# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Overview</td>
<td>4</td>
</tr>
<tr>
<td>A vision for your pupils</td>
<td>5</td>
</tr>
<tr>
<td>Reviews and Tracking Progress</td>
<td>6</td>
</tr>
<tr>
<td>The journal and the termly review process</td>
<td>6</td>
</tr>
<tr>
<td>Individual Action Planning record (IAP) for the Induction period</td>
<td>7</td>
</tr>
<tr>
<td>Induction Support Plan</td>
<td>8</td>
</tr>
<tr>
<td>Autumn Term Subject knowledge audit and review documents</td>
<td>9</td>
</tr>
<tr>
<td>Spring Term Subject knowledge audit and review documents</td>
<td>10</td>
</tr>
<tr>
<td>Summer Term Subject knowledge audit and review documents</td>
<td>11</td>
</tr>
<tr>
<td>Individual Action Planning record (IAP) for the NQT year</td>
<td>12</td>
</tr>
<tr>
<td>The Reflective Journal during Summer Institute</td>
<td>14</td>
</tr>
<tr>
<td>Progress and development during Summer Institute</td>
<td>14</td>
</tr>
<tr>
<td>Competency Review</td>
<td>15</td>
</tr>
<tr>
<td>Summer Institute reflections</td>
<td>17</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>29</td>
</tr>
<tr>
<td>Record the ideas you gather during the Teaching Experience</td>
<td>30</td>
</tr>
<tr>
<td>Placement preparation days</td>
<td>31</td>
</tr>
<tr>
<td>Subject knowledge audit</td>
<td>33</td>
</tr>
<tr>
<td>Autumn Term</td>
<td>34</td>
</tr>
<tr>
<td>Induction period information</td>
<td>35</td>
</tr>
<tr>
<td>Reflecting on the Autumn Term Review</td>
<td>71</td>
</tr>
<tr>
<td>Reflections on assignments RJA1 &amp; WA2</td>
<td>72</td>
</tr>
<tr>
<td>Spring Term</td>
<td>74</td>
</tr>
<tr>
<td>Reflecting on the Spring Term Review</td>
<td>101</td>
</tr>
<tr>
<td>Reflections on assignment RJA2</td>
<td>102</td>
</tr>
<tr>
<td>Summer Term</td>
<td>104</td>
</tr>
<tr>
<td>Reflecting on the Summer Term Review</td>
<td>126</td>
</tr>
<tr>
<td>Reflections on assignments WA3 &amp; RJA3</td>
<td>127</td>
</tr>
<tr>
<td>Inter Cohort week</td>
<td>128</td>
</tr>
<tr>
<td>Appendices</td>
<td>130</td>
</tr>
</tbody>
</table>
Appendix 1 Overview of reflective journal topics ........................................ 130
Appendix 2 English audit ............................................................................. 131
Appendix 3: Mathematics audits ................................................................. 139
Appendix 4: Science audit ........................................................................... 144
Appendix 5: Behaviour for learning checklist ............................................ 154
Appendix 6: 10 principles of Assessment for Learning ................................. 156
Appendix 7: Teachers’ standards for England ............................................. 158
Appendix 8: Tracking Progress 2013-14 ..................................................... 161
Introduction

Overview

This journal is intended as a tool to aid and chart your development as a teacher and leader during the course of the first year of the Leadership Development Programme. You are asked to respond weekly in writing to a number of ‘reflection points’, and discuss these with your mentor to develop weekly targets. Your written reflections may be handwritten or electronic; you may also choose to use Mindmapping® or other non-linear methods. Whatever method you choose (and this may vary dependent on task/ reflection point) the depth of reflection is more important than the form it takes. You should try to complete the journal responses at the same time each week although of course this may need to change according to the school schedule.

The purpose of the process is to reflect on your learning and to think about areas in which you need to develop further. Beginning in the Summer Institute (SI), you will use this reflective journal to unpick your understanding of key issues in teaching and learning and use these to develop as a learning professional. During the school term, your written reflections should form the basis for weekly professional dialogue with your School Mentor and/or University Tutor and Leadership Development Officers (LDO). This is the most important part, as it is through reflective dialogue with peers, colleagues and more experienced practitioners that professional learning is most effective.

The reflections during SI are tied into the content of your training and give you opportunities to think about some key education research as well as issues of subject knowledge and pedagogy. To help you in developing your reflections once you are in school fulltime, you will see that each week has a key focus signposted (although other areas may be considered too). The first 6 weeks are more closely structured to enable you to make a strong start to the year and thereafter you will be freer to set your own targets and shape the reflections in your own way as questions are more open-ended. Try to write, draw, brainstorm an answer to each question- reflecting on your own practice is the key to developing your practice and becoming an excellent teacher. However do not feel restricted to only respond to the points listed; you will be full of ideas and incidents as you become more adept at critical self-reflection. You should also keep a record of key critical incidents that change your thinking and practice (see SI week 6). You should use Tracking Progress (Appendix 8) and the Subject Knowledge Audit and Review (Appendix 5) to help focus some of your thinking, but you will also be asked to consider wider notions of the role of a teacher than just how well you are teaching. There are suggested readings throughout but please also refer to the Teach First community website, your Regional Training Provider’s (RTP) Virtual Learning Environment (VLE) and assignment reading lists.

As there is a large variation in school calendars, weekly reflections within the school term are not given specific dates. Please work sequentially and you will cover all the necessary aspects of a teacher’s role over the year. Remember that this is a working professional document that will be shared with School Mentors, University Tutors, External Assessors and Leadership Development Officers. It must be legible and available in hard copy for discussion in weekly mentor meetings and tutor visits. An overview of the focus of reflections for each week can be found in Appendix 1.
A vision for your pupils

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world!”
Joel Barker (2007), The Power of Vision

Context

Within Teach First, vision is part of the foundations of our charitable aim and the work of all participants. It is also central to leadership and therefore sits firmly at the core of the Leadership Development Programme. During your first term you will work with your LDO, University Tutor and School Mentor to develop a vision for your pupils. You will work towards your vision throughout the year, supported by your LDO, tutor and mentor.

Why is vision important for what we as a community are trying to achieve?

Creates purpose or meaning
- It helps us answer the ‘so what’ question when related to activities undertaken.
- It is an articulation of belief.
- It moves us beyond the technical or the operational response.

Drives change
- Vision can drive action
- It can help you make choices about what you should spend time on amongst the myriad of demands on your time.
- Having a vision helps set goals and long term plans. Belief in the destination drives the desire to chart the steps required.

Future focused
- Educational disadvantage is a complex issue and its solution requires big thinking. A focus on vision can help support that.
Reviews and Tracking Progress

The journal and the termly review process

Throughout your training year, you are supported to track your progress against the Teachers’ Standards and the expectations of the Teach First Leadership Development Programme. The tracking progress document in the appendices provides information about the termly review meetings that will support you, your mentors, tutors and leadership development officers in charting your progress through the year. The review point is an opportunity to look at your current performance against the standards as well as to look at the areas in which you need to develop. At your final review of the year you will set developmental targets for yourself for your Newly Qualified Teacher (NQT) year as you continue to develop as a teacher in your second year.

The Journal needs to be presented as part of your portfolio for Qualified Teacher Status assessment at the end of the first year.
Individual Action Planning record (IAP) for the Induction period

In preparation for beginning teaching in the Autumn Term you are asked to complete this plan at the end of the Summer Institute, share it with your tutor as soon as possible and then review the plan with your mentor and tutor before the interim progress review date (approximately three weeks into the Autumn term)

A vision for your pupils

As part of the induction period participants will start to craft a vision for your pupils. This vision is likely to develop and change throughout the induction period as you build a deeper understanding of your pupils, and develop as a teacher. At the end of the 6 week induction, you will review how your vision has progressed throughout the induction, and articulate a meaningful, informed and ambitious vision for your pupils for the rest of the year. You will regularly review your vision with your LDO, tutor and mentor.

<table>
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<tr>
<th>Participant:</th>
<th>School:</th>
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<tr>
<td>Mentor:</td>
<td>Tutor:</td>
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<table>
<thead>
<tr>
<th>Emerging vision for your pupils</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
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<tbody>
<tr>
<td>Classroom set up, behaviour for learning, routines</td>
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<tr>
<td>Building relationships with children, staff and families</td>
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<tr>
<td>Planning and preparation</td>
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# Induction Support Plan

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<tr>
<td>Mentor:</td>
<td>Tutor:</td>
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## Review meeting agreed outcomes

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<tr>
<th>Classroom set up, behaviour for learning, routines</th>
<th>Target</th>
<th>Recommended actions</th>
<th>Support</th>
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<tbody>
<tr>
<td>Building relationships with children, staff and families</td>
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</table>

<table>
<thead>
<tr>
<th>Planning and preparation</th>
<th>Target</th>
<th>Recommended actions</th>
<th>Support</th>
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</thead>
</table>
Autumn Term Subject knowledge audit and review documents

To be completed on a termly basis, updated and presented as part of the termly review process

Please consider: Development of attitudes as a teacher, development in relation to attitudes, knowledge per se, pedagogy and pupil development

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Targets</th>
<th>Success criteria</th>
<th>Development activities</th>
<th>Evidence of progress</th>
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<tbody>
<tr>
<td>English</td>
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<td>Maths</td>
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<td>Science</td>
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<tr>
<td>Wider primary curriculum</td>
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Spring Term Subject knowledge audit and review documents

To be completed on a termly basis, updated and presented as part of the termly review process

Please consider development in relation to attitudes, knowledge per se, pedagogy and pupil development

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Targets</th>
<th>Success criteria</th>
<th>Development activities</th>
<th>Evidence of progress</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Maths</td>
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<tr>
<td>Science</td>
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<td></td>
</tr>
<tr>
<td>Wider primary curriculum</td>
<td></td>
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</table>
Summer Term Subject knowledge audit and review documents

To be completed on a termly basis, updated and presented as part of the termly review process

Please consider development in relation to attitudes, knowledge per se, pedagogy and pupil development

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Targets</th>
<th>Success criteria</th>
<th>Development activities</th>
<th>Evidence of progress</th>
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<td>Maths</td>
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<tr>
<td>Science</td>
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</tr>
<tr>
<td>Wider primary curriculum</td>
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</table>
**Individual Action Planning record (IAP) for the NQT year**

To be completed at the end of the Summer term and shared with your Leadership Development Officer in the Autumn Term

<table>
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<tr>
<th>Participant:</th>
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<td>Mentor:</td>
<td>Tutor:</td>
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**Vision for your pupils:**

<table>
<thead>
<tr>
<th>Aspect of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
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The Reflective Journal during Summer Institute

Progress and development during Summer Institute

Summer Institute is the end of selection process and is a vital part of your initial development as a teacher. This development will be articulated through the competencies on which you were selected and against the objectives of the Summer Institute. You will regularly reflect on your progress with the support of your LDO, tutor and the participant Journal. This will also help you and those supporting you identify areas for development and ways of addressing these.

Summer Institute 2013 Objectives

Summer Institute Objectives after 4 weeks

Participants will:
- Engage with the complexity of educational disadvantage as well as how it can be solved.
- Understand the impact that they can make in the short and long term.
- Understand the regional/country context; how engaging with the community can support their impact.
- Be part of a supportive regional or country cohort who are prepared to engage with the wider Teach First network in weeks 5 and 6.
- Engage with the theory of teaching and leadership to inform their professional identity and how this in turn supports practice.
- Appreciate how far their understanding has deepened within a short time and are able to identify areas for further personal development.

Summer Institute Objectives after 6 weeks

Participants will:
- Be equipped, to plan, lead, and assess their timetabled class(es) from September, underpinned by a theoretical understanding and a vision focused approach.
- Be prepared for the school environment and culture - understanding the context, both explicit and implicit, and how to construct their professional identity within it.
- Be empowered and proactive, recognizing the need for support and utilising networks and communities to support development.
- Understand the partnership between Teach First, schools and universities to support participants and pupil progress.
- Acknowledge that they are on a developmental journey and demonstrate resilience to overcome challenges.
- Recognise their own areas for development to become excellent teachers and be proactive in addressing these.

## Competency Review

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evidence of competency</th>
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<tbody>
<tr>
<td>Humility, Respect &amp; Empathy</td>
<td>Is aware of own development areas and able to recognise the values of others</td>
</tr>
<tr>
<td></td>
<td>Shows understanding/empathy for all young people, parents and communities</td>
</tr>
<tr>
<td></td>
<td>Shows understanding of their professional role/responsibility in different contexts</td>
</tr>
<tr>
<td></td>
<td>Shows respect for all cultures, behaviours do not cause offence</td>
</tr>
<tr>
<td></td>
<td>Is able to learn and grow from the experiences of others</td>
</tr>
<tr>
<td></td>
<td>Understands how their thoughts/actions/behaviours impact on outcomes in the short-, medium- and long-term</td>
</tr>
<tr>
<td>Interaction</td>
<td>Engages with all elements of the Leadership Development Programme (as a developing teacher, developing leader, participating member of their cohort)</td>
</tr>
<tr>
<td></td>
<td>Is able to build rapport with colleagues and engage with them on a team level</td>
</tr>
<tr>
<td></td>
<td>Is able to communicate ideas in ways that others understand using a range of techniques (body language, listening, tone, verbal, visual, written)</td>
</tr>
<tr>
<td></td>
<td>Is able to communicate with young people based on empathy and respect</td>
</tr>
<tr>
<td>Know the strengths and challenges faced by the community surrounding their placement school and how this relates to our vision</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Sees importance in the continued development of subject knowledge (including lack of engagement with, and review of, SKA)</td>
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<tr>
<td></td>
<td>Makes the link between their knowledge of wider professional learning and the holistic role of the teacher</td>
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<tr>
<td></td>
<td>Engages with the reflective journal</td>
</tr>
<tr>
<td></td>
<td>Develops their understanding of learning pedagogy</td>
</tr>
<tr>
<td></td>
<td>Connects with Teach First’s vision</td>
</tr>
<tr>
<td></td>
<td>Understands and respects the challenges involved</td>
</tr>
<tr>
<td>Leadership</td>
<td>Demonstrates independent working</td>
</tr>
<tr>
<td></td>
<td>Demonstrates working on tasks from conception to implementation</td>
</tr>
<tr>
<td></td>
<td>Takes responsibility for their actions within individual and group tasks</td>
</tr>
<tr>
<td></td>
<td>Shows leadership qualities (drive, encouragement, high expectations of others and self, judgement)</td>
</tr>
<tr>
<td>Planning and Organising</td>
<td>Organises work load effectively</td>
</tr>
<tr>
<td></td>
<td>Prepares and plans in order to ensure success</td>
</tr>
<tr>
<td></td>
<td>Able to plan a sequence of lessons which enables pupils to progress</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Seeks solutions through breaking down problems into manageable chunks</td>
</tr>
<tr>
<td></td>
<td>Generates innovative, creative and effective solutions</td>
</tr>
<tr>
<td></td>
<td>Understands how to gather, record and use pupil assessment data to plan lessons</td>
</tr>
<tr>
<td></td>
<td>Considers the cause and effect of possible solutions</td>
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<tr>
<td>Resilience</td>
<td>Acts on feedback and recognises it as vital for learning</td>
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<tr>
<td></td>
<td>Has a positive outlook - even when faced with challenges</td>
</tr>
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<td></td>
<td>Shows energy despite being faced with adversity</td>
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<tr>
<td></td>
<td>Performs even when under pressure</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>Identifies strengths and areas for development in own performance</td>
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<td></td>
<td>Takes ownership of development as a result of feedback, self-analysis and learning from mistakes</td>
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Summer Institute reflections

Summer Institute Week 1 (Week commencing 24 June 2013)

Reflections

Reflection point 1: What do you see as the purpose of primary education? What do you think is meant by the terms ‘challenging circumstances’ and ‘educational disadvantage’?

Reflection point 2: Reflecting on your own primary schooling, what do you think are the key qualities that a good primary school education will develop in a young person?

Reflection point 3: Thinking about the video lesson, what will you take from this & the discussion with other participants to use in the Teaching Experience (TE) school next week?

Reflection point 4: Use the SI Objectives and the Competencies to start reflecting on which are your strengths and development areas.
Targets

What are your immediate areas to develop having reflected on the past week?
Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

1.

2.

3.

Comments from University Tutor, LDO and School Mentor:

Signed:

Reflections

Reflection point 1: What have you learnt about the rhythms & routines of a primary classroom from your experiences in your TE school?

Reflection point 2: Reflecting on your own teaching during the days in school, what do you think are your strengths and what are immediate areas to develop? Refer to the SI Objectives and the competencies to reflect on your strengths and development areas.

Reflection point 3: What do you think are the key challenges facing staff and pupils in your placement school, and what systems/ schemes/ actions did you see that were addressing them?
Targets

What are your immediate areas to develop having reflected on the past week?

Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

1.

2.

3.

Summer Institute Week 3 (Week commencing 08 July 2013)

Reflections

**Reflection point 1:** What have you learnt about the rhythms & routines of a primary classroom from your experiences in your placement school?

**Reflection point 2:** Reflecting on your observations during those days, how will the data you look at for WA1 help you to make sense of the school and/or your own class?

**Reflection point 3:** What do you think are the key challenges and opportunities facing staff and pupils in your placement school, and what systems/ schemes/ actions did you see that were addressing them?

**Reflection point 4:** Use the SI Objectives and the competencies to reflect on your experiences in your placement school. How have these guided you this week and how will they continue to guide you in your role as a teacher?
Targets

What are your immediate areas to develop having reflected on the past week? Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

1.

2.

3.

Reflections

Reflection point 1: Read *The Steer Report* (2009). Drawing on this and also reflecting on your Participant Preparation Work, TE and Placement School days what do you understand by the term ‘Behaviour for Learning’?

Reflection point 2: Look at your English subject audit. What are your key priorities in developing your own subject knowledge, skills and understanding?

Reflection point 3: Look at your Mathematics subject audit. What are your key priorities in developing your own subject knowledge, skills and understanding?

Reflection point 4: Refer to the SI Objectives after four weeks and provide the evidence of your performance against these to date. How will you build on this for your continuing development? Think about how you can use weeks 5 and 6 to further your development.
Targets

What are your immediate areas to develop having reflected on the past week?
Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

1.

2.

3.

Comments from University Tutor and LDO in reference to discussion that has taken place

Signed:
Summer Institute Week 5 (Week commencing 22 July 2013)

Reflections

Reflection point 1: Look at your Science subject audit. What are your key priorities in developing your own subject knowledge, skills and understanding?

Reflection point 2: What have you learnt about learning outside the classroom from your day at Coombe Abbey? What other cross-curricular learning do you think a trip there could facilitate? How could activities like those you experienced today help to raise pupils’ aspirations?

Reflection point 3: Read Developing successful learners in nurturing schools: the impact of nurture groups in primary schools (Scottish HMI report 2009) http://www.hmie.gov.uk/documents/publication/ingps.pdf. Drawing on the article and also reflecting on your Participant Preparation work, TE and Placement School days how do you think you will be able to support your pupils in developing their emotional literacy and self-esteem?

Reflection point 4: Review and reflect on the Competencies. What are your three main areas of focus for week six in relations to the SI Objectives?
Targets

What are your immediate areas to develop having reflected on the past week? *Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards*

1.

2.

3.

Summer Institute Week 6 (Week commencing 29 July 2013)

Reflections

Reflection point 1: What have you learnt about the nature of primary teaching and learning from these six weeks?

Reflection point 2: What have you learnt about partnership and collaboration from working with participants from other regions and colleagues from previous cohorts? How do you think this relates to working within a school?

Reflection point 3: Drawing on the 6 weeks and the advice of colleagues you have been working with, what will be your first steps in setting up your classroom culture from Day 1 of the new school year?
Reflection point 4: What is your understanding of ‘reflective practice’?
Read the article: Harrison & Lee (2011) Exploring the use of critical incident analysis and the professional learning conversation in an initial teacher education programme. *Journal of Education for Teaching* 37:2, 199-217
Drawing on your reading and the work you have already done in the journal, make some brief notes about:
what is meant by ‘critical incidents’;
what constitutes effective reflection.

Note: It is important to bear in mind that ‘critical incidents’ need not necessarily be negative experiences. Rather, they are ‘light-bulb moments’: these might be moments of sudden insight and clarity, which might be triggered by events or your own actions. Alternatively, they might take the form of areas of confusion that you become aware you need to think more about. The important part is that your reflection on those critical incidents should *inform your professional learning*.

Tasks to be completed before the tutorial discussion

- Complete the subject knowledge audit and review document
- Review your journal entries and add any further reflections.
- Consider your progress against the competencies and Summer Institute objectives, how will you continue to develop in these areas through your individual action plan?

Comments from University Tutor and LDO in reference to discussion that has taken place

Signed:

After your final tutorial, please complete the Individual Action Plan (IAP) and send a copy to your tutor.
Teaching Experience
As part of the Teach First Primary Summer Institute participants undertake 6 mornings of experience in a primary school. During these periods your main aim is to learn as much as possible about the teaching and learning of reading and number in Reception, Key Stage 1 and Key Stage 2.

The half days of experience of teaching are accompanied by taught sessions on different aspects of literacy or numeracy and planning and preparation activities for the following day’s experience in school.

Participants are expected to work in two classes throughout the placement, one in Key Stage 1 (Y1 or 2) and one in Key Stage 2 (Y3, 4, 5 or 6).

Their focus is literacy (in particular the teaching and learning of reading) in the first three days and numeracy (this needs to be the teaching and learning of number) in the second three days.

Preferably participants should be placed in pairs within the assigned classes so that they are able to provide support and feedback to each other.

Under the supervision of the class teachers involved, participants will:

- observe the teaching and learning of reading and number
- participate in the learning activities (as a teaching assistant would)
- teach elements of lessons under the supervision of the class teacher
- be given access to the class teacher’s planning (any written plans and discussions about planned lessons)
- have access to ideas for learning activities that they might carry out (resources and discussions)
- be supported in planning and preparing for teaching elements of literacy and numeracy lessons
- be provided with informal feedback from the class teachers on the contributions they make to lessons, particularly the teaching episodes they carry out.

Detailed information about Teaching Experience activities can be found in the Primary Handbook.
Record the ideas you gather during the Teaching Experience

Teaching literacy at Key Stage 1:

Teaching literacy at Key Stage 2:

Teaching numeracy at Key Stage 1:

Teaching numeracy at Key Stage 2:
Placement preparation days
During your placement days you will need to collect a range of information to help you prepare for the Autumn Term and familiarise yourself as much as possible with the school and its policies and routines.

Your school has been asked to facilitate the following experiences:

<table>
<thead>
<tr>
<th>Experiences</th>
<th>✓ when completed</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Working alongside a teacher in the year group that you will be placed in from September</td>
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<tr>
<td>Planning and teaching elements of literacy and numeracy under the supervision of the class teacher (small group phonics or guided reading and numeracy starter and plenary)</td>
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<tr>
<td>Meeting your mentor and agreeing how you will work together from September, including support arrangements for the Induction period</td>
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<tr>
<td>Meeting the Teaching Assistant(s) and any other team members you will be working with in September and agreeing how you will work together</td>
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<tr>
<td>Discussions with colleagues about the children in your future class and any potential barriers to learning they may have, e.g SENCo, language support, behaviour support</td>
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<tr>
<td>Discussions to support the completion of WA1 and access to materials needed to complete the assignment successfully</td>
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<tr>
<td>Meeting your class, but not working with them for any substantial time during the preparation days</td>
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<tr>
<td>Some time to consider the classroom you will working in and the resources which will be available to you</td>
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</tbody>
</table>
During your Placement Preparation days you should aim to collect the following information:

<table>
<thead>
<tr>
<th>Information</th>
<th>✓ when collected</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour policy and practice</td>
<td></td>
<td></td>
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<tr>
<td>Safeguarding policy and practice</td>
<td></td>
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<tr>
<td>Health and safety policy and practice, including where your class goes in the event of fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment, teaching and learning policy and practice, including marking and feedback practice</td>
<td></td>
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</tr>
<tr>
<td>Curriculum documentation - schemes of work, plans for the Autumn term and any planning formats you need to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment documentation for your class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs information for your class, e.g. Individual Education Plans (IEPs)</td>
<td></td>
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</tr>
<tr>
<td>Three fiction and three non-fiction books that will be part of your work with the class in the Autumn Term</td>
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<tr>
<td>Routine activities, e.g. meeting children in the mornings, break times, end of school procedures</td>
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<tr>
<td>Arrangements for school assemblies and routines for moving around the school as a class</td>
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</tr>
<tr>
<td>Classroom organisation - any school requirements for organisation of resources, seating arrangements, etc</td>
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<td></td>
</tr>
<tr>
<td>Location and access of specialist equipment, e.g. science</td>
<td></td>
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</tr>
<tr>
<td>Arrangements for PE, including changing, equipment and facilities available</td>
<td></td>
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<tr>
<td>Arrangements for the use of computers and other IT equipment and IT resources</td>
<td></td>
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<tr>
<td>Logistics around photocopying and displays</td>
<td></td>
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</tr>
<tr>
<td>Your responsibilities with regard to admin. tasks, e.g. school lunches, money for visits, etc</td>
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<td></td>
</tr>
<tr>
<td>Arrangements for staff breaks, coffee and tea making (yourself and visitors)</td>
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</tr>
<tr>
<td>Get a class list of names and if possible photographs of your class so you can learn their names before September (you will need to talk to your mentor as schools may have safeguarding concerns about this)</td>
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</tr>
</tbody>
</table>
Subject knowledge audit

There is a requirement for Qualified Teacher Status that you:

- Have a secure knowledge and understanding of the relevant subjects and curriculum areas, foster and maintain pupils’ interest in the subjects and address misunderstandings
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

(Teachers’ Standards 3)

The Summer Institute focuses on learning how to teach each subject within the primary school. Subject knowledge in its widest sense relates to the pedagogy of the subject. Therefore, subject knowledge development involves participants learning the content of subjects and examining effective strategies to help children understand, progress and learn throughout the curriculum. This wide interpretation of subject knowledge informs planning, teaching and assessment throughout a teaching career.

During the Summer Institute you will be asked to complete audits of your knowledge in relation to English, Mathematics and Science (see Appendix 2, 3 and 4), identifying targets and setting success criteria for improvement (Appendix 5). In advance of the termly reviews, you will be asked to analyse your progress and reconsider your subject knowledge development needs.

It is important that participants look beyond the three main subjects and identify subject knowledge development needs. Subject knowledge development of the wider primary curriculum is a combination of independent study, peer support and in-school development activities. The Summer Institute incorporates short taster sessions for each of the aspects and these may also be followed up further during professional development days.

It is suggested that you use the following recommended reading to support the development of subject knowledge.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Languages</td>
<td>Kirsch, C (2008) Teaching Foreign Languages in the Primary School London: Continuum</td>
</tr>
</tbody>
</table>
Autumn Term
Induction period information

The first six weeks of the Autumn term have been identified as an induction period for Teach First participants. During this time clear guidance is provided to ensure that the basics are mastered and participants are ready to move on to working with their mentors, tutors and LDOs to develop bespoke development plans.

During the Induction period participants should work with their class for 80% of the week (0.5 day PPA time and 0.5 day NQT time) but should only be engaged in teaching the class (mainly whole class but some group work) for 60% of the time.

Opportunities during the NQT time should be made for participants to observe effective practice in focus areas.

Overview of the induction period

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus of participant activities</th>
<th>Observations of other practitioners</th>
<th>Planning responsibility and participant activities</th>
<th>Focus of mentor weekly meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom set up and routines Behaviour for learning strategies</td>
<td>Plan and prepare resources for literacy with the mentor Complete the behaviour checklist (Appendix 6) to share with your mentor</td>
<td>Mentor sharing of plans for other subjects Review and amend targets related to focus areas</td>
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<tr>
<td>2</td>
<td>Relationships How the teacher is developing relationships with children and support staff? This should include effective deployment of support staff</td>
<td>Plan and prepare resources for numeracy with the mentor Plan literacy independently</td>
<td>Mentor sharing of planning for other subjects Review literacy planning Review and amend targets related to focus areas</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Planning Learning and progression during lessons</td>
<td>Plan literacy and numeracy independently Review the behaviour checklist</td>
<td>Mentor sharing of planning for other subjects Review literacy and numeracy planning Review and amend targets related to focus areas</td>
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</table>

An interim review of your progress will take place at this point and will consider progress made in the above three areas. The review will be informed by an observation by the tutor and mentor. If sufficient progress has been made then you will continue with the Induction period as planned, if not then you will be directed to continue working on the above three areas. If this decision is taken then a support plan will be created by your mentor and tutor.
<table>
<thead>
<tr>
<th>Week</th>
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<th>Observations of other practitioners</th>
<th>Planning responsibility and participant activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Planning for progression</td>
<td>In line with individual development needs</td>
<td>Plan literacy and numeracy independently Plan and prepare for other subjects with the mentor Review attainment data for the class Evaluate practice against the 10 principles of Assessment for Learning (AfL) (Appendix 7)</td>
<td>Review literacy and numeracy planning Discuss attainment data gathered by the school and how this is used to support children’s progress Set targets for the following week</td>
</tr>
<tr>
<td>5</td>
<td>Assessment for Learning</td>
<td>In line with individual development needs</td>
<td>Plan literacy and numeracy independently Plan and prepare for two other subjects independently Plan for the inclusion of AfL in lessons</td>
<td>Review literacy, numeracy and other subject planning Discuss Afl strategies planned Set targets for the following week</td>
</tr>
<tr>
<td>6</td>
<td>Consolidating progress</td>
<td>In line with individual development needs</td>
<td>Plan literacy and numeracy independently Plan and prepare for at least two other subjects independently Review learning during the Induction period</td>
<td>Review literacy, numeracy and other subject planning Discuss progress made during the Induction period Set targets for the following week</td>
</tr>
</tbody>
</table>

A review of your progress will take place at the end of the Induction period. The review will be informed by an observation by the tutor and mentor. If sufficient progress has been made then you will continue with the programme as planned, increasing your teaching time to 80%.

If there are concerns about your progress then a support plan will be created by your mentor, tutor and LDO and more formal ‘Cause for Concern’ procedures may be introduced.

As Teach First participants you have been selected for your potential to become highly effective teachers but in these early weeks you must remember you are on a very steep learning journey!
Week 1 - focus on ethos and behaviour for learning

**Reflection point 1:** How have you established the ethos of success in your classroom this week?

**Reflection point 2:** What does ‘Behaviour for Learning’ mean in reality now you have your own pupils?

**Reflection point 3:** What systems do you have in place to manage all the demands of register time (collecting dinner money; permission slips etc.) to ensure more time for pupil progress?
Targets
Plan next steps, focusing on how to have an impact on your pupils and working towards meeting the Teachers’ Standards

Based on the Induction period outline, review your action plan and create achievable targets for:

1. Behaviour for Learning

2. Classroom Organisation: (e.g. all coats & gym bags will be on correct pegs every morning & kept that way throughout the day)

3. Routines: (e.g. lining up and walking assembly will be more quick and neat- we will do practices for this at break time)

Comments from School Mentor (and University Tutor on visits) in reference to discussion that has taken place

Signed:


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Week 2- focus on relationships and team-working

**Reflection point 1:** Has anything surprised you about school life so far? What learning resulted from this?

**Reflection point 2:** How are you managing working with other adults (TAs etc.) in your classroom? What do you & the TAs think will make your partnership work most effectively?

**Reflection point 3:** What were the key points for development raised by colleagues this week? How will you address them?
Targets

Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

Based on the outline for the Induction period, create achievable targets for:

1. Planning and preparing resources to enable pupils to develop their literacy

2. Strategies for building effective relationships with children to support their learning

3. Strategies for building effective relationships with colleagues to support children’s learning

Comments from School Mentor (and University Tutors or LDOs on visits) in reference to discussion that has taken place

Signed:

Suggested reading: [http://newteachers.tes.co.uk/news/working-collaboratively-teaching-assistants/45864](http://newteachers.tes.co.uk/news/working-collaboratively-teaching-assistants/45864)

Review of Week 1 targets:

Do you need to make any changes to routines or classroom organisation?
Are your Behaviour for Learning strategies working as you would expect?
Do you need to make any changes or get some advice from a colleague who knows the children?
Week 3 - focus on teacher persona & professional development

**Reflection point 1:** What do you see as the purpose of a School Mentor? How can you maximise the impact of the time in your weekly mentor meetings?

**Reflection point 2:** How does the school’s system for managing pupils’ behaviour fit into your vision of Behaviour for Learning? How well are you implementing the school’s Behaviour policy?

**Reflection point 3:** Reflecting on Mentor, Tutor and LDO feedback, how would you describe your current teacher persona? What are your strengths in this area and what do you need to develop? Why is this important to the success of your class?
Targets

Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers' Standards

Based on the outline for the Induction period, create achievable targets for:

1. Building on the University Tutor, LDO and School Mentor feedback to impact on the learning of your pupils

2. Reviewing your classroom routines & organisation strategies

3. Planning for numeracy lessons

Comments from School Mentor (and University Tutor or LDO on visits) in reference to discussion that has taken place

Signed:

Interim Review of Progress

How well have your lessons worked? Was learning as you expected? How do you know who was learning well and who struggled?

Are you beginning to build good relationships with the children? What does this mean to you? What would be signs of this good relationship for the UT to spot in future visits?

How are your relationships with other staff developing? How do you communicate what will be taught and roles within this to your TAs or other staff working with the children?

Week 3 review point: Is participant ready to move beyond week 1-3 stage?

YES- continue in chronological order
NO- repeat week 1-3 reflections & targets with additional support

Developing your vision
Review your emerging vision for your pupils, how has your vision changed/developed since the start of term?

What skills and support do you need to achieve your vision for your pupils? How is this progressing so far?
Week 4- focus on planning for progression

**Reflection point 1:** What are the key areas you need to focus on in planning to ensure progression for your pupils? What steps can you take to ensure you make the required progress in these areas?

**Reflection point 2:** What do you understand by the term *planning for progression*? What does this look like in colleagues’ planning?

**Reflection point 3:** What strengths as a teacher do you already have and how can you maximise these during this first term?
Target

Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards

Based on the outline for the Induction period, create achievable targets for:

1. Planning at least 50% of the lessons taught this week (e.g. 2 full days+)

2. Think about how to plan for progression for your pupils over a short term scheme of work

3. Maintaining your effective practice to impact on pupils’ learning

Comments from School Mentor (University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading: Revisit Chapter 2.3 & 2.4, Cremin et al (2010) Learning to Teach in the Primary School Routledge

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Week 5- focus on Assessment for Learning and reflective practice

Reflection point 1: Have you experienced any critical incidents (or light bulb moments) so far in your time as a TF participant? If so, describe the incident, your reflections on it, and how it has informed your professional learning.

Reflection point 2: Drawing on your readings, observations and reflections thus far, identify features of:
(i) effective teachers
(ii) effective lessons

How do the above relate to your vision for your pupils?

Reflection point 3: Now you know your pupils better, what are your initial concerns about meeting the needs of your class? How will you use Assessment for Learning strategies to meet their needs and impact on their learning?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and working towards meeting the Teachers’ Standards*

Based on the outline for the Induction period, create achievable targets for:

1. Implementing a small number of Assessment for Learning strategies in this week’s teaching (2 or 3)

2. Considering how peer assessment is used within your school & how you could incorporate an element of this in a lesson for Wk 6

3. Continuing to develop your Behaviour for Learning strategies- do you need to make any changes?

Comments from School Mentor (and University Tutor on visits) in reference to discussion that has taken place

Signed:

**Suggested reading:**


Week 6- focus on consolidating learning in key areas

Reflection point 1: How do you intend to use the advice of others to support your pupils, as you progress through your time in school?

Reflection Point 2: How are your relationships with parents or carers developing? What are their key concerns so far, and how can you address them?

Reflection point 3: After 6 weeks, how would you assess your own development?
Targets

Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers' Standards

Review your first 6 weeks by looking back over the first 6 weeks of your school-term journal entries.

Are there any patterns emerging?

What makes you proud?

How has your vision for your pupils developed since the beginning of term? What is your vision now for your pupils for the rest of the year?

What do you want to work on immediately as a result of this?

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<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
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Comments from School Mentor, University Tutor and LDO in reference to discussion that has taken place

Signed:


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Week 7- focus on observing and reflecting on practice

**Reflection point 1:** You should observe a literacy lesson during the course of this week. What elements of practice did you focus on? What did you learn from observing this practice? What do you see as the key differences between teaching literacy and English skills?

**Reflection point 2:** Consider your subject knowledge development in English, are you beginning to address your development needs? What aspects do you still need to work on?

**Reflection point 3:** What have been the key learning points for you this week? Have there been any critical incidents/light bulb moments? What insights did you gain from these?
Targets
Plan next steps, focusing on how to work towards having an impact on your pupils and meeting the Teachers’ Standards

Create achievable targets in one key area to support you to develop your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
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</table>

Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading:
Look back at the work you did in the SI on English & literacy and read an article from the subject reading list

Week 8- focus on observing and reflecting on practice

**Reflection Point 1**: You should observe a numeracy lesson during the course of this week. What elements of practice did you focus on? What did you learn from observing this practice?

**Reflection point 2**: Consider your subject knowledge development in Mathematics, are you beginning to address your development needs? What aspects do you still need to work on?

**Reflection point 3**: You are approaching the first half term break. What have been your biggest achievements?
**Targets**

*Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support you to develop your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
</tr>
</thead>
</table>

Comments from School Mentor (University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 9 - focus on Assessing pupils’ work

**Reflection point 1:** One important element of your work as a teacher is the assessment of pupil work. (*This links to RJA2*)
Discuss with your Mentor how assessment is embedded within learning in your school. What has this added to your understanding of this process?
Targets

Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to develop your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
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</table>

Comments from School Mentor (University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 10- focus on differentiation

**Reflection point 1:** How have you tried to develop differentiation within your work this term?

**Reflection point 2:** What good practice in differentiation by support have you seen that you can use?

**Reflection point 3:** What good practice in differentiation by task have you seen that you can use?
Targets
*Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support you to develop your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
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</table>

Comments from School Mentor (University Tutor or LDO on visits) in reference to discussion that has taken place

Signed:

**Suggested Reading:**
Week 11- focus on observing and reflecting on practice

Reflection point 1: You should observe a science lesson during the course of this week. What elements of practice did you focus on? What did you learn from observing this practice?

Reflection point 2: Consider your subject knowledge development in science, are you beginning to address your development needs? What aspects do you still need to work on?

Reflection point 3: What is your experience of teaching PHSE thus far? What do you see as your role in developing pupils’ wider social understanding and well-being?
Targets
Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to develop your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
<th>Success criteria</th>
</tr>
</thead>
</table>

Comments from School Mentor (and University Tutor on visits) in reference to discussion that has taken place

Signed:

Suggested reading:

Week 12- focus on reflecting on practice

**Reflection point 1:** What would a new visitor to your class say about the ethos and environment they encounter? How far have you got in achieving the ethos you aspire to?

**Reflection point 2:** Look at the *Tracking Progress* document. Where would you place yourself overall in each area & why?

**Reflection point 3:** Twelve weeks into your reflective journal what has the process taught you about reflective practice?
**Targets**

*Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
<th>Actions</th>
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</table>

Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 13- focus on classroom ethos & routines

Reflection point 1: How has your management of pupils’ behaviour developed since the start of the year and how do you need to develop further?

Reflection point 2: How much does the classroom environment (displays, windows, noise levels etc.) impact on your teaching, and your pupils’ learning?

Reflection point 3: What changes do you want to make to your classroom environment to better support your pupils’ learning?

Reflection point 4: How has your management of the other adults in your classroom (including cover teachers) developed since the start of the year and how do you need to develop these areas further?
Targets
Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
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</tr>
</thead>
</table>

Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading:
Thomson et al (2007) If these walls could speak: reading displays of primary children's work *Ethnography & Education* 2:3: 381-400
Web help:
http://www.schoolzone.co.uk/resources/articles/GoodPractice/classroom/Redesigning.asp
http://www.teachingexpertise.com/resources/wall-displays-as-learning-aids-3326
wide range of guides on classroom environment
Week 14- focus on professional development

**Reflection point 1:** How has your relationship with your Mentor changed over the term?

**Reflection point 2:** How important a part in your development as a teacher thus far has been played by professional dialogue with colleagues, including University Tutors?

**Reflection point 3:** What part have critical incidents played in your development?

**Reflection point 4:** What role do you want to take in your own professional development now you have a stronger sense of what that means? Do you feel comfortable to ask your Mentor and other colleagues for help? How will this support the progress of your pupils?
**Targets**

*Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support your vision:

<table>
<thead>
<tr>
<th>Key area of practice</th>
<th>Target</th>
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</table>

Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

*The Phi Delta Kappan* 86: 4: 59-60
Week 15- end of term preparations

Reflection point 1: How does your school celebrate the end of the year? How important do you think these shared rituals are?

Reflection point 2: What responsibility have you taken for end of term activities?

Reflection point 3: How does your school ensure inclusive practice with regard to celebrations and festivals?
**Targets**

*Plan next steps, focusing on how to have an impact on your pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 16- focus on your learning over the Autumn term

**Reflection point 1:** As the end of term approaches, what have been the highlights?

**Reflection point 2:** How would you deal with the inevitable low points you had this term now you are more experienced?

**Reflection point 3:** What is your biggest goal in your own teaching and pupil learning for the new term? How will this support you to achieve your vision for your pupils?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support your vision:

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Comments from School Mentor (and University Tutor and LDOon visits) in reference to discussion that has taken place

Signed:

Congratulations! You have completed your first term as a teacher, and become a reflective practitioner
Reflecting on the Autumn Term Review

In what areas of practice have you made the most progress?

In which the least?

Reflect on the vision you are developing for your pupils. What have been your areas of success in working towards your vision? What are the potential areas of action going forward:

Comments from School Mentor, University Tutor and LDO in reference to discussion that has taken place

Signed:
Reflections on assignments RJA1 & WA2

How are you finding the completion of university assignments whilst working full-time?

What are the biggest issues for you in completing the assignments?

How has feedback on RJA1 affected your work preparing WA2?

What do you think is the link between research and practice?
Spring Term
Week 17- focus on working life

Reflection point 1: What is your New Year’s resolution regarding your own work-life balance?

Reflection point 2: How can you become better informed about what the different roles undertaken by teachers in formal positions of leadership in school entail?

Reflection point 3: Looking ahead at this term’s schedule of training, assignments and school events what ‘pressure points’ can you anticipate? How will you prepare for this to minimise stress?
**Targets**  
*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Week 18- focus on assessment & data

**Reflection point 1:** In order to gain a better understanding of the assessment system developed in your school, discuss with your Mentor:
the assessment and attainment data used by the school, for example, Fisher Family
Trust data, RaiseOnline etc;
- how the data is used to support learning;
- how your Key Stage:
- sets targets for pupils
- sets tasks for assessment purposes
- provides feedback to pupils about their work.

**Reflection point 2:** How can you develop your own assessment practice in the light of this conversation? How will this practice support pupil success?
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 19- focus on assessment practice

**Reflection point 1:** How well do you feel you use formative assessment strategies?

**Reflection point 2:** What strategies for formative assessment have you rarely used (e.g. peer assessment)? How can you increase the range of Assessment for Learning in your teaching?

**Reflection point 3:** How accurate is your summative assessment? What areas do you feel you need more development in?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 20- focus on inclusion

Reflection point 1: How does the school ensure that pupils with particular needs are catered for? These include pupils identified as having Special Educational Needs (SEN), Gifted & Talented (G&T), or for whom English is an additional language.

Reflection point 2: What are the implications of school policy in this area for your planning, classroom management and assessment strategies?

Reflection point 2: Choose three children you teach daily and think about how you can raise their achievement over the next four weeks by additional support and/or differentiated tasks.
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Week 21- focus on Behaviour for Learning

**Reflection point 1:** Have you had to re-establish your classroom behaviour expectations since the winter break?

**Reflection point 2:** Are there any pupils who struggle to maintain the same level of positive behaviour as the others? Why do you think this is the case?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Week 22- focus on Behaviour for Learning

**Reflection point 1**: What role do you think TAs should play in behaviour for learning practice?

**Reflection point 2**: How do you share your expectations of positive behaviour with parents, carers and other interested adults?

**Reflection point 3**: What would be your top tip for new participants regarding dealing with low level disruptions?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 23- focus on observation: English

Reflection point 1: Arrange to observe a colleague teaching an English lesson. In collaboration with the classroom teacher(s), arrange to focus on one pupil or small group of pupils. Identify three relevant key questions concerning pupils' learning and teachers' roles and effectiveness in supporting that learning in the main part of a lesson. For example:

To what extent and how are pupils' interest and participation maintained in the main part of the lesson?

What does the teacher do to promote collaborative work and to what effect?

What strategies does the teacher employ to help pupils develop key literacy skills?

Make notes during your observation.

Reflection point 2: What have you learned from your observation as well as from conversations with the teacher and pupils you observed, that you will now use to inform and guide your classroom practice?

Reflection point 3: How are your own skills developing? Review your subject knowledge in the light of your observations.
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading: look back at the work you did in the SI on literacy and read an article from the subject reading list
Week 24- focus on observation: Mathematics

**Reflection point 1:** Arrange to observe a colleague teaching a Mathematics lesson. In collaboration with the classroom teacher(s), arrange to focus on one pupil or small group of pupils. Identify three relevant key questions concerning pupils’ learning and teachers’ roles and effectiveness in supporting that learning in the main part of a lesson. For example:
To what extent and how are pupils’ interest and participation maintained in the main part of the lesson?
What does the teacher do to promote collaborative work and to what effect?
What strategies does the teacher employ to help pupils develop key literacy skills through the subject being taught?
Make notes during your observation.

**Reflection point 2:** What have you learned from your observation as well as from conversations with the teacher and pupils you observed, that you will now use to inform and guide your classroom practice?

**Reflection point 3:** What do you see as the key differences between teaching numeracy and Mathematics skills?

**Reflection point 4:** How are your own skills developing? Review your subject knowledge in the light of your observations.
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading: look back at the work you did in the SI on Mathematics and read an article from the subject reading list

Week 25- focus children’s progress

Reflection point 1: Thinking about your three focus children from week 20, what progress have they made with the additional support you put in place?

Reflection point 2: Whether they made the expected progress or not, why do you think this is the case?

Reflection point 3: How much do you think teacher expectation affects pupil achievement? What are the positive and negative aspects of teacher expectations?
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:


Week 26 - focus on observation: science

**Reflection point 1**: Arrange to observe a colleague teaching a science lesson. In collaboration with the classroom teacher(s), arrange to focus on one pupil or small group of pupils. Identify three relevant key questions concerning pupils’ learning and teachers’ roles and effectiveness in supporting that learning in the main part of a lesson. For example:
- To what extent and how are pupils’ interest and participation maintained in the main part of the lesson?
- What does the teacher do to promote collaborative work and to what effect?
- What strategies does the teacher employ to help pupils develop key literacy skills?
Make notes during your observation

**Reflection point 2**: What have you learned from your observation as well as from conversations with the teacher and pupils you observed, that you will now use to inform and guide your classroom practice?

**Reflection point 3**: How are your own skills developing? Review your subject knowledge in the light of your observations.
**Targets**
*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

*Suggested reading:* look back at the work you did in the SI on science and read an article from the subject reading list
Week 27- focus on Inclusion

**Reflection point 1:** How can you remove barriers to learning for pupils for whom English is an additional language?

**Reflection point 2:** How much of this understanding also relates to how to remove barriers to learning for pupils with Speech Language and Communication Needs (SLCN)?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

**Suggested reading:**


Week 28- focus on Inclusion

**Reflection point 1:** What do you understand by the term *Gifted & Talented* (G&T) pupils?

**Reflection point 2:** How does your school identify G&T pupils?

**Reflection point 3:** Do you have G&T pupils in your classroom? How can you use different tasks to stretch & challenge them?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards*

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

**Suggested reading:**
Week 29- focus on professional development

**Reflection point 1:** What were your major achievements during the Spring term?

**Reflection point 2:** How does the teacher you are becoming compare to the teacher you wanted to become at the start of the year?

**Reflection point 3:** What are the key areas on which you intend to focus during the remaining weeks of this academic year?
Targets
*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Reflecting on the Spring Term Review

In what areas of practice have you made the most progress?

In which the least?

Reflect on your vision for your pupils, how has this developed during the Spring term? What have been your key successes in working towards your vision?

In order to achieve your vision, what are your next targets & what support do you need from your Mentor, tutor, LDO and/or other colleagues to achieve this?

Comments from School Mentor (University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Reflections on assignment RJA2

How are you finding the completion of university assignments whilst working full-time?

What are the biggest issues for you in completing the assignments?

How has feedback on RJA2 affected your work preparing WA3?

What do you think is the link between research and practice?
Summer Term
Week 30- focus on classroom environment

**Reflection point 1**: What would a new visitor to your classroom say about the ethos and environment they encounter? You were asked this in week 13- what has changed since then?

**Reflection point 2**: What do you now understand about the best use of physical classroom resources including the space, layout, displays and other material artifacts in use?

**Reflection point 3**: What is there left to do in this aspect of your practice?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 31 - focus on creativity

**Reflection point 1:** What does creativity in the classroom mean for you?

**Reflection point 2:** Is there a difference between teaching creatively and teaching for creativity? If so, can you think of specific examples?

**Reflection point 3:** What are your creativity comfort zones, and your danger zones?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards*

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

**Signed:**

**Suggested reading:** Craft, A (2001) An analysis of research and literature on Creativity in Education, QCA report
(http://www.euvonal.hu/images/creativity_report.pdf)
Week 32- focus on parents and carers

**Reflection point 1:** Have you written reports for parents and carers yet? How did you find the experience and if not, what are your biggest concerns about this aspect of the role?

**Reflection point 2:** What do you think your pupils’ parents or carers could do to aid their children’s achievement? How have you involved them so far?

**Reflection point 3:** What could you do to increase home-school dialogue?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested Reading: ATL report writing advice: http://www.new2teaching.org.uk/tzone/education/skills/writing_reports.asp

Lasky, S. (2000) The cultural and emotional politics of Teacher-Parent Interactions
Teaching and Teacher Education 16 (2000) 843-860
Week 33 - focus on community

**Reflection point 1:** Think about the wider community of your school - outside of the parental community. How has your perception of this changed since week 1? What does this mean for your practice?

**Reflection point 2:** In your NQT year are there any changes you would like to make to engage further with the wider community?
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Suggested reading: Burnett, J. (2007) Britain’s ‘civilising project’: community cohesion and core values. Policy and Politics 35:2 : 353-357- this is a polemic- to what extent do you agree with Burnett?

**Week 34- Focus on ‘Other key stage teaching experience’**

**Reflection point 1:** What did you learn in your alternate key stage teaching block experience?

**Reflection point 2:** Do you have to teach differently to meet the pupils’ needs in the other key stage?

**Reflection point 3:** What can you take from this experience to use in your ‘home’ class?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 35- focus on transitions

Reflection point 1: How is your school preparing pupils to move into a new class or key stage?

Reflection point 2: What do you need to do to make this transition easier for your pupils?

Reflection point 3: You will also feel loss when your pupils move on. How will you deal with this adjourning as Tuckman would call it?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Week 36- focus on ‘Other school experience’

**Reflection point 1:** What did you learn in your other school teaching experience?

**Reflection point 2:** What does ‘challenging circumstances’ mean in that school?

**Reflection point 3:** What can you take from this experience to use in your ‘home’ school?
Targets

Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers' Standards

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 37- focus on subject knowledge

_Reflection point 1:_ How have you worked to develop your subject knowledge over the year? What areas do you still need to develop?

_Reflection point 2:_ Is there an area of the curriculum that you still find more challenging to teach? Is it the content or the style of learning/teaching that it necessitates?

_Reflection point 3:_ How will you address this area for development?
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Week 38- focus on Learning Outside the Classroom (LOTC)

**Reflection point 1:** What opportunities have you had over the year for LOTC?

**Reflection point 2:** What opportunities does your school setting offer?

**Reflection point 3:** What do you think are the benefits of LOTC for your pupils?
Targets
Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Ofsted (2008) Learning outside the classroom report Ref: 070219
Week 39- focus on creativity

Reflection point 1: How have you worked to develop your own creativity over the year?

Reflection point 2: Think about the range of subjects you have taught this year. How have you tried to develop the creativity of your children? What benefits does developing creativity have for children?

Reflection point 3: What is one creative skill you will try to learn over the Summer to use in your class as an NQT? Why will it be beneficial to your learners?
**Targets**

*Plan next steps, focusing on how to have an impact on pupils and work towards meeting the Teachers’ Standards*

Create achievable targets in one key area to support you to achieve your vision:

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Comments from School Mentor (and University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:

Week 40: Reflections & thinking about WA4

**Reflection point 1:** How have you changed during the course of this academic year? How has your vision for your pupils developed and changed over the year?

**Reflection point 2:** What have been the major challenges to working within a school team?

**Reflection point 3:** Reflect on your vision for your pupils, what are the achievements of which you are most proud?

**Reflection point 4:** What opportunities have you taken to develop your leadership skills during this first year?
Reflecting on the Summer Term Review

Reflect on your vision for your pupils. What have been your key successes in working towards your vision?

Which areas will be your next focus up to the end of the school year to enable you to achieve this vision?

Are you where you want to be in terms of Tracking Progress? How will this document help you to achieve your vision for your pupils now and into your NQT year?

Comments from School Mentor (University Tutor and LDO on visits) in reference to discussion that has taken place

Signed:
Reflections on assignments WA3 & RJA3

How are you finding the completion of university assignments whilst working full-time?

What are the biggest issues for you in completing the assignments?

How has feedback on WA3 affected your work preparing RJA3?

What do you think is the link between research and practice?
Inter Cohort week
Appendices

Appendix 1 Overview of reflective journal topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Other activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction period</td>
<td>1</td>
<td>Ethos and behaviour for learning + systems in place for managing routine tasks</td>
</tr>
</tbody>
</table>
| | 2 | Relationships and team working  
  - Working with Teaching Assistants  
  - Responding to feedback | |
| | 3 | Teacher persona and professional development | Interim review of progress during the induction period |
| | 4 | Planning for progression | |
| | 5 | Assessment for learning and reflective practice | |
| | 6 | Consolidating learning in key areas  
  - Acting on advice  
  - Relationships with parents and carers  
  - Development of practice | Review of progress at the end of the induction period |
| | 7 | Observing and reflecting on practice: literacy | |
| | 8 | Observing and reflecting on practice: numeracy | |
| Autumn Term 2 | 9 | Assessing pupils’ work | |
| | 10 | Differentiation | |
| | 11 | Observing and reflecting on practice: science + PSHE | |
| | 12 | Reflective practice | |
| | 13 | Classroom ethos and routines + management of other adults | |
| | 14 | Professional development | |
| | 15 | End of term preparations | |
| | 16 | Your learning over the Autumn term | |
| Spring Term 1 | 17 | Working life | |
| | 18 | Assessment and data | |
| | 19 | Assessment practice | |
| | 20 | Inclusion | |
| | 21 | Behaviour for learning | |
| | 22 | Behaviour for learning and support from other adults | |
| Spring Term 2 | 23 | Observations of practice: English | |
| | 24 | Observations of practice: Mathematics | |
| | 25 | Children’s progress | |
| | 26 | Observations of practice: science | |
| | 27 | Inclusion: EAL and speech and language | |
| | 28 | Inclusion: gifted and talented | |
| | 29 | Professional development | |
| Summer Term | 30 | Classroom environment | |
| | 31 | Creativity | |
| | 32 | Parents and carers | |
| | 33 | Community | |
| | 34 | Other key stage teaching experience | |
| | 35 | Transitions | |
| | 36 | Other school experience | |
| | 37 | Focus on subject knowledge | |
| | 38 | Learning outside the classroom | |
| | 39 | Creativity | |
| | 40 | Reflections and thinking about WA4 | |
Appendix 2 English audit

Initial/Intermediate/Final
(Highlight as applicable)

<table>
<thead>
<tr>
<th>Audit</th>
<th>Initial</th>
<th>Intermediate</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>/80</td>
<td>/80</td>
<td>/80</td>
</tr>
</tbody>
</table>

Do you have a learning support agreement? If so, and it is relevant to this audit please make it known to your tutor.

Please ask about any aspects that are unclear.

Important note

You will be expected to self-mark this audit and then share with your tutor, therefore your answers need to be clear.

All answers should be written clearly and IN PEN.

Use a pen to delete any errors and make it very clear which is the final entry.
Section 1 - The Alphabetic Code

1. Give a definition for these terms:

phoneme
grapheme
split digraph

(3 marks)

2. Identify the number of phonemes in the following words. Write any vowel digraphs and consonant digraphs found in the words in the appropriate columns. An example is given.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number of phonemes</th>
<th>Vowel digraph/s</th>
<th>Consonant digraph/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: crunchy</td>
<td>6</td>
<td></td>
<td>ch</td>
</tr>
<tr>
<td>flat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shout</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toiled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lighter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pleasure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quoit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>account</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>danger</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(12 marks)
3. Which word(s) in the above list contain a trigraph? Write the words and underline the trigraphs below.

(1 mark)

4. The same vowel phoneme can often be represented by more than one grapheme. Complete the table, giving three words to demonstrate three different GPCs (grapheme phoneme correspondence) for the following vowel phonemes. An example is given.

<table>
<thead>
<tr>
<th>/oe/</th>
<th>sow</th>
<th>hoe</th>
<th>go</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ae/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ee/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ie/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3 marks)

5. Explain the difference between ‘blending’ and ‘segmenting’.

(2 marks)
Section 2 - Morphology

6. What is the definition of a morpheme? Give an example to explain your answer.

(2 marks)

7. Some suffixes can change the function of a word.

Add suffixes from this list to change the function of the root words in the table below to make a new word. Indicate the function of the root word, and on your modified word indicate how the function of the root has changed. An example is given.

Do not use the same suffix for more than one word.

-ful  -age  -ate  -ly  -al  -less  -ify  -ness  -ish  -ic  -er  -ee

<table>
<thead>
<tr>
<th>Root (function)</th>
<th>Changed word (function)</th>
</tr>
</thead>
<tbody>
<tr>
<td>employ (verb)</td>
<td>employee (noun)</td>
</tr>
<tr>
<td>orchestra</td>
<td></td>
</tr>
<tr>
<td>beauty</td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>hope</td>
<td></td>
</tr>
<tr>
<td>waste</td>
<td></td>
</tr>
<tr>
<td>intense</td>
<td></td>
</tr>
<tr>
<td>fever</td>
<td></td>
</tr>
</tbody>
</table>

(14 marks - 1 for each correctly spelled modified word, 1 for correctly identified functions of the root and the modified word)
Section 3 - Clauses and phrases

8. Read the following sentences.

a) Tick those that contain a dependent clause.

b) For the sentences you have ticked, identify the type of dependent clause they contain by writing the letter for that sentence into the table below.

A. My favourite aunt, who is a brilliant cook, gave me a recipe for goulash.

B. Captain Cook was killed in Hawaii during his third voyage to the Pacific.

C. Easter is early this year, and eggs are already in the shops.

D. When the tide comes in, the sandcastle will be destroyed.

E. What he had for lunch cost more than his ticket to the show.

F. Entirely by accident, he discovered the lost village.

G. Everyone rushed to the side of the bridge, because they wanted to see more clearly.

H. Although the bridge is high, it is a very stable structure.

I. When I arrived the party started.

<table>
<thead>
<tr>
<th>Sentence (s)</th>
<th>Adverbial clause</th>
<th>Adjectival clause</th>
<th>Noun clause</th>
</tr>
</thead>
</table>

(Part a = 9 marks       Part b = 6 marks)
9. A class have been challenged to play an extending sentence game. They add additional words or phrases to a sentence starter. Identify the types of **phrases** or **word functions** they add to the sentence each time. Write the word function or type of phrase in the brackets that follow each amended line.

In the street I saw . . .

a cat. (                )

In the street I saw . . .

a sleek and sleepy marmalade cat. (                )

In the street I saw . . .

a sleek and sleepy marmalade cat with sharp claws.  
(                )

In the street I saw . . .

a sleek and sleepy marmalade cat with sharp claws stretching. (                )

In the street I saw . . .

a sleek and sleepy marmalade cat with sharp claws stretching joyfully. (                )

In the street I saw . . .

a sleek and sleepy marmalade cat with sharp claws stretching joyfully against the tree.
(                )

(6 marks)
Section 4 - Punctuation

Punctuation is used to help the reader read a text as the author intended, and to make sense of the text. Punctuate this text correctly. If possible use a coloured pen or pencil so it can be seen easily for marking.

The range of punctuation you may need to use includes: full stops, capital letters, semicolons, commas, apostrophes, question marks, exclamation marks, dashes, quotation marks.

10. Explain how the punctuation has changed the meaning of these two sentences.

a) The acrobats, who were experienced, stepped on to the high wire.

b) The acrobats who were experienced stepped on to the high wire.

(2 marks)

11. In this task you need to insert all of the missing punctuation and capital letters in the paragraph below.

Uptown community School which was rated as outstanding by Ofsted is situated in the suburbs of Newcastle. The head teacher, Elizabeth foster is one of the city's most well known personalities. She has just written a book about children's development and is following this up with one about improving boys writing. As well as writing, she lists reading walking and singing as her favourite pastimes. While she was president of the Nut she made many significant changes to teachers working conditions.

(12 marks)
**Section 5 Spelling**

12. For this task you need to fill in the missing word, which will be read out loud to you.

You will be asked to show some __________________ and __________________ on placement.

2. The teacher was __________________ the pupils’ ________________

3. English __________________ is __________________ complicated.

4. Sometimes you will work with __________________ and at other times__________________.

5. It is____________________ to recruit __________________ students.

(10 marks)

<table>
<thead>
<tr>
<th>Task</th>
<th>Total</th>
<th>Comments</th>
<th>OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetic Code</td>
<td>/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morphology</td>
<td>/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clauses and Phrases</td>
<td>/21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/80</td>
<td></td>
<td>70/80</td>
</tr>
</tbody>
</table>
Appendix 3: Mathematics audits

Audit 1

1. Change the following to decimal fractions
   a) \( \frac{3}{5} \)  b) 65%
   c) \( \frac{2}{11} \)  d) 0.1%
   d) Express \( \frac{84}{91} \) as a fraction in its simplest terms

   (Important vocabulary: factor, equivalent)

2. In a class of 32 children, 8 are girls.
   State this information as a fraction, proportion, percentage and ratio.

3. 0.33333........ can be written as 0.3
   Write the following recurring decimals using the same notation
   a) 0.27272727
   b) 0.277777777
   c) 0.904904904904

   (Important vocabulary: recurring decimal)

4. Convert these numbers from standard form into ordinary form
   a) \( 6.6 \times 10^3 \)
   b) \( 7.07 \times 10^{-2} \)

5. Calculate these values
   a) \( 3^5 \)
   b) \( 2^4 \)

   (Important vocabulary: index form, standard form)

6. Round these numbers to the nearest unit
   a) 34.499999
   b) 134.51

7. Which of these is true?
   a) \( 3 \times 4 = 4 \times 3 \)
   b) 8 divided by 0.5 is the same as 0.5 divided by 8
   c) \( 12 \times 3 = (10 \times 3) + (2 \times 3) \)

   (Important vocabulary: commutative, distributive)
8. Write the next 2 terms in the sequence and explain the pattern in the numbers, try to use algebra to show how to calculate the general nth term.
   a) 3, 6, 9, 12,
   b) 1, 3, 6, 10,
   c) 1, 4, 9, 16,
   d) 1, 8, 27, 64,

   (Important vocabulary: square, triangular, cubed, general statement)

9. Say whether the following statements are true or false. Explain your reasoning.
   a) The product of two consecutive numbers is always odd.
   b) The sum of two consecutive numbers is always odd.
   c) There are exactly 4 prime numbers less than 10.

   (Important vocabulary: deductive proof, proof by exhaustion, disproof by counter example)

10. If a square has sides of length Y, what is its area and perimeter?

11. I think of a whole number, say X, and multiply it by 3, and then add 6. I get 18. What is the number X?
    Write down in a number sentence exactly what I did.

12. Which of the following are nets for a cube?

   (Important vocabulary: net)

13. What imperial and metric units could be used to measure the following:

   Imperial               Metric
   a) length of a pencil
   b) capacity of a vase
   c) area of a classroom
14. How many litres in 4000ml? How many metres in 2.75 km?

15. Identify the number of faces, vertices and edges on the following solids

<table>
<thead>
<tr>
<th></th>
<th>Faces</th>
<th>Vertices</th>
<th>Edges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetrahedron</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangular prism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Important vocabulary: Prism, pyramid)

16. Draw and name a 2D shape which has four sides, two sets of which are parallel, and which no lines of reflectional symmetry.

17. The wages of 10 workers in a factory are £30k, £22k, £6k, £6k, £6k, £6k, £6k, £6k, £6k, £6k.
Find the mode, mean and median wages.

If you were the union representative which average would you use to justify a wage rise for the workers?

18. Which of these sets of data are continuous and which are discrete?
The time taken to run 100m
The numbers of cars, buses, and lorries passing a school in one hour

(Important vocabulary: mode, median, mean, discrete data, continuous data)

19. Dice are numbered 1-6. Two dice are thrown and the numbers added.
Find the probability the total is:

1
2
7

(Important vocabulary: mutually exclusive, independent, tree diagram, outcome)
Audit 2

1. Change the following to percentages
   a. 4/20
   b) 1/9
   c) 1.5
   d) 0.004
   e) Express 60/108 as a fraction in its simplest terms

2. Out of 50 Year 6 children, 30 gained level 4.
   State this information as a fraction, proportion, percentage and ratio.

3. Write the following recurring decimals using the correct notation
   a. 0.306306306
   b. 4.32222222

4. Convert these numbers from standard form into ordinary form
   a. 2.3 \times 10^4
   b. 1.3 \times 10^{-3}

5. Calculate 10^3

6. Round these numbers to one decimal place:
   3.45
   2.9123

7. True or false?
   Addition is commutative
   Subtraction is commutative

8. Write the next 2 terms and the nth term in the following sequences
   a. 6, 12, 18, 24
   b. 1, 4, 9,

9. Say whether the following statements are true or false. Explain your reasoning.
   a) the sum of two odd numbers is odd

   b) the sum of three consecutive numbers is divisible by 3

   c) When two six faced dice are thrown, a total of 11 is more likely than a total of 12.
10. If a regular pentagon has sides of length $M$, what is its perimeter?

11. I think of a number, add it to 19, multiply it by 6 and get 126. What is my number? Write a number sentence to show what I did.

12. Draw a net for a square based pyramid.

13. What imperial and metric units could be used to measure the following:-
   Imperial               Metric
   a) perimeter of a book  
   b) Volume of a shoe box

14. How many mm in 3.4m?

15. Identify the number of faces, vertices and edges on the following solids

<table>
<thead>
<tr>
<th></th>
<th>Faces</th>
<th>Vertices</th>
<th>Edges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuboid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Square based</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pyramid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Octagonal prism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Which quadrilateral is regular?

17. Find the mode, mean and median of the following scores of tests out of 10
   4, 7, 1, 8, 4, 9, 4, 2, 3, 6, 3

18. Which of these sets of data are continuous and which are discrete?
   Children’s heights
   The number of visitors to a website

19. Two ordinary coins are spun together.
    What are the possible outcomes?
    What is the probability of getting two heads?
Appendix 4: Science audit

1. Which of the following (A-D) correctly completes the sentence below?

All living organisms . . .

A Excrete, grow, move, reproduce, respire, think and are sensitive to their surroundings.
B Excrete, feed, grow, move, reproduce, respire and are sensitive to their surroundings.
C Excrete, grow, move, mutate, respire and are sensitive to their surroundings.
D Excrete, feed, grow, reproduce, respire, signal and are sensitive to their surroundings.

2. Which of the following (A-D) best describes the role of the circulatory system in humans?

Carries food to body cells.
Carries oxygen around the body.
Carries waste products.

A 1, 2 and 3
B 1 and 2 only
C 2 and 3 only
D 1 and 3 only

3. In living things, organs . . .

A Consist of cells of the same type.
B Carry out a particular function.
C Are only concerned with reproduction.
D Have the capacity for regeneration.

4. Keeping healthy has mainly to do with . . .

A The influence of other people on the way we run our lives.
B Getting enough food and exercise.
C Avoiding harmful substances which may damage our health.
D A variety of factors which affect us mentally and physically.

5. What name is given to a group of organisms, with similar characteristics, which can breed with each other to produce fertile offspring?

A A clone.
B A family.
C A genus.
D A species.
6. Illustrated below are some 2 spot ladybirds. Which biological feature does this represent?

![Image of ladybirds]

A) Growth.  
B) Reproduction.  
C) Selection.  
D) Variation.

7. For characteristics to be inherited by living organisms . . .
A) Mutations occur within the cell of the organism.  
B) There has to be a mutation of genes within cells.  
C) Asexual reproduction has to take place.  
D) Genetic material has to be passed from one generation to another.

8. Our current understanding of evolution is based on the idea that . . .
A) Changes which occur in living things are harmful to the species.  
B) Mutations of genes have led to beneficial changes.  
C) There are a fixed number of living organisms.  
D) Species which breed with other species produce new organisms.

9. A habitat contains . . .
A) A wide variety of organisms.  
B) Mainly one species.  
C) Either plants or animals.  
D) Equal numbers of producers and consumers.

10. In an ecosystem there is an interaction between all . . .
A) Plants living in a habitat.  
B) Animals living in a habitat.  
C) Plants and animals living in a habitat.  
D) Plants and animals and their physical environment.

11. What is formed when atoms of different elements combine?
A) A new element  
B) New atoms  
C) A compound  
D) A mixture

12. Which of the following is an example of a chemical reaction?
A) Ice melting.  
B) Iron rusting.  
C) Salt dissolving in water.  
D) Sugar crystallising.
13. Which of the following is an example of a physical change?
A  Baking a cake
B  Milk going sour
C  Petrol burning
D  Water evaporating

14. The table below gives information about the melting points and boiling points of four substances. Room temperature is about 20°C.

<table>
<thead>
<tr>
<th>Substance</th>
<th>Melting point / °C</th>
<th>Boiling point / °C</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>-95</td>
<td>111</td>
</tr>
<tr>
<td>Q</td>
<td>17</td>
<td>118</td>
</tr>
<tr>
<td>R</td>
<td>114</td>
<td>183</td>
</tr>
<tr>
<td>S</td>
<td>1455</td>
<td>2835</td>
</tr>
</tbody>
</table>

Which statement is correct?
A  Substance P will freeze solid on a very cold day.
B  Substance Q could be a liquid on some days and solid on others.
C  Substance R never forms a liquid.
D  Substance S cannot evaporate.

15. A substance such as ice becomes liquid when heated. When this happens, the particles . . .
A  Gain energy.
B  Lose energy.
C  Produce energy.
D  Use energy.

16. The batteries in a torch make the bulb light because they . . .
A  Transmit electricity to the bulb through the air like radio waves.
B  Give out chemicals which pass around the circuit and are used up.
C  Push the electrons round the circuit in one direction.
D  Make electrons flow outwards to the light bulb where they are used up.

17. The voltage of a torch battery is 1.5 volts. This is a measure of . . .
A  The size of the battery.
B  The strength of the battery to drive the current.
C  The electrical current coming from the battery.
D  How much energy the battery starts with.
18. When this circuit is complete . . .

A  The bulb transfers power from the battery.
B  The battery gains energy from the bulb and becomes warm.
C  The bulb transfers the energy stored in the battery to light and heat.
D  The potential energy is controlled by the length of the electrical wire.

19. Which one of these pictures is a circuit diagram?

![Circuit Diagram Options]

20. Two small bar magnets are suspended by threads 10 cm apart. Which one of these pictures shows how they will come to rest?

![Magnets in Different Orientations]
21. When the magnet is moved from side to side, the nail moves with it.

This happens because the . . .

A  Particles in the nail vibrate causing it to move.
B  Table transmits the magnetic force.
C  Nail uses up some of the magnetism in the magnet.
D  Magnetic force acts through the table.

22. Which of the following is a fuel which can be used to generate electricity?
A  Oil
B  Solar energy
C  Magnetism
D  Water

23. Which of the following is not an example of an energy transfer?
A  A book resting on a table
B  A candle burning
C  A person walking up stairs
D  A radio playing

24. What happens to the energy which someone puts into riding a bicycle?
A  It is used up and destroyed
B  It is all transferred into movement energy
C  It is transferred into movement and other forms of energy
D  Some of it is destroyed and the rest is stored in the bicycle

25. The diagrams show a space shuttle on its launch pad and then moving through space in a straight line.

Which pair of statements about the forces acting on the shuttle are true?

<table>
<thead>
<tr>
<th>On the launch pad, forces are:</th>
<th>In space the forces are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Balanced</td>
<td>Balanced</td>
</tr>
<tr>
<td>B Balanced</td>
<td>Unbalanced</td>
</tr>
<tr>
<td>C Unbalanced</td>
<td>Balanced</td>
</tr>
<tr>
<td>D Unbalanced</td>
<td>Unbalanced</td>
</tr>
</tbody>
</table>
26. A child drops a ball. What forces are acting on the ball after it leaves the hand?

![Diagram of forces acting on a ball]

27. A large downward force is applied to this sponge.

![Diagram of sponge on a table with force applied]

What will be the new shape of the sponge as the force is applied?

![Diagram of sponge in different shapes]

28. The engine of a moving boat is turned off. Which two forces cause the boat to slow down and stop?
A. Air resistance and weight resistance
B. Air resistance and water resistance
C. Upthrust and water resistance
D. Weight resistance and water resistance

29. A person pushes a pram at a steady speed along a level pavement. Why do they need to keep pushing just to keep the speed constant?
A. To balance air resistance and upthrust
B. To balance air resistance and weight
C. To balance friction and air resistance
D. To balance friction and weight

30. A car will move away more easily from a stationary position on a dry road rather than on a wet road.

This is because there is . . .
A. Less friction between the tyres and the road surface when it is dry
B. Greater friction between the tyres and the road surface when it is dry
C. No friction between the tyres and the road surface when it is wet
D. Greater friction between the tyres and the road surface when it is wet
31. Forces are measured in:
   A Newtons
   B Kilowatts
   C Kilograms
   D Volts

32. The mass of an object is . . .
   A The amount of space it takes up, measured in metres cubed
   B The amount of matter in it, measured in kilograms
   C Its capacity, measured in litres
   D Its density, measured in kilograms per metres cubed

33. Which pair of statements is correct?

<table>
<thead>
<tr>
<th>Gravitational attraction exists between:</th>
<th>The size of pull:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Planets and objects close to them only</td>
<td>Depends on mass of objects</td>
</tr>
<tr>
<td>B Objects which are very close together only</td>
<td>Does not depend on mass of objects</td>
</tr>
<tr>
<td>C Earth and objects near its surface</td>
<td>Does not depend on mass of objects or the distance they are apart</td>
</tr>
<tr>
<td>D All objects of any mass</td>
<td>Depends on mass of objects and the distance they are apart</td>
</tr>
</tbody>
</table>

34. Why does a brick on the Earth have weight?
   A Air pressure pushes it towards the centre of the Earth
   B Air pressure pushes it towards the Moon
   C Gravitational force attracts it towards the centre of the Earth
   D Gravitational force pushes it away from the centre of the Earth

35. A piece of rock is brought back to Earth from the Moon. What happens to its mass and the amount of matter it contains?

<table>
<thead>
<tr>
<th>Mass</th>
<th>Amount of matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Decreases</td>
</tr>
<tr>
<td>B</td>
<td>Decreases</td>
</tr>
<tr>
<td>C</td>
<td>Stays the same</td>
</tr>
<tr>
<td>D</td>
<td>Stays the same</td>
</tr>
</tbody>
</table>

36. Why does an object weigh less on the Moon than it does on the Earth?
   A There is no gravitational force on the Moon
   B There is less gravitational force on the Moon
   C The object has less mass on the Moon
   D The Moon is more massive than the Earth
37. An astronaut standing on the Moon dropped a hammer and a feather together from the same height. There is no air resistance on the Moon. What happened?
A  The hammer landed first
B  The hammer and the feather landed at the same time
C  The hammer and the feather did not move
D  The feather landed first

38. Two cars are advertised for sale. The saloon car can go from nought to sixty mph in 12.5 seconds. The sports car can go from nought to sixty mph in 8.1 seconds. What does this tell us about the two cars?
A  The saloon car is faster than the sports car
B  The sports car is faster than the saloon car
C  The saloon car has better acceleration than the sports car
D  The sports car has better acceleration than the saloon car

39. A torch shines on a screen. A solid ball is put in the way.
Which diagram shows how the shadow is formed?

40. Mirrors are able to form a clear image because light is . . .
A  transmitted from the mirror
B  Absorbed by the mirror
C  Reflected by the mirror
D  Scattered by the mirror
41. We are able to see a book because . . .
   A. Light is scattered by the book and enters our eyes
   B. Our eyes reflect light from the book
   C. Light is absorbed by the book
   D. The book transmits light rays to our eyes

42. All sounds are produced by something . . .
   A. Compressing
   B. Decompressing
   C. Vibrating
   D. Percussing

43. If we alter the frequency of a sound we change its . . .
   A. Loudness
   B. Pitch
   C. Speed
   D. Amplitude

44. Sounds are heard when vibrations from an object . . .
   A. Enter the ear and travel along tubes into the brain
   B. Echo close to the eardrums causing impulses to be carried by nerves to the brain
   C. Cause the eardrums to vibrate and impulses to be carried by nerves to the brain
   D. Are reflected by the eardrums causing impulses to be carried by nerves to the brain

45. Which of the following statements about the Sun is correct?
   A. It is the largest star in our galaxy and is at the centre of the Milky Way
   B. It is the nearest star to the Earth and it is the centre of our Solar System.
   C. It is the only star in our galaxy and is part of the Solar System
   D. It is the largest star in our galaxy and orbits the Earth once every 24 hours

46. The planets, in order of distance from the Sun are
   A. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
   B. Earth, Mercury, Venus, Saturn, Mars, Jupiter, Uranus, and Neptune
   C. Mercury, Mars, Jupiter, Earth, Saturn, Neptune, Neptune and Venus
   D. Venus, Earth, Mercury, Mars, Saturn, Jupiter, Uranus and Neptune

47. At different times of the month the Moon looks a different shape. This is because
   A. The Earth casts a shadow on the Moon
   B. Clouds hide part of the Moon
   C. The Moon passes behind a planet
   D. Half the Moon is lit by the Sun but we see it from a different angle
48. It is colder during the winter because
   A  The solar cycle makes the Sun vary in brightness during the year
   B  There are more clouds during the winter, which shield the Sun’s heat
   C  the Earth is further from the Sun during the winter
   D  The tilt of the Earth means that the Sun is lower in the sky in winter

49. Day and night occur because the
   A  Sun rotates
   B  Earth rotates
   C  Sun goes round the Earth
   D  Earth goes round the Sun
## Appendix 5: Behaviour for learning checklist

Use a Red Amber Green (RAG) rating to indicate:

<table>
<thead>
<tr>
<th>Haven’t thought about it at all</th>
<th>Tried this but not working yet</th>
<th>In place and working</th>
</tr>
</thead>
</table>

### Positive Learning Environment
- Equipment is easily accessible
- Furniture arranged with space to move around
- All children can see you and the board
- Appropriate temperature and ventilation
- Adequate lighting
- Seating plan (displayed for children and other staff to refer to. Use photos for younger children, be aware of seating left-handed and right handed children next to each other).
- Materials well labelled
- Space for pupils to store their belongings
- Pupils sit in groups where they can focus
- Room organisation works for the full range of curriculum areas (or can be moved easily by you and the children/other staff)
- Displays are high quality
- All information is up to date
- Classroom is clean and tidy

### Class Rules are Displayed and Respected
- Small number of rules (up to 6)
- Worked out and agreed on with the class
- Clearly and vibrantly displayed (e.g. with photos of children following each rule)
- Phrased positively (e.g. We listen to each other)
- You refer to them frequently as an agreement (e.g. you know the rule about...)
- Children know them and respect them

### Rewards and Sanctions
- You have a variety of rewards for individuals and groups, some on display. These are easily administered.
- You have meaningful sanctions which are easy to administer.

### Clear routines
- Planned out and decided on in advance
- Embedded by practising with pupils until they’re perfect
- Constantly high expectations of how pupils carry out routines
<table>
<thead>
<tr>
<th><strong>Routines established</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lining up</td>
<td></td>
</tr>
<tr>
<td>Entering and leaving the classroom</td>
<td></td>
</tr>
<tr>
<td>Gaining the pupils' attention [range of strategies: countdown, signal with hand, sing, clap, use an instrument]</td>
<td></td>
</tr>
<tr>
<td>Pupils gaining teacher’s attention and assistance</td>
<td></td>
</tr>
<tr>
<td>Transition between activities</td>
<td></td>
</tr>
<tr>
<td>Tidying up</td>
<td></td>
</tr>
<tr>
<td>Distribution and collection of materials</td>
<td></td>
</tr>
<tr>
<td>Group, partner and individual work</td>
<td></td>
</tr>
<tr>
<td>Late arrivals</td>
<td></td>
</tr>
<tr>
<td>Getting out of seats</td>
<td></td>
</tr>
<tr>
<td>Managing noise levels [chart displayed?]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher presence and behaviours</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher arrives at lesson/classroom before pupils</td>
<td></td>
</tr>
<tr>
<td>Welcome pupils at the door, with sight of the classroom and the corridor</td>
<td></td>
</tr>
<tr>
<td>Teacher’s voice is clear and tone appropriate</td>
<td></td>
</tr>
<tr>
<td>Effectively vary tone of voice</td>
<td></td>
</tr>
<tr>
<td>Authoritative body language</td>
<td></td>
</tr>
<tr>
<td>Wait for silence, stillness and eye contact before beginning</td>
<td></td>
</tr>
<tr>
<td>Clear, succinct instructions</td>
<td></td>
</tr>
<tr>
<td>Positive behaviour is named and acknowledged</td>
<td></td>
</tr>
<tr>
<td>Achievements are recognised</td>
<td></td>
</tr>
<tr>
<td>Teacher is a role model for positive language and behaviour</td>
<td></td>
</tr>
<tr>
<td>Materials and equipment are prepared in advance</td>
<td></td>
</tr>
<tr>
<td>Teacher has an awareness of the support needs of vulnerable children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dealing with challenging situations</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take time to assess the situation before reacting: are these whole class, group or individual issues?</td>
<td></td>
</tr>
<tr>
<td>Understand and follow school procedures</td>
<td></td>
</tr>
<tr>
<td>Referring to school and class rules</td>
<td></td>
</tr>
<tr>
<td>Use vocabulary of choice [“you can choose to sit down, or you can choose to see me in your breaktime...”]</td>
<td></td>
</tr>
<tr>
<td>‘Broken record’ technique of repeating an instruction [“I need you to sit down... I need you to sit down...”]</td>
<td></td>
</tr>
<tr>
<td>Ignoring secondary behaviour (to pick up later)</td>
<td></td>
</tr>
<tr>
<td>Catching pupils doing the right thing and telling them</td>
<td></td>
</tr>
<tr>
<td>Effective one to one conversations rather than confrontations in front of a whole class</td>
<td></td>
</tr>
<tr>
<td>Personalised rewards systems with individuals where necessary</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6: 10 principles of Assessment for Learning

Principles and key characteristics of assessment for learning

Principles

Assessment for learning is founded on the following ten principles.

Assessment for learning:

- is part of effective planning
- focuses on how students learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for self-assessment [and peer assessment]
- recognises all educational achievement.

(Assessment Reform Group, 2002, Assessment for learning: 10 principles)

Key characteristics

The Assessment Reform Group identified seven key characteristics of assessment for learning.

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with learners.
- It aims to help pupils to know and to recognise the standards for which they are aiming.
- It involves pupils in self-assessment [and peer assessment].
- It provides feedback that leads to pupils recognising their next steps and how to take them.
- It is underpinned by the confidence that every student can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

(Assessment Reform Group, 1999, Assessment for Learning)
Appendix 7: Teachers’ standards for England

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.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
   a) establish a safe and stimulating environment for pupils, rooted in mutual respect
   b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils
   a) be accountable for pupils’ attainment, progress and outcomes
   b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
   c) guide pupils to reflect on the progress they have made and their emerging needs
   d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge
   a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
   b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   c) 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
   d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons
   a) impart knowledge and develop understanding through effective use of lesson time
   b) promote a love of learning and children’s intellectual curiosity
   c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   d) reflect systematically on the effectiveness of lessons and approaches to teaching
   e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5. Adapt teaching to respond to the strengths and needs of all pupils
a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
c) 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
d) 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.

6. Make accurate and productive use of assessment
a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
b) make use of formative and summative assessment to secure pupils' progress
c) use relevant data to monitor progress, set targets, and plan subsequent lessons
d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
a) 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
b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
a) make a positive contribution to the wider life and ethos of the school
b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
c) deploy support staff effectively
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
e) communicate effectively with parents with regard to pupils' achievements and well-being.
   ▪ 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.

PART 2: 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
Appendix 8: Tracking Progress 2013-14