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| **Trainee:** Click or tap here to enter text. | **School:** Click or tap here to enter text. | **BA QTS** Choose an item.**PGCE** Choose an item. | **Date:**Click or tap to enter a date. | **RIT No.**Choose an item. |
| **Person Completing Form:** Click or tap here to enter text. | **Role:** Choose an item.Choose an item. | **Electronic signature:** |
| **University Tutor (UT):** Click or tap here to enter text. | **Professional Development Tutor (PDT):** Click or tap here to enter text. |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated course lead and send a copy to** **education.partnerships@bcu.ac.uk** |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**1. Using critical enquiry and research informed practice to develop understanding of effective teaching and learning.
2. Use classroom practice to establish effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
3. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing.
4. Planning and assessing learning to ensure that all pupils make progress.
5. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
6. Develop professional behaviours and contribute effectively to the wider life of the school.
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| **Use this next section to clearly identify / highlight the specific issue(s) which are a concern in relation to the ITT Core Content Framework– use this section to inform the targets being set:** |
| **1 High Expectations** The trainee has not demonstrated satisfactory progress in:* how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum
* how to promote challenge and aspiration
* creating a positive learning environment
* creating a culture of trust and mutual respect in the classroom
* maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)
* acknowledging and praising pupil effort and emphasising progress being made
 | **2. How Pupils Learn** The trainee has not demonstrated satisfactory progress in:* how to take into account and link pupils’ prior knowledge when planning how much new information to introduce
* breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps)
* how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content
* how to identify possible misconceptions and plan how to prevent these forming
* how to design practice, generation and retrieval tasks
* how to balance exposition, repetition, practice and retrieval of critical knowledge and skills
* how to Increase challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)
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| **3. Subject and Curriculum**The trainee has not demonstrated satisfactory progress in:* how to identify essential concepts, knowledge, skills and principles of the subject
* how to ensure pupils’ thinking is focused on key ideas within the subject
* providing opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject
* providing tasks that support pupils to learn key ideas securely
* using resources and materials aligned with the school curriculum
* using powerful analogies, illustrations, examples, explanations and demonstrations
* how to teach key concepts through a range of examples
* being aware of and addressing common misconceptions
* drawing explicit links between new content and the core concepts and principles in the subject
* demonstrate a clear understanding of systematic synthetic phonics
* model reading comprehension by asking questions, making predictions, and

summarising when reading* how to teach different forms of writing by modelling planning, drafting and editing
* teaching unfamiliar and subject specific vocabulary explicitly
* modelling and requiring high-quality oral language
 | **4. Classroom Practice**The trainee has not demonstrated satisfactory progress in:* break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes)
* using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain
* enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge
* removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material
* providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills
* modelling a process to ensure it is memorable and ensuring pupils can recall it
* narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge) and exposing potential pitfalls and explaining how to avoid them
* facilitating effective collaborative or paired work
* using a range of types of questions in class discussions to extend and challenge pupils and ensuring that there are appropriate wait time between question and response where more developed responses are required
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| **5.**  **Adaptive Teaching**The trainee has not demonstrated satisfactory progress in:* supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively
* Identifying pupils who need new content further broken down.
* making use of formative assessment for all pupils
* working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues
* applying knowledge of adaptive practices to support EAL pupils
* applying a range of adaptive practices to suppot high prior attaining pupils
* adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
* making effective use of teaching assistants and other adults in the classroom
* developing effective scaffolding strategies
* design resources to build in additional practice or removing unnecessary expositions
* applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum
 | **6.**  **Assessment**The trainee has not demonstrated satisfactory progress in:* plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)
* how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments
* identifying patterns of performance over a number of assessments
* how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions
* using assessments to check for prior knowledge and pre-existing misconceptions
* monitoring pupil work during lessons, including checking for misconceptions
* ensuring feedback is specific and helpful when using peer- or self-assessment
* identifying specific actions for pupils and providing time for pupils to respond to feedback
* recording data only when it is useful for improving pupil outcomes
* providing written feedback in line with school expectations
* developing an understanding that written marking is only one form of feedback and making good use of verbal feedback in lessons
* prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking pupils’ work
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| **7.**  **Managing Behaviour**The trainee has not demonstrated satisfactory progress in:* responding quickly to any behaviour or bullying that threatens emotional safety
* establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
* working alongside colleagues as part of a wider system of behaviour management
* responding consistently to pupil behaviour
* giving manageable, specific and sequential instructions
* checking pupils’ understanding of instructions before a task begins
* using consistent language and non-verbal signals for common classroom directions
* using early and least-intrusive interventions as an initial response to low level disruption
* knowing how routines are established at the beginning of the school year, both in classrooms and around the school
* creating and explicitly teaching routines in line with the school ethos that maximise time for learning
* reinforcing established school and classroom routines
* engaging parents, carers and colleagues with support (e.g. discussing a script)
 | **8.**  **Professional Behaviours**The trainee has not demonstrated satisfactory progress in:* strengthening pedagogical and subject knowledge by participating in wider networks in school
* learning to extend subject and pedagogic knowledge as part of the lesson preparation process
* engage with and respond to expert colleagues within the school
* reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement
* engaging critically with research and using evidence to critique practice
* build effective working relationships and work as part of a team and collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)
* respond to guidance and effectively manage workload
* contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities)
* knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
* preparing teaching assistants for lessons under supervision of expert colleagues
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| **Part Two****Personal and****professional conduct** | During the School based Training to date the trainee has not demonstrated satisfactory progress in:* upholding the high standards of the teaching profession, within and outside school;
* developing appropriate professional relationships with colleagues and pupils;
* safeguarding pupils’ well-being, in accordance with statutory provisions;
* understanding 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;
* understanding the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions;
* displaying high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality;
* understanding and applying the range of policies that support school practice and acting on these in their planning, teaching and wider involvement in the life of the school;
* taking appropriate responsibility for their own and pupils’ well-being;
* consistently presenting themselves through their use of language and their dress in a professional manner in line with school policy;
* showing a satisfactory awareness of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding;
* judging when they may need advice and help in matters of Child Protection or confidentiality
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| **Identify clearly focussed SMART targets aligned to the BCU ITE Curriculum Themes (max. 2 themes) and associated gaps identified within the CCF table during the RIT meeting on this table.** |
| **1. BCU ITE Curriculum Thread** | **Identified strategies to support the trainee** | **Actions to achieve** | **Person responsible to support and monitor target** |
| Choose an item. | * Click or tap here to enter text.
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| **Discussion at Review Meeting**Click or tap here to enter text. | **Progress Review** |
| Choose an item. |
| **2. BCU ITE Curriculum Thread** | **Identified strategies to support the trainee** | **Actions to achieve** | **Person responsible to support and monitor target** |
| Choose an item. | * Click or tap here to enter text.
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| **Discussion at Review Meeting**Click or tap here to enter text. | **Progress Review** |
| Choose an item. |
| **3. BCU ITE Curriculum Thread** | **Identified strategies to support the trainee** | **Actions to achieve** | **Person responsible to support and monitor target** |
| Choose an item. | * Click or tap here to enter text.
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| **Discussion at Review Meeting**Click or tap here to enter text. | **Progress Review** |
| Choose an item. |
| **4. BCU ITE Curriculum Thread** | **Identified strategies to support the trainee** | **Actions to achieve** | **Person responsible to support and monitor target** |
| Choose an item. | * Click or tap here to enter text.
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| **Discussion at Review Meeting**Click or tap here to enter text. | **Progress Review** |
| Choose an item. |

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| **Agreed date to start the RIT**Click or tap to enter a date. | **Agreed date for RIT review meeting**Click or tap to enter a date. |
| **Review Meeting outcome**Click or tap to enter a date. | Choose an item. | Summary of identified next steps:Click or tap here to enter text. |
| **Outcomes agreed** | Trainee’s signature | Lead university tutor signature | School professional / lead Mentor signature |
| **Shared with stakeholders**Click or tap to enter a date. | Class / subject mentor | Trainee’s PDT | Trainee’s subject tutor |