**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:  We can use dialogic pedagogy when planning a critical analysis lesson of poetry. Questioning can be carefully constructed to enable pupils to discuss and develop literary analysis of a poem. This was fully outlined in Sida Nichols K. (2017) Chapter 5, which we reviewed in our BCU SP session. | I have learnt how to:  In my peer group we reviewed the model in Sida Nichols chapter around Carol Ann Duffy’s Quickdraw and then constructed a teaching episode with carefully planned questions around Seamus Heaney’s Digging. We identified key words and literary techniques and scaffolded questions starting with identification to analysis by staging the questioning sequence. | Evidence *(& where it is stored)*:  Lesson Plan – Seamus Heaney 2 (7.12.21) |
| 1. **How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.** | | |
| I have learnt that:  Praise can motivate less engaged learners within Year 8 – it signposts clear expectations and ensures they receive immediate positive reinforcement. | I have learnt how to:  Being very clear and consistent in sharing expectations leads to a more purposeful learning environment. Over emphasizing praise to reinforce expectations and expressing a clear reason for a reward is effective and when pupils choosing not to engage see peers being rewarded they start to conform and seek the reward too. | Evidence *(& where it is stored)*:  Weekly praise and sanctions points for Year 8 w/c 6.12.01) |
| 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:  Question sequences should be planned in advance of a lesson using a clear cognitive sequence – starting with identification, moving to understanding and explaining (e.g. connotations) to closer examination of aspects of a text leading to developed literary analysis. | I have learnt how to:  Plan a clear sequence of questions starting from core knowledge to analysis to support emerging literary analysis for my learners. This sequence successfully scaffolds analysis for learners and creates a clearer sequence leading to pupils developing analysis skills without teacher support. | Evidence *(& where it is stored)*:  Evaluation of Lesson Plan – Seamus Heaney 2 (7.12.01) |
| 1. **How I have planned and assessed learning to ensure that all pupils make progress.** | | |
| I have learnt that:  Effective whole class feedback should be focused on clear success criteria within an assessed task. | I have learnt how to:  Use the department whole class feedback independently – clearly linking success and development point to the success criteria in the Year 10 Q3 assessment. By using live examples (unnamed) from pupils the feedback was relevant and bespoke to the needs of the class as a whole. This also helped me to design a very clear development task for the whole class that enabled them to identify elements of the writer’s structure at the start middle and end point of the text. | Evidence *(& where it is stored)*:  Book trawl by SM 9.12.21) |
| 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. | Evidence *(& where it is stored)*:  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:  That I need to communicate learning intentions and directed support tasks to TAs. | I have learnt how to:  Develop effective strategies to engage support staff - by emailing my TA for Year 7 I can direct her to support HG in a bespoke way within the lesson – this week to provide him with sentence starters to structure his writing to inform task | Evidence *(& where it is stored)*:  Email to AM 7.12.21 |

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| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
| Creative pedagogies for teaching English | Used a Thunk as a lesson starter this week in SBT- this was really good fun and pupils started to develop some creative analogies linked to critical analysis. | 4 - Classroom Practice |
| Exploring diversity in the English curriculum | Click or tap here to enter text. | Choose an item. |
| Critically engaging with English pedagogies for adaptive teaching | Questioning is a form of scaffolding and you can use knowledge questions to engage LPAs – it also useful to ask LPAs to recall more advanced answers from HPAs and think about how to build on these further in their critical analysis. Although planning questions extends the time spent in planning the outcomes for a range of learners was greatly improved. | 3 - Subject and Curriculum |
| Exploring and practising the writer's craft | Advanced questions in poetry and structure questions in GCSE Language require me to guide learners to reflect on ways to critically reflect on the writer’s craft – and this leads them to more advance analysis skills (better outcomes). | 4 - Classroom Practice |
| Ensuring breadth and depth within the English curriculum | Click or tap here to enter text. | Choose an item. |
| Promoting oracy in the English classroom | Questions and dialogic teaching enable pupils to rehearse and develop their critical analysis skills and is core to engaging pupils fully with texts. From the discussion I need to carefully consider ways to scaffold ideas into written analysis – this can work with a writing frame and sentence starters. | 2 - How Pupils Learn |

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| **Through interaction with expert colleagues, I have learnt:** | |
| **That**   * Interaction with TAs can support my knowledge of specific pupils’ needs and strategies they have used in other classes can be applied to support and secure positive outcomes. | **How**   * Pupils can work on print outs of PowerPoints as a writing frame (if I add lines) as this limits the need for copying and gets them straight into the cognitive challenge of a task. The TA can then ensure this is carefully glued into the learner’s exercise book. |

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| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Purposeful starter task to recap prior learning within the text. * I am developing a better pace in my teaching by adding timer images to my PowerPoint slides as a reminder to myself within the lesson. * Clear modelling of a quotation explosion with learners contributing. * Identifying appropriate features for language analysis. * Scaffolded questioning in lesson plan to guide discussion. * Verbal praise for learners making positive verbal contributions | **Areas to develop** *(including subject knowledge)*   * Reduce text content on PowerPoint slides to support cognitive load for learners. * Find another strategy for questioning sequences other than hands up to target questions to a range of learners. |

**I have:**

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| Completed my module day reflection and/or relevant Journal Tasks | Yes |
| Shared planning with my SM and host teachers | Yes |
| Uploaded lesson observations to my One Drive | Yes |
| Observed an expert teacher in my context | No |
| Updated my subject knowledge tracker | No |

**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​.** | Scaffold the stages of critical analysis in clear manageable chunks within all PowerPoints this week. | Choose an item. |
| Success criteria:   * Use the Guided Learning Journey PowerPoint to structure an ‘I do / we do / we do more / you do’ sequence within your lessons. * Limit text to 3 short bullet points of key information on each slide * Dual code all key learning points to support learners’ memory of a key point |
| D - How to plan and assess learning to ensure that all pupils make progress. | Use cold calling in lessons this week. | Choose an item. |
| Success criteria:   * Establish and justify a no hands up rule in all classes. * Identify learners to target questions to in this week’s long lesson plan. * Ensure a range of learners / different abilities are asked a range of questions |
| Choose an item. | Click or tap here to enter text. | Choose an item. |
| Success criteria:   * Click or tap here to enter text. * Click or tap here to enter text. * Click or tap here to enter text. |

**Date: 10/12/2021**  **Mentor signature / review**

Tutor check: