**

* Access and read the school’s and department’s assessment policy
* How is your subject assessed at KS3 and KS4 in terms of internal summative assessment and external examination processes?
* What does formative assessment (assessment for learning) look like in the classroom? Identify two or three examples of where you think this has been used effectively

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to assessment to form one of your SBT action points:**

Click or tap here to enter text.

## Task 15: Promoting Progress

**D. How trainees plan and assess learning to ensure that all pupils make progress.**

* What strategies could you use in your subject to develop pupils to take a responsible and conscientious attitude to their own work?
* What is the importance of pupil reflection on their work and how do you promote pupils to reflect upon their work?
* How do you use data to monitor progress, set targets and plan lessons? Give an example using one class.

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to behaviour management to form one of your SBT action points:**

Click or tap here to enter text.

## Task 16: Wider Professional Responsibilities

**F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.**

* How can you promote high standards of literacy in your subject?
* How can your subject make a positive contribution to the wider life and those of the school? What have you done to support this? Give examples and the outcomes that would be achieved from this.
* What makes an effective parent-teacher relationship? Why is it important that this is developed for a child’s learning?

**Your Response**:

Click or tap here to enter text.

**Based on this, identify a target related to supporting the wider life of the school to form one of your SBT action points:**

Click or tap here to enter text.

**Year 3 Tasks – The Professional Teacher**

## Task 17 - Safeguarding

|  |  |  |
| --- | --- | --- |
| **This task relates to BCU ITE Core Curriculum Theme:** | **F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.** | |
| *CCF- 8. Professional Behaviours* | *Teachers’ Standard 8 and Part 2* |
| Essential reading for this Task:  Keeping Children Safe In Education (DfE, 2021): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999348/Keeping_children_safe_in_education_2021.pdf> | | |
| Background reading for this Task:  <https://learning.nspcc.org.uk/safeguarding-child-protection-schools> | | |

**Part A:**

Read and reflect on the key messages around safeguarding children for professionals in school contexts (200 words):

Write your Part A response here

**Part B:**

Reflect on your safeguarding training session at BCU / in school and outline what you understand your professional responsibilities as a teacher will be when you are in school (100 words):

Write your Part B response here

**Part C:**

Reflect on two possible scenarios which could indicate that a child could present a safeguarding concern within school (100 words)

Write your Part C response here

**Part D:**

In discussion with your mentors, list the names and roles/responsibilities of colleagues in your SBT school from whom you should seek information and advice in order to safeguard and promote the well-being of children and young people. (list of DSLs)

Write your Part D response here

## Task 18 – Understanding of Fundamental British Values and SMSC Agenda within our Regional Context

|  |  |  |
| --- | --- | --- |
| **This task relates to BCU ITE Core Curriculum Theme:** | **A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils’ well-being​.** | |
| *CCF- 1 High Expectations and 8. Professional Behaviours* | *Teachers’ Standard 1 and Part 2* |
| Essential reading for this Task:   * Promoting fundamental British values as part of SMSC in schools (DfE, 2014) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf> * Crawford C. (2017) Promoting ‘fundamental British values’ in schools: a critical race perspective. Curriculum perspectives (0159-7868), 37 (2), p. 197.   <https://link-springer-com.ezproxy.bcu.ac.uk/content/pdf/10.1007/s41297-017-0029-3.pdf> | | |
| Background reading for this Task:   * <https://justeducation.co.uk/british-values-a-fundamental-challenge-for-schools/> * <https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/researchoffice/documents/LED-research-project-British-Values-and-Schools.pdf> | | |

**Part A:**

Summarise the key messages within the DfE Promoting Fundamental British Values (FBV) as part of SMSC in schools. Define what aspects of the curriculum are SMSC. (100 words)

Write your part A response here

**Part B:**

Summarise the critical reflection posited by Crawford on the impact of the FBV curriculum agenda within a multi-cultural context. (100 words)

Write your Part B response here

**Part C:**

Discuss with your Professional Mentor how FBVs are incorporated into your Home School’s curriculum.

Write your Part C response here

**Part D:**

Reflect on ways in which you can present FBV in a culturally sensitive context within your teaching.

Write your Part D response here

## Task 19 – The Curriculum at post 16

|  |  |  |
| --- | --- | --- |
| **This task relates to BCU ITE Core Curriculum Theme:** | **A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.** | |
| *CCF3 Subject and Curriculum* | *Teachers’ Standard 3* |
| Essential reading for this Task:   * Abbot, I. & Huddleston, P. (2012) Chapter 19 – 14-19 Curriculum reform. In: Brooks, V., Abbott, I. & Huddlestone, P., *Preparing to Teach in Secondary Schools*, 3rd Ed., Berkshire: Open University Press. | | |
| Background reading for this Task:   * Gibbons, S. (2011) Chapter 27 14-19 education: broadening the horizons. In: Dillon, J. & Maguire, M., *Becoming a Teacher: Issues in Secondary Education*, 4th Ed., Berkshire: Open University Press. * Armitage, A. (2007) *Teaching and Training in Post-Compulsory Education*. 3rd ed. Berkshire: Open University Press. Chapter 1 – Working in post-compulsory education and Chapter 7 – Exploring the curriculum & Chapter * Please also consult relevant chapters in regards to Post-16 education in your subject course readers. | | |

**Part A:**

With reference to your reading, and with support from school mentors, and through your own research identify the range of courses and programmes that can be studied in your subject at post-16. Consider the wide range of courses available including ‘A’ Level subjects, the International Baccalaureate, vocational courses such as BTEC, OCR Technicals, etc. For each course/programme identified, outline the key features and a brief overview of the specification for each one.

Write your Part A response here:

**Part B:**

With support from your School Mentors, identify the local opportunities for the pupils in your placement school to study your subject at post-16. Consider the breadth of the provision and what your placement school does at Key Stage 4 to prepare pupils to potentially continue their studies into post-16.

Write your Part B response here:

**Part C:**

Using your response to Part A for guidance, identify a topic taught on a post-16 course or programme in your subject and write a short unit of work that will cover this topic to be taught at post-16 level (between 4-6 lessons). Your chosen topic should link to an area on your subject knowledge audit that you are less confident with at this point in the course. Please annotate your unit of work to show how you are addressing the assessment criteria from the course, programme or exam specification.

Put a copy of your annotated unit of work into your One Drive file so that your SM and BCU tutor can see it.

Signpost your unit of work location here.:

## Task 20 – Pupil Grouping

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| **This task relates to BCU ITE Core Curriculum Theme:** | **A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.** | |
| *CCF 2 How pupils learn and 5 Adaptive Teaching* | *Teachers’ Standard 2 and 5* |
| Essential reading for this Task:   * Boaler, Wiliam & Brown: Students’ experiences of ability grouping: Disaffection, polarisation and the construction of failure, British Educational Research Journal (26), 2000: <https://bit.ly/2UuVwnL> * EEF: Setting or streaming, Teaching and Learning Toolkit, last updated November 2018: <https://bit.ly/3f55FRn> | | |
| Background reading for this Task:   * <https://www.sec-ed.co.uk/best-practice/setting-by-ability-time-to-start-asking-questions-education-classroom-streaming/> * Capel, S., Leask, M. & Younie, S (2019) Chapter 3, Learning to Teach in the Secondary School, 8th Ed., Oxon: Routledge | | |

**Part A:**

Identify the issues identified in relation to streaming pupils in Boaler et al (2000) and the EEF (2016) article (100 words).

Write your Part A response here:

**Part B:**

Reflect on the ability range of pupils in one of the groups you teach (any School placement). Annotate a lesson plan to illustrate how you actively adapt teaching for the range of pupils’ needs within this identified group of pupils.

Identify the location of your annotated lesson plan here:

**Part C:**

Discuss with your Subject Mentor how both you’re your current school and a previous SBT school groups pupils in your specialist subject and discuss how this aligns with the schools’ Teaching and Learning Policies. Identify any differences observed in both placements and y reflect on which system meets the needs of pupils most effectively.(100 words)

Write your Part C response here:

## BCU ITE Core Curriculum

THE BCU ITE Curriculum complies with the ITT Core Content Framework (DfE, 2019). Each module within the Secondary ITE Curriculum ensures that trainees acquire **research-led pedagogical and curriculum knowledge**, and moreover, **develop a clear insight into how to implement this knowledge** as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

The ITE Core Curriculum at BCU comprises six themes that you will see embedded throughout your university-based sessions and your SBT modules:

1. **How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**
2. **How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.**
3. **How trainees plan and assess learning to ensure that all pupils make progress.**
4. **How trainees implement effective adaptive teaching approaches to support SEND and EAL learners.**
5. **How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**
6. **How trainees have developed professional behaviours and contribute effectively to the wider life of the school.**

## Subject Priorities:

At BCU we also pride ourselves on delivering high quality subject specific training through the PGCE Secondary Course. As trainees of ***Subject***, the subject priorities have been outlined as:

**Computer Science:**

* Developing logical thinking and research skills through creative problem solving
* Exploring the domain of computer science and IT
* Evaluating computer science and IT pedagogy
* Planning and structuring learning in computer science
* Creative, innovative and inclusive practice through computer science projects
* Developing as a subject professional

**Physical Education:**

* Meaningful PE –identifying a personal philosophy for PE to ensure all learners benefit from via positive experiences in and through sport, physical activity & movement
* Health & Safety in PE - ensuring safe practice and safeguarding policies / guidelines are embedded in all practice
* Rich & Varied Delivery – developing a variety of pedagogical approaches and confidence in all National Curriculum areas of activity
* Healthy Active Lifestyles - ensuring PE inspires and prepares all learners for lifelong engagement in meaningful movement through an appreciation of the physical literacy journey
* Social and Cultural Diversity – ensuring local context and global issues such as gender, race, religion, sexuality and SEND are considered and challenged in a responsible way
* Character development - supporting character, leadership and transferable skills within curricula and extra-curricular opportunities

**Biology / Science:**

* Developing secure subject knowledge beyond science specialism
* Developing learners as scientists
* Creative and research-based pedagogies for the science classroom
* Assessment for understanding and application
* Purposeful practical work

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| **Tracking Document: BCU ITE Curriculum, ITT Core Content Framework & Teachers’ Standards:**  *Trainees are no longer assessed against the Teachers’ Standards during the training year. The Teachers’ Standards are used summatively to assess trainees at the end of the course for their award of QTS. The Core Content Framework is not an assessment framework; rather, trainees’ progress is measured against the providers curriculum. The information below explains how the BCU ITE Curriculum, ITT Core Content Framework and the Teachers’ Standards are mapped against each other.* | |
| **Teachers’ Standards – used to summatively assess trainees at the end of the course for the award of QTS** | **BCU ITE Curriculum Themes and ITT Core Content Framework** |
| **PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | **The BCU ITE Curriculum Key Themes** will signpost the complex and interconnected learning route through a coherent teacher education programme.  **The ITT Core Content Framework** has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is presented in 8 sections: High Expectations; Managing Behaviour; How Pupils Learn; Classroom Practice; Adaptive Teaching; Curriculum; Assessment; Professional Behaviours. |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | **BCU ITE Curriculum Key Theme B**  Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 2: Promote good progress and outcomes by pupil be accountable for pupils’ attainment, progress and outcomes**   * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. | **BCU ITE Curriculum Key Theme C**  Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive teaching |
| **Standard 3: Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | **BCU ITE Curriculum Key Theme C**  Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.  **BCU ITE Curriculum Key Theme E** Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Curriculum |
| **Standard 4: Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | **BCU ITE Curriculum Key Theme D**  Trainees plan and assess learning to ensure that all pupils make progress.  **ITT Core Content Framework**  Classroom Practice and Adaptive Teaching  Assessment |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | **BCU ITE Curriculum Key Theme E**  Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive Teaching |
| **Standard 6: Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | **BCU ITE Curriculum Key Theme D**  Trainees plan and assess learning to ensure that all pupils make progress  **ITT Core Content Framework**  Assessment  Curriculum |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | **BCU ITE Curriculum Key Theme B**  Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**.**  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 8: Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | **BCU ITE Curriculum Key Theme A**  Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.  **BCU ITE Curriculum Key Theme F**  Trainee develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | **BCU ITE Curriculum Key Theme A**  Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning  **BCU ITE Curriculum Key Theme F**  Trainee develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |

**Assessing Trainees: important considerations**

1. *A partnerships ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage.* (‘Initial teacher education inspection framework and handbook’, 2020, Paragraph 34)
2. Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching (ITT Core Content Framework, 2019: 3)
3. When assessing the quality of secondary trainees’ teaching over time, reference will be made to the ***BCU ITE Core Curriculum****.* The descriptors should be used to:

* track progress against the BCU ITE Core Curriculum throughout the training year;
* determine areas for additional development;
* identify strengths which indicate excellent practice;
* enable the identification of aspects of, for example, outstanding practice for ‘Embedding’ trainees and good practice for trainees with ‘Establishing’ in order to show that they are exceeding the minimum in aspects of the BCU ITE Core Curriculum.

1. Trainees’ teaching over time should be assessed in relation to:

* the impact they have on the progress and learning over time of the pupils for which they are responsible;
* the context and content of their teaching, over sequences of lessons.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils’ responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

1. ‘The [Teachers’] standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees [at the end of their training) against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6) The Teachers’ Standards have been mapped to the BCU ITE Assessment tracker so trainees judged to have met all of the statements within the Establishing column will have been judged to be eligible for the award of QTS.

**BCU ITE Formative Assessment Tracker**

The following pages include the BCU ITE Formative Assessment ‘Tracker’ which provides descriptors in line with trainee behaviours consistent with the ITT Core Content Framework. The descriptors are designed to be used formatively, so that you and your mentor can agree on the progress that you are making against the BCU ITE Core Curriculum each week.

At review and progress stages during the training year, your mentor and BCU tutor will review evidence that you discuss in order to demonstrate your progress in relation to the BCU ITE Core Curriculum. At designated points in the PGCE calendar, your mentor will complete a:

* Formative review document
* Progress review document

At Review and Progress meetings with your BCU tutor, you will discuss a ‘learning event’, outlining ‘intent’, ‘implementation’ and ‘impact’ of the experience, articulating your learning and progress via a professional conversation.

**Underline, electronically, applicable statements during weekly meetings with subject mentors.**

**In preparation for Review Meetings and in collaboration with your Subject Mentor, highlight in YELLOW all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement to date.**

**In preparation for Progress Meetings and in collaboration with your Subject Mentor, highlight in GREEN all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement to date.**

**Review Meetings:**

**Review Meeting 1** (Yr1)- Trainees who are on track to be awarded QTS will be demonstrating their competence in most of the BCU Curriculum Key Themes at the Exploring level.

If the trainee is not able to demonstrate their competence in one or more of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Review Meeting 2** (Yr2) – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level with elements of Establishing.

If the trainee has not achieved any BCU Curriculum Key Themes in the Establishing Level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Review Meeting 3** (Yr3) – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 75%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meetings:**

**Progress Meeting 1** (Yr1) - Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring level with elements of Establishing.

If the trainee is not able to demonstrate their competence in all areas of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meeting 2** (Yr2) – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level and 50%/+ in the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 50%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meeting 3** (Yr3) – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

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| **BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **(CCF – Professional Behaviours) (TS8 and Part 2)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works with clearly focused support using critical enquiry and research informed practice to:***  engage with relevant research and policy relating to subject and pedagogical knowledge  reflect on lessons making links to theory and practice explored in taught sessions and observed in school  use subject audits to identify areas of current strengths and development  use identified resources and reading to support learning in the subject  track own development of curriculum and pedagogical knowledge, skills, and understanding | ***The trainee works confidently under direction using critical enquiry and research informed practice to:***  critically evaluate identified resources and reading to develop subject and pedagogical knowledge  reflect critically on practice to identify and discuss links to evidenced based research  recognise pedagogical approaches they have adopted which are underpinned by learning theories  identify the impact of their practice on pupils’ learning and discuss with expert colleagues how to develop practice as a result  engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding | ***The trainee demonstrates growing independence using critical enquiry and research informed practice to:***  make informed pedagogical choices based on reading, research, and intended impact on pupils’ learning  justify these choices in professional discussions with expert colleagues  critically evaluate the impact of pedagogical approaches on pupils’ progress and use research informed practice to develop their practice  critically evaluate reading and research to continue their own professional development | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**  **(CCF – High Expectations and Managing Behaviour)** **(TS1 and TS7)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:***  explore and observe how expert colleagues establish effective classroom routines  be clear about what good behaviour looks like  prepare for common behaviour issues and plan how they will be addressed  build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood  experience how high expectations are demonstrated through praising pupil engagement and progress made  understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils  explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines  demonstrate clear expectations that communicate shared values and support classroom and school culture.  proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom  role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions  discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils  engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children  establish high expectations of behaviour using a predictable and secure system of reward and sanction  respond quickly to any behaviour or bullying that threatens emotional and/or physical safety | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine  support pupils to believe that their feelings will be considered and understood.  Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances  support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives  clearly embed a range of effective behaviour management strategies within their professional practice  respond with authority to any behaviour or bullying that threatens emotional and/or physical safety  consistently use early and least-intrusive interventions as an initial response to low level disruption | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**  **(CCF – How pupils’ learn and Subject knowledge) (TS2 and TS3)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:***    familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice    reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject    know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils    understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils’ development as confident learners    understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content  know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress    know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing    familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject  ………………………………………………………………………………..  **Primary trainees:**  understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing    begin to teach phonics following school policy    know of the approaches for teaching for conceptual understanding and depth in mathematics    begin to teach mathematics, following school policy | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice    actively develop pedagogical content knowledge in relation to key concepts and skills of the subject    use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils    teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions    teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge  use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development    teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject  ……………………………………………………………………………………………………..  **Primary trainees:**  demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing    teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress    teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons    make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge    plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress    demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them    withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge    teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately  ……………………………………………………………………………………………………..  **Primary trainees:**  to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress    effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.**  **(CCF – Classroom practice and Assessment)** **(TS4 and TS6)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:***  explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented  identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning  adapt and teach from existing planning to demonstrate the key lesson components in practice  begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving  observe how expert colleagues adapt lessons during the teaching process based upon formative assessment  discuss and analyse ‘Assessment For Learning’ opportunities with expert colleagues  recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues  use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress  discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan effective sequences of learning using a range of teaching strategies  plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills  use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress  plan appropriate ‘Assessment For Learning’ strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective  effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils’ progress  use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach  use summative assessment to inform planning to ensure progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive  comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met  uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think  expose potential pitfalls/misconceptions and explain how to address them  continually adapt the teaching to respond to emerging learning needs  fully integrate additional adults into the planning, teaching and assessment process (where applicable)  consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress  ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**  **(CCF - How Pupils Learn, Classroom Practice and Adaptive Teaching) (TS3 and TS5)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:***  understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed  begin to understand that pupils’ differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching  know there is a common misconception that pupils have distinct and identifiable learning styles  know pupils with special educational needs or disabilities are likely to require additional or adapted support    work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL  observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  anticipate pupils’ differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning  begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils  build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils  use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively  identify pupils who need new content to be broken down further  make use of formative assessment to inform adaptive learning to meet the needs of all pupils  provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts  appropriately select well-designed resources to promote positive outcomes for all pupils. | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils  work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils  to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils  make consistent use of teaching assistants and other adults in the classroom  demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils  build in additional practice or remove unnecessary expositions to meet the needs of all pupils.  effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.**  **(CCF Professional Behaviours) (TS8 and Part 2)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee demonstrates professional behaviour by consistently following placement expectations:***  understands safeguarding responsibilities as set out in Keeping Children Safe In Education  adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications  understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession  recognises the experience and expertise of university and school staff, acts upon advice  ***The trainee works with clearly focused support to develop:***  professional relationships with colleagues  reflective practice and acting upon expert feedback  understanding of professional development as a sustained process over time that will impact positively on pupil outcomes | ***The trainee confidently demonstrates professional behaviour and works with expert colleagues to:***  know who to contact with any safeguarding concerns  use feedback and discussion with expert colleagues to reflect upon and improve own practice  use recent and relevant research evidence to inform  professional discussions and to improve own practice  develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school  understand how relationships with carers and parents can impact on pupils and begin to develop these relationships  ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported  work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs  be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning | ***The trainee’s professional behaviour is consistent and noticeable:***  collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice  reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence  seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways  understands how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

| **Part Two: Personal and professional conduct** |
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| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.      * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

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| **Teachers’ Standard:**  **Part Two descriptor** | | **Scope** | **Key questions** |
| **i** | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: | * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions? \* * Does the trainee understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? \* * Does the trainee understand the challenges of teaching in modern British schools? \*\* * Is the trainee aware of the Prevent Strategy and its implications? \*\*\* * Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? \*\* * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |
| **Ii** | Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. | * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. | * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? |
| **Iii** | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. | * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |

\* Keeping Children Safe In Education (DfE September 2016)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

## Weekly Review Pages – Phase 1

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
| 1. **How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning** *(including the academic reading you have engaged with, see reading lists).* | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn has impacted on pupils’ progress and well-being.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have planned and assessed learning to ensure that all pupils make progress.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners​.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |

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| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
| Developing secure subject knowledge beyond science specialism | Click or tap here to enter text. | Choose an item. |
| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
| Creative and research-based pedagogies for the science classroom | Click or tap here to enter text. | Choose an item. |
| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
| **That**   * Click or tap here to enter text. | **How**   * Click or tap here to enter text. |

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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

**I have:**

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| Completed my module day reflection and/or relevant Journal Tasks | Choose an item. |
| Shared planning with my SM and host teachers | Choose an item. |
| Uploaded lesson observations to my One Drive | Choose an item. |
| Observed an expert teacher in my context | Choose an item. |
| Updated my subject knowledge tracker | Choose an item. |

**Targets for the week ahead** *(during SBT* ***a maximum of three targets*** *are negotiated between the trainee and subject mentor during the weekly mentor meeting). During SBT Mentor to sign off targets from last week (see previous week) in outcome box using the codes:*

**🗸🗸 = fully met 🗸= Partially met /carry forward ×= not met/carry forward**

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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
| **C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being​.** | Click or tap here to enter text. | Choose an item. |
| Actions to achieve:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Choose an item. |
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| Choose an item. | Click or tap here to enter text. | Choose an item. |
| Actions to achieve:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. |

**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
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| 1. **How I have planned and assessed learning to ensure that all pupils make progress.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners​.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
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| Creative and research-based pedagogies for the science classroom | Click or tap here to enter text. | Choose an item. |
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| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
| **That**   * Click or tap here to enter text. | **How**   * Click or tap here to enter text. |

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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

**I have:**

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| --- | --- |
| Completed my module day reflection and/or relevant Journal Tasks | Choose an item. |
| Shared planning with my SM and host teachers | Choose an item. |
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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
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Tutor check:

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**ITE Curriculum Evidence Log:**

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| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
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| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
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Tutor check:

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| Creative and research-based pedagogies for the science classroom | Click or tap here to enter text. | Choose an item. |
| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

**I have:**

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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
| **C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being​.** | Click or tap here to enter text. | Choose an item. |
| Actions to achieve:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. |
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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
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| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
| Creative and research-based pedagogies for the science classroom | Click or tap here to enter text. | Choose an item. |
| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

**I have:**

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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
| **C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being​.** | Click or tap here to enter text. | Choose an item. |
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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

## Weekly Review Pages – Phase 2

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
| 1. **How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning** *(including the academic reading you have engaged with, see reading lists).* | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners​.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |

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| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
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| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
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| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
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| **Observations of me this week identified (complete during SBT only):** | |
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**I have:**

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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
| Developing secure subject knowledge beyond science specialism | Click or tap here to enter text. | Choose an item. |
| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
| Creative and research-based pedagogies for the science classroom | Click or tap here to enter text. | Choose an item. |
| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
| **That**   * Click or tap here to enter text. | **How**   * Click or tap here to enter text. |

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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Click or tap here to enter text. | **Areas to develop** *(including subject knowledge)*   * Click or tap here to enter text. |

**I have:**

|  |  |
| --- | --- |
| Completed my module day reflection and/or relevant Journal Tasks | Choose an item. |
| Shared planning with my SM and host teachers | Choose an item. |
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| BCU Curriculum Themes: | SMART targets: | Outcomes *(🗸🗸,🗸,×)*: |
| **C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils’ progress and well-being​.** | Click or tap here to enter text. | Choose an item. |
| Actions to achieve:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. |
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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

**Week commencing** Click or tap to enter a date.

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Tutor check:

**Week commencing** Click or tap to enter a date.

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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

## Weekly Review Pages – Phase 3

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
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**Date:** Click or tap to enter a date.  **Mentor signature / review**

Tutor check:

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Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
| 1. **How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning** *(including the academic reading you have engaged with, see reading lists).* | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
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| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
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| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
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| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
| Purposeful practical work | Click or tap here to enter text. | Choose an item. |

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| **Through interaction with expert colleagues, I have learnt:** | |
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| **Observations of me this week identified (complete during SBT only):** | |
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Tutor check:

**Week commencing** Click or tap to enter a date.

**ITE Curriculum Evidence Log:**

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| **BCU Themes and reflection on practice:** | | |
| 1. **How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning** *(including the academic reading you have engaged with, see reading lists).* | | |
| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
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| I have learnt that:  Click or tap here to enter text. | I have learnt how to:  Click or tap here to enter text. | Impact:  Click or tap here to enter text. |
| 1. **How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*** | | |
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|  |  |  |
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| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
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| Assessment for understanding and application | Click or tap here to enter text. | Choose an item. |
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| **Through interaction with expert colleagues, I have learnt:** | |
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Tutor check:

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## Pedagogy Critical Reflections

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| --- |
| The BCU PGCE Secondary vision is to work in partnership to develop early career teachers who are dedicated to higher quality teaching and learning, invested in research informed practice and who actively seek to be committed, creative, confident and collaborative teaching professionals. |
| Science / Biology Subject Priorities:   * Developing secure subject knowledge beyond science specialism * Developing learners as scientists * Creative and research-based pedagogies for the science classroom * Assessment for understanding and application * Purposeful practical work |
| Pedagogy modules are taught in to guide your emerging professional understanding. Within modules you will reflect on subject specific considerations and priorities and develop subject expertise in preparation for your professional accreditation. Use the following pages to identify subject specific knowledge applicable to your professional development during and after your ITE course. |

Attendance at university-based teaching days (whether in person or online) is compulsory and an important part of professional development as well as the opportunity to develop your subject and curriculum knowledge and your critical understanding of developments in your subject and curriculum areas. It is important that you are able to demonstrate the impact of what you learn and discuss during these days on your professional practice; using both to support pupil progress. **This will provide valuable evidence for your Progress Journal.**

At the end of each Subject Pedagogy session, complete a reflection by answering the guidance questions, informed by the Driscoll (2007) reflective model.

Driscoll, J. (2007) *Practising Clinical Supervision: A Reflective Approach*, London, Bailliere Tindall

**Reflection 1**

|  |  |  |
| --- | --- | --- |
| Subject Pedagogy session title: | Click or tap here to enter text. | |
| Date: Click or tap to enter a date. | BCU Theme(s) addressed  Choose an item.  Choose an item.  Choose an item. | Subject Priorities addressed: |
| Summarise key points from the required reading for this session:  Click or tap here to enter text. | | 1 **WHAT?** What were the key learning points for you during this session?  Click or tap here to enter text. |
| 2 **SO WHAT?** Why has this learning been important in shaping your identity, ethos and practice as a subject specialist?  Click or tap here to enter text. | | 3 **NOW WHAT?** How will you apply your learning from today during your school based training?  Click or tap here to enter text. |

**Reflection 2**

|  |  |  |
| --- | --- | --- |
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**Reflection 3**

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**Reflection 4**

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**Reflection 5**

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**Reflection 6**

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| Subject Pedagogy session title: | Click or tap here to enter text. | |
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**Reflection 7**

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**Reflection 12**

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| Subject Pedagogy session title: | Click or tap here to enter text. | |
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**Reflection 13**

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**Reflection 15**

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**Reflection 16**

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## Observing Teaching

**Lesson Topic:** Click or tap here to enter text. **Date:** Click or tap to enter a date.

What routines did the teacher use to manage behaviour at the start of this lesson?

Click or tap here to enter text.

What had the teacher prepared before the lesson and how did it contribute to its success?

Click or tap here to enter text.

How were the pupils organised for learning?

Click or tap here to enter text.

What teaching strategies were used? (eg: explanation, demonstration, discussion, questioning, etc?)

Click or tap here to enter text.

How was the learning of the pupils monitored?

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**Lesson Topic:** Click or tap here to enter text. **Date:** Click or tap to enter a date.

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Click or tap here to enter text.

What had the teacher prepared before the lesson and how did it contribute to its success?

Click or tap here to enter text.

How were the pupils organised for learning?

Click or tap here to enter text.

What teaching strategies were used? (eg: explanation, demonstration, discussion, questioning, etc?)

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Click or tap here to enter text.

How was the learning of the pupils monitored?

Click or tap here to enter text.

**Progress and Review Meetings: Agendas**

## Introductory / start of the Year / Phase Review Meeting Agenda

In preparation for this Progress Review Meeting, please:

* Read the **Student Partnership Agreement**: *(*<http://www.bcu.ac.uk/student-info/partnership-agreement>*)*
* **Complete and upload to Moodle in the Introductory Progress Review Meeting submission point**:
* The **Trainee Pen Portrait** (word document)
* Initial update of your **subject knowledge tracker** (this excel spreadsheet was emailed to you with your pre-course information)
* **Student Learning Agreement**

CHECKLIST

|  |  |  |
| --- | --- | --- |
| **Item** |  |  |
| Read the **Student Partnership Agreement** online | Read | Yes/No |
| Read and sign **Student Learning Agreement** | Completed | Yes/No |
| **Trainee Pen Portrait** | Completed? | Yes/No |
| **Subject Knowledge Tracker** | Completed? | Yes/No |

## Following your first Introductory Meeting, you are responsible for emailing the following completed documents to both the Professional and Subject Mentors in school placement before you start your placement:

## Trainee Pen Portrait

## Subject Knowledge Tracker

## Year / Phase 2 and 3 trainees are responsible for updating the Pen Portrait and Subject Knowledge Tracker at the start of each new academic year.

### Based upon your completed Trainee Pen Portrait, please summarise your initial areas for consideration below, to ensure you are best prepared for your school placement:

**Strengths**

Click or tap here to enter text.

**Development considerations**

Tutor should decide if an Individual Support Plan should be put in place based on outcome of interview/progress review meeting

Click or tap here to enter text.

**Next Steps (action plan)**

Click or tap here to enter text.

## 

## Review Meeting 1

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your reflection and led to your professional growth at this point in your training.

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| --- |
| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[1]](#footnote-2) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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| Click or tap here to enter text. | Click or tap here to enter text. |

5. Identify the BCU ITE Curriculum Themes you have addressed through this critical incident:

|  |  |
| --- | --- |
| **Theme** | **Evidenced** |
| A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. |
| B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing. | Choose an item. |
| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
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|  | Choose an item. |

## 

## Progress Meeting 1

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your critical reflection and led to your professional growth at this point in your training.

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| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[2]](#footnote-3) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
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## 

## Review Meeting 2

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your reflection and led to your professional growth at this point in your training.

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| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[3]](#footnote-4) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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| Click or tap here to enter text. | Click or tap here to enter text. |

5. Identify the BCU ITE Curriculum Themes you have addressed through this critical incident :

|  |  |
| --- | --- |
| **Theme** | **Evidenced** |
| A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. |
| B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing. | Choose an item. |
| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
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## Progress Meeting 2

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your critical reflection and led to your professional growth at this point in your training.

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| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[4]](#footnote-5) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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5. Identify the BCU ITE Curriculum Themes you have addressed through this: critical incident

|  |  |
| --- | --- |
| **Theme** | **Evidenced** |
| A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. |
| B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing. | Choose an item. |
| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
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## Review Meeting 3

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your reflection and led to your professional growth at this point in your training.

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| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[5]](#footnote-6) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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| Click or tap here to enter text. | Click or tap here to enter text. |

5. Identify the BCU ITE Curriculum Themes you have addressed through this critical incident :

|  |  |
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| **Theme** | **Evidenced** |
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| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
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## Progress Meeting 3

**Date:** Click or tap to enter a date.

1. Briefly describe the critical incident which stimulated your critical reflection and led to your professional growth at this point in your training.

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| --- |
| Click or tap here to enter text. |

2. In response to this critical incident identify the research-informed[[6]](#footnote-7) professional actions taken that demonstrated your **intention.**

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| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

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| --- | --- |
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|  |  |
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| **Theme** | Evidenced |
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## 

## Achieving QTS Reflection

*“Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we’ve learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning – heading towards seeing the bigger picture. Reflection is equally useful when our learning has been unsuccessful – in such cases indeed reflection can often give us insights into what may have gone wrong with our learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general.”*

*(Race, 2006* <http://escalate.ac.uk/resources/reflection/index.html>*)*

Summative assessment of trainees and the award of QTS is made against the Teachers’ Standards. Throughout the training year you have followed an ambitious curriculum and formative assessment process against the BCU ITE Core Curriculum and ITT Core Content Framework; both of which are fully aligned with the Teachers’ Standards. Review your progress with each of the Teachers’ Standards by looking back through the weekly pages of your journal. In the light of the above quotation, reflect on your achievements so far by completing the following reflection pages.

### Achieving QTS Reflection 1

|  |  |
| --- | --- |
| **BCU ITE Core Curriculum** | B. Trainee’s classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing |
| **ITT Core Content Framework** | High Expectations, Managing Behaviour |

|  |
| --- |
| **S1 Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
|  |

### Achieving QTS Reflection 2

|  |  |
| --- | --- |
| **BCU ITE Core Curriculum** | C. Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing |
| **ITT Core Content Framework** | How Pupils’ Learn |

|  |
| --- |
| **S2 Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * plan teaching to build on pupils’ capabilities and prior knowledge * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### Achieving QTS Reflection 3

|  |  |
| --- | --- |
| **BCU ITE Core Curriculum** | C. Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing |
| **ITT Core Content Framework** | Subject Knowledge |

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| --- |
| **S3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### Achieving QTS Reflection 4

|  |  |
| --- | --- |
| **BCU ITE Core Curriculum** | D. Trainees plan and assess learning to ensure that all pupils make progress |
| **ITT Core Content Framework** | Classroom Practice |

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| --- |
| **S4 Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### **Achieving QTS Reflection 5**

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| **BCU ITE Core Curriculum** | E. Trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners |
| **ITT Core Content Framework** | Adaptive Teaching |

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| **S5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
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| **Next Steps for this Standard and your ECT year** |
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### Achieving QTS Reflection 6

|  |  |
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| **BCU ITE Core Curriculum** | D. Trainees plan and assess learning to ensure that all pupils make progress |
| **ITT Core Content Framework** | Assessment |

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| **S6 Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
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| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### Achieving QTS Reflection 7

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| **BCU ITE Core Curriculum** | B. Trainee’s classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing |
| **ITT Core Content Framework** | High Expectations, Managing Behaviour |

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| --- |
| **S7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### Achieving QTS Reflection 8

|  |  |
| --- | --- |
| **BCU ITE Core Curriculum** | A Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning  F Trainee develops professional behaviours and contributes effectively to the wider life of the school |
| **ITT Core Content Framework** | Professional Behaviours |

|  |
| --- |
| **S8 Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. |
|  |
| **Reflection on this Standard**  Outline your achievements against this Standard to date and an indication of how this achievement has been made |
| Click or tap here to enter text. |
|  |
| **Next Steps for this Standard and your ECT year** |
| Click or tap here to enter text. |
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### Achieving QTS Reflection 9

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| **BCU ITE Core Curriculum** | A Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning  F Trainee develops professional behaviours and contributes effectively to the wider life of the school |
| **ITT Core Content Framework** | Professional Behaviours |

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| **Part 2 Demonstrate consistently high standards of personal and professional conduct.**  The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position   + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions   + showing tolerance of and respect for the rights of others   + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs   + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | |
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| Click or tap here to enter text. | |
|  | |
| **Next Steps for this Standard and your ECT year** | |
| Click or tap here to enter text. | |
|  | |
| Trainee signature: |  |
| Tutor signature: |  |
| Date: | Click or tap to enter a date. |

1. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-2)
2. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-3)
3. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-4)
4. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-5)
5. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-6)
6. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-7)