**Week Commencing: 24/01/2022**

**ITE Curriculum Evidence Log:**

|  |  |  |
| --- | --- | --- |
| **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:  Pupils’ prior learning plays an important role in how pupils’ learn. Planning should take into consideration the preconceptions that pupils have regarding ideas in science (EEF Improving Secondary Science, 2018) | I have learnt how to:  Use the RADAAR Planning Framework (Kaiser, 2020; 2021) as an example of sequencing lessons to ensure pupils are secure with foundational concepts of a topic before moving them onto more complex material. | Impact:  Completed RADAAR Planning Framework for the topic of respiration – Year 9 folder. |
| 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 emphasising 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 see the reward too. | Impact:  Weekly praise and sanctions points for Year 8 WB 24th Jan – logged on BromCom |
| 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:  Questions are a valuable tool for teachers and can be used in the classroom for many reasons; these could be to check pupil’s prior learning, check for understanding or to break down problems into more manageable chunks. | I have learnt how to:  Support and develop pupil understanding about a concept by employing a Pose-Pause-Pounce-Bounce questioning technique to the classroom, encouraging the use of subject specific language and giving opportunity for pupils to justify their answers. | Impact:  Lesson reflection – formal lesson observation – Year 8 – Effect of exercise – Year 8 folder. |
| 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:  Identifying pupils needs and potential barriers to learning is vitally important for ensure all pupils make progress. This has become particularly evident when supporting EAL pupils in their understanding of Tier 2 and Tier 3 language. | I have learnt how to:  Model use of subject specific language consistently to pupils and explicitly teach the definition of words within their given context. | Impact:  Lesson reflection – Rates of reaction – Year 10 folder – Pupil X interpretation of the word ‘concentration’. |
| 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. Email my TA for Year 7 so I can direct her to support Pupil A in a bespoke way within the lesson. | Impact:  Email to TA – 26.01.22 |

|  |  |  |
| --- | --- | --- |
| **BCU Subject Priorities:** | **Examples of ways you addressed some of these from this week:** | **CCF Reference** |
| Developing secure knowledge beyond science specialism | Preparing to teach GCSE Rate of Reaction to Year 10 – important to stress that factors increase the rate of reaction within the same amount of time. | 3 - Subject and Curriculum |
| Developing learners as scientists | Click or tap here to enter text. | Choose an item. |
| Creative and researched based pedagogies for the science classroom | Using a concept cartoon to elicit pupils’ preconceptions/misconceptions related to the concept of respiration. | 4 - Classroom Practice |
| Assessment for understanding and application | Use of diagnostic questions to assess pupils ability to translate between verbal and graphical form descriptions of an objects motion | 6 - Assessment |
| Purpose practical work | Designed a ‘lab rules’ checklist and learning agreement with new Year 7 class for practical based lessons | 7 - Managaing Behaviour |

|  |  |
| --- | --- |
| **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 to support and secure positive outcomes. | **How**   * Pupils can work on print outs of PPTs as a writing frame for 6 mark questions. This limits the time needed for copying the question and gets them straight into the cognitive challenge of a task. |

|  |  |
| --- | --- |
| **Observations of me this week identified (complete during SBT only):** | |
| **Strengths**   * Use of precise praise to encourage and motive all pupils in the classroom * Design of a concept cartoon to support pupils in verbalising their initial ideas of respiration * Being able to maintain a calm and purposeful learning environment during first practical with a new Year 7 class * Developing professional working relationships with TA attached to Year 7 class | **Areas to develop** *(including subject knowledge)*   * More regularly assess pupil learning during the lesson before moving onto the next part. * Secure climate with my Year 9 class. |

**I have:**

|  |  |
| --- | --- |
| 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 | Yes |

**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**

|  |  |  |
| --- | --- | --- |
| 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​.** | Look ahead to the acceleration required practical to be taught to Year 9 as part of their Forces and Motion topic. | Choose an item. |
| Actions to achieve:   * Practice, with the technician, the method for the acceleration required practical. * Use the IOP resources to identify misconceptions and ensure these have been considered in planning shared with host teacher * Consider how integrated instructions may support learners in Year 9 |
| D - How to plan and assess learning to ensure that all pupils make progress. | Develop lesson planning to include opportunities for reinforcement following a learning episode before moving on. | Choose an item. |
| Actions to achieve:   * After a learning episode, ensure that key learning outcomes/points are reinforced before moving onto the next part of the lesson * Plan in opportunities for pupils to reflect on their learning and self-assess their work during the lesson * Plan for regular whole class assessment to better understand what proportion of the classroom are ready to move on (mini white boards, agree/disagree, hands up if…) |
| B - How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being. | Develop a start of lesson routine with Year 9, delivering this consistency to ensure this is embedded into the climate of the classroom – getting the first 5 minutes right will impact the remainder of the lesson | Choose an item. |
| Actions to achieve:   * Greet pupils at the door, ensuring they acknowledge you on their way into the classroom * Have the ‘Do Now’ activity displayed on the board as the arrive, alongside your written expectations for this part of the lesson – collect book from the front, write down date and title, complete Do Now in silence, you have 5 minutes * Use the threshold to control the flow into the classroom – allow pupils to continue to enter only when your expectations are being met. If pupils inside the classroom begin to talk and fall off task, stop others from entering, reset the room, use praise to reiterate your expectation, then allow pupils to continue entering your lesson. |

**Date: 28/01/2022**  **Mentor signature / review**

Tutor check: