

**BCU Science Secondary ITE**

**Assessment Tracker**

2022 23



|  |  |  |  |
| --- | --- | --- | --- |
| **BCU ITE Curriculum Key Theme A - Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **(CCF – Professional Behaviours) (TS8 and Part 2)** | | | |
| **Working Towards** | **Working At** | **Working Beyond** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school 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 e.g. reflect on how an expert science teacher explains an abstract scientific concept using analogy or building on concrete examples  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 Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  critically evaluate identified resources and reading to develop subject and pedagogical knowledge e.g. [Abrahams and Reiss’s work on enhancing learning with effective practical work.](https://www.researchgate.net/publication/311509391_Enhancing_Learning_with_Effective_Practical_Science_11-16)  reflect critically on practice to identify and discuss links to evidenced based research e.g. be aware of the heightened potential to overload working memory when teaching complicated processes such as the nitrogen cycle and take measure to mitigate.  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 Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  make informed pedagogical choices based on reading, research, and intended impact on pupils’ learning e.g. when to use practical work or demonstration to enhance learning of scientific concepts to help pupils visualise the science  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. |
| **Summative:: By the end of the course** | | | |
| TS1 Set high expectations which inspire, motivate and challenge pupils   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | | | Choose an item. |
| TS Part Two  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. | | | Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU ITE Curriculum Key Theme B – Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.**  **(CCF – High Expectations and Managing Behaviour)** **(TS1 and TS7)** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  observe and reflect 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  evaluate 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  Use policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school 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.  e.g. how pupils should move round the room to light Bunsen Burners or collect equipment  make deliberate choices when teaching pupils and the behaviour that is expected 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  consistently use early and least-intrusive interventions as an initial response to low level disruption  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 pupils  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 e.g. vigilant scanning of the whole lab when pupils are engaged in practical activities to pre-empt or intervene in any potential health and safety issues. | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school 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 e.g. explain and promote expected behaviour when teaching human reproduction.  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. |
| **Summative: By the end of the course** | | | |
| **TS1 Set high expectations which inspire, motivate and challenge pupils**   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | | | Choose an item. |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment**   1. 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 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupil’s needs in order to involve and motivate them 4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | | | Choose an item. |

|  |  |  |
| --- | --- | --- |
| **BCU ITE Curriculum Key Theme C – Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress.**  **(CCF –Subject knowledge) (TS3)** | | |
| **Working Towards** | **Working At** | **Working Beyond** |
| **The Associate Teacher works with the support of expert colleagues at BCU and in school 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    **Purposeful practical work**  With support associate teachers are able to manage practical activity with whole classes safely. They are developing an understanding of  Health & Safety/ Safeguarding guidelines.            **Developing learners as scientists**  With support associate teachers are beginning to plan opportunity within the curriculum for pupils to think as scientists.  e.g. using worked examples to model to pupils their own thinking behind new knowledge              **Developing secure subject knowledge within and beyond science specialism**    With support associate teachers reflect upon their personal developing subject knowledge, in relation to key concepts within the placement school curriculum.    With support associate teachers being to identify common misconceptions within curriculum areas they are teaching and attempt to address these in their planning and delivery.            **Language of Science**  With support associate teachers plan explicitly to use and teach scientific vocabulary. Planning demonstrates some opportunity for pupils to engage with scientific texts and for the opportunity for pupils to write about science.    **Mathematical application, analysis & evaluation**  With support associate teachers plan opportunity for pupils to use scientific data including tables and graphs. Planning encourages pupils to identify patterns in data presented in multiple formats. Formula and equations are selected and delivered at appropriate points within the learning sequence  **Creative and research-based pedagogies**  With support associate teachers are able to use their ITE curriculum from both the University and what is learned in school to inform their planning. The thinking behind planning is developing and shows some understanding of how research translates into classroom practice  e.g consideration of the high cognitive demand practical work places on pupils, with planning beginning to demonstrate how to reduce this | **The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:**  Implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice and actively develop pedagogical content knowledge in relation to key concepts and skills of the subject            **Purposeful practical work**  Associate teachers are able to select appropriate practical activity that is aligned to what the teacher expects pupils to do and learn. They have established Health & Safety/ Safeguarding routines.  e.g. Does the practical task enable pupils to do what the teacher intended and does it enable them to learn what their teacher intended (Abrahams, 2016)      **Developing learners as scientists**  Associate teachers provide the opportunity for learners to explore themselves as scientists. Scaffolds and supports are in place to allow pupils to be challenged by the subject content, and links are found between subject content and ideas from the student's experiences within their real world          **Developing secure subject knowledge within and beyond science specialism**    Associate teachers track and develop subject knowledge across the Science disciplines in order to teach subject knowledge well, and sequence learning appropriately in relation to key concepts within the placement school. Associate teachers have established good subject knowledge in their specialist subject but will have some gaps in other science subjects.    Associate teachers anticipate the common misconceptions within curriculum areas they are teaching. Planning and delivery is designed to address these.    **Language of Science**  Through planning, associate teachers consider different ways to teach scientific language. Pupils are encouraged to use key terms within the lesson. Frameworks and scaffolds are adapted to provide targeted support for pupils e.g EAL pupils to support with writing about science. Opportunity for writing for different purposes and audiences is planned for.      **Mathematical application, analysis & evaluation**  Through planning, associate teachers support pupils to select appropriate ways to present their data and to make observations from data when writing conclusions and evaluations. Mathematical conversions are considered in planning, and skills for using and rearranging equations are explicitly taught  e.g. planning sequentially increases challenge through task quantity when solving equations    **Creative and research-based pedagogies**  Associate teachers are able to plan and implement pedagogical approaches and teaching strategies based on what has been researched and learned in their ITE curriculum, including approaches that are specific to the single science disciplines e.g dissection. Strategies are used appropriately within the lesson to encourage the development of pupil knowledge and progress. Associate teachers are developing as reflective practitioners to consider the appropriateness of research and related teaching strategies on their classroom context. | **The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:**  Use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons and make discerning use of quality resources, e.g., from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge          **Purposeful practical work**  Associate teachers deliver practical elements competently and with impact. The ‘hands on’ elements of practical activity physically engaging pupils in learning outcomes to secure pupil progress. They have embedded Health & Safety/ Safeguarding routines.        **Developing learners as scientists**  Associate teachers ensure curriculum is relevant to, and representative of pupils they are teaching through encouraging active participation in all aspects of the subject. Scaffolds are removed when appropriate to allow pupils to work independently and remain motivated to explore science with an enquiring mind within a wider context  e.g. pupils are encouraged to ask questions and develop an innate curiosity about their world and experiences        **Developing secure subject knowledge within and beyond science specialism**    Associate teachers are proactive in tracking and developing interdisciplinary knowledge to support lesson sequencing and the planning of the spiral curriculum in relation to key concepts within the placement school. Where appropriate planning demonstrates an understanding of key concepts that are transferable between science and other subjects e.g maths    Associate teachers are proactive in seeking to understand the nature of misconceptions and the impact that these have on learner progress long term. Planning and delivery is research informed and is designed to expose and respond to arising pupil misunderstandings      **Language of Science**  Associate teachers explicitly teach the meaning of domain specific language. Progression within explanatory sequences is considered so that delivery of unfamiliar language begins with the familiar or concrete and moves to the unfamiliar and abstract, reducing the difficulty for pupils to process new terminology. Pupils are taught the etymology of key terms through links with what will already be familiar to pupils. Scientific texts are carefully selected for the needs of the learner and pupils are provided with regular opportunity to share the progress in their scientific thinking through carefully selected written tasks.  e.g. using the Frayer model to accurately teach terminology around the concept of energy, considering where terminology is used incorrectly within a daily context ‘running out of energy’      **Mathematical application, analysis & evaluation**  Associate teachers plan to teach mathematical skill explicitly, considering the cognitive demand it places on pupils and planning overcomes some of these challenges. Mathematical challenge is planned and delivered in line with pupils developing knowledge within both the maths and science curriculums. Pupils are supported to complete multistep equations and taught to consider the relationship between variables. Mathematical application is clear when pupils analyse and evaluate phenomena  e.g. planning to explore equations considers task quantity, and delivery removes cognitive load through progressively moving from a lower -> higher challenge whilst accurate pitch for the needs of the pupils is maintained. Planning considers the approach to teaching that is used in mathematics  **Creative and research-based pedagogies**  Associate teachers are able to evaluate research informed practice to justify their choice of pedagogies and teaching strategies appropriate to the subject discipline and content being taught. Limitations within teaching strategies are considered when being delivered to pupils to reduce barriers to understanding and progress. Planning demonstrates that associate teachers are innovative in how they deliver subject content and that they have taken accountability for their own development through applying research beyond that of the ITE curriculum  e.g critical consideration of the limitations of using the ‘rope loop model’ when teaching electricity and explicitly teaching to reduce any challenges it creates for pupils |
| **Progress:** | | |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | |
| **If not on track have Rapid Improvement Targets been set?** | | |
| **Summative: By the end of the course** | | | |
| **TS3 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 D – Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.**  **(CCF – How pupils learn, Classroom practice and Assessment)** **(TS2 TS4 TS6)** | | | |
| **Working Towards (T)** | **Working At (A)** | **Working Beyond (B)** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  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 **e.g.** realising pupils’ need a secure grasp of air resistance/ friction before moving on to terminal velocity    Understand that some pupils are likely to require adaptive teaching in the same way, taking account of their different levels of prior knowledge and potential barriers to learning as a fundamental part of teaching    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  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  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 e.g. with an expert teacher mark a set of homework using a technique such as dot marking or code marking  discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  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 **e.g**. identify pairs of forces on a line as balanced or unbalanced, then concept of resultant force, then what happens when forces are unbalanced and then what happens when forces are balanced.    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 **e.g.** silent modelling how to do a simple titration over-emphasising likely mistakes  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 importance of cognitive and social constructivist learning theories to constructing understanding of scientific concepts  plan effective sequences of learning using a range of teaching strategies  lesson sequences are developmental and progressive  plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills e.g. after sufficient practice in familiar contexts building to applying previously taught practical skills or experimental strategies to a new situation, showing understanding by applying a scientific concept in a new context  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 e.g. whole class feedback marking to diagnose and correct common errors in drawing parallel circuit diagrams  use summative assessment to inform planning to ensure progress for all pupils are developmental and progressive | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school 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 **e.g.** the same strategy used for solving equation questions after the concepts behind the equation is understood by pupils  uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think e.g. live modelling the completion of 6-mark questions to teach different approaches/strategies and question command words  expose potential pitfalls/misconceptions and explain how to address them e.g using concept cartoons or diagnostic activities from [Best Evidence Science Teaching](https://www.stem.org.uk/best-evidence-science-teaching)  continually adapt the teaching to respond to emerging learning needs  fully integrate additional adults into the planning, teaching and assessment process (where applicable) working with science technicians to develop science practical work  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 ensure the assessment of science practical work includes understanding of science (minds on) as well as carrying out practical work (hands on) | |
| **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. |
| **Summative: By the end of the course** | | | |
| **TS2 Promote good progress and outcomes by pupils**  be accountable for pupils’ attainment, progress and outcomes  be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on this  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 | | | Choose an item. |
| **TS4 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)  **TS6 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 an plan subsequent lessons  give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | | | Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU ITE Curriculum Key Theme E - Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**  **(CCF - How Pupils Learn, Classroom Practice and Adaptive Teaching) (TS5)** | |  | |
| **Working Towards** | **Working At** | **Working Beyond** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  understand pupils have learning needs that may require adaptive teaching approaches  understand that some pupils are likely to require in the same way, 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 Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  anticipate pupils’ needs, including potential barriers to learning, and reflect this in their planning e.g. use pupil data on numeracy skills to provide scaffolding for drawing or interpreting graph skills for a new unknown class  adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support by adapting teaching and learning for pupils who are not make expected progress e.g. through using dual coding and translanguaging to support EAL pupils e.g. constructing understanding of particle models with a peer in the home language during the lesson  build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils e.g. use a taught model to explain a different scenario such as using the sublimation of iodine to explain loss of snow cover on glaciers.  make consistent use of teaching assistants and other adults in the classroom e.g. if teaching a new concept such as current flow ensure the TA/other adult understands the concept themselves so they can support pupils perhaps by providing CGP revision guide with conversation  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 e.g. when teaching endothermic/exothermic reactions find out which pupils will need scaffolding through whole class answer type questioning  make use of formative assessment to inform adaptive learning 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  appropriately select well-designed resources to promote positive outcomes for all pupils. | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  teaching is carefully adapted and learning is monitored for pupils to take account of the impact on engagement and motivation of all pupils e.g. when teaching a practical, demonstrate knowledge of pupils’ abilities to arrange groups so all can achieve the required outcome.  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 pupils  to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils e.g. using Frayer diagrams to explain new scientific vocabulary  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**  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. |
| **Summative: By the end of the course** | | | |
| **TS5 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 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 | | | Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU ITE Curriculum Key Theme F - Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.**  **(CCF Professional Behaviours) (TS8 and Part 2)** | | | |
| **Working Towards** | **Working At** | **Working Beyond** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  understands safeguarding responsibilities as set out in Keeping Children Safe In Education  adhere to the 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  recognise the experience and expertise of university and school staff and act upon advice  **The Associate Teacher 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 Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:**  know who to contact with any safeguarding concerns  use feedback and discussion with expert colleagues to reflect upon and improve own practice e.g. how to transition between activity with pupils at desk to pupils at the front for a demonstration of practical work  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  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  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 Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  collaborate with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice  reflect on practice which is informed by observation feedback, professional debate, and recent and relevant research evidence  seek opportunities to make valuable contributions to the wider life of the school in a broad range of ways e.g. engage with after school activities such as science club.  understand how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success  plan learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  collaborate 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. |
| **Summative: By the end of the course** | | | |
| **TS8 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 colleague  communicate effectively with parents with regard to pupils’ achievements and well-being | | | Choose an item. |
| **TS 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 pupil’ 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 the 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. | | | Choose an item. |