

Secondary PGCE Programme Placement Guide

DEVELOPING PROFESSIONAL PRACTICE (Stage 1): October to December – School Experience 1: SE1

2022-2023



CONTENTS PAGE

Introduction	2
Secondary Team, Tutors and Contacts	3
The Newman Curriculum	4
Newman Curriculum Map	5
Key Dates	6
Expectations	6
Timetabling	7
Tutor Visits Structure	8 – 9
Documentation Overview	10
Calendar	11
Copies of Forms - overview	12
First Visit Form	13-14
Lesson Planning	15-17
Observation Form	18-19
The Big Questions	20-21
Weekly Meeting Form	22-23
Progress Review (MPR/EPR)	24
Support Plan	25
Observing Other Teachers	26-28
Newman Curriculum Continuous Assessment Tool	29-32

INTRODUCTION

This booklet is designed to support school based tutors and training during the school experience of the PGCE.

Abbreviations used in this guide:

SBT – School-Based Tutor
SBL/SBM – School-Based Lead
UBT 0 University Based Tutor

During placement, trainees should:

1. Familiarise themselves with school procedures and documentation, including safeguarding policies, at whole school and class level.
2. Observe lessons and identify elements of lesson structure which contribute to effective management and teaching.
3. Plan and teach activities, both individually and collaboratively, taking increasing responsibility during the placement.

They should also reflect upon how academic studies are helping to develop their professional understanding.

From the start of the course, trainees will be operating within the timetable and organisational demands of the school.

Personal and Professional Conduct

Trainees are expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

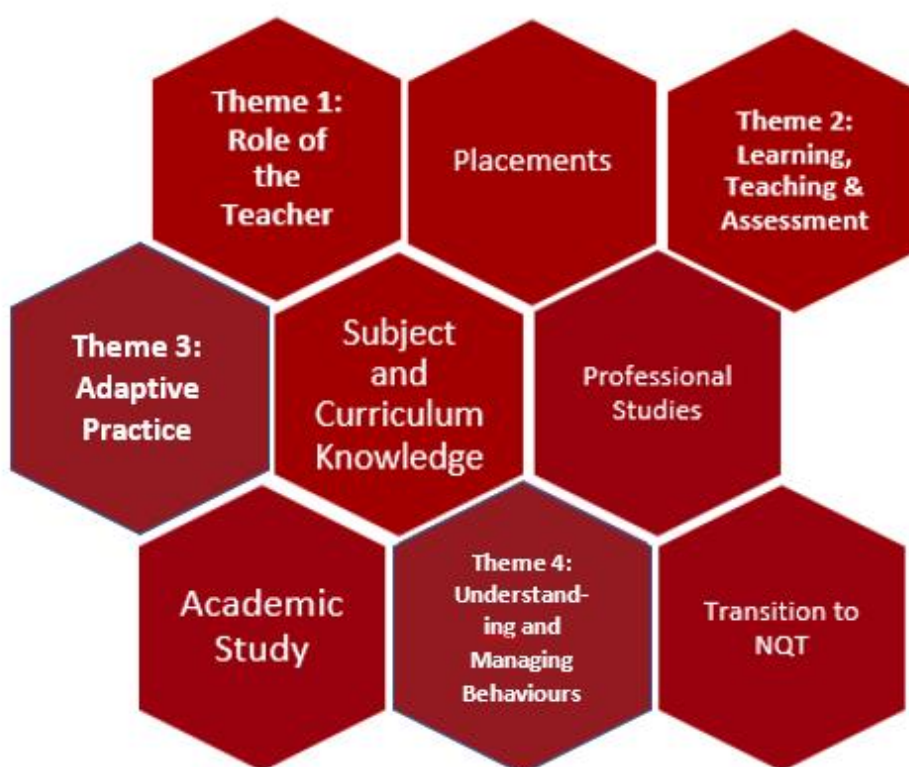
- Trainees are expected to demonstrate professional values at all times and comply with the School's procedures and policies (including following the agreed system in the event of absence)
- They are also expected to take a full and active part in the wider aspects of a Teacher's role (including attendance at briefings, meetings, Parents' evenings, etc).
- Trainees must provide a copy of their timetable to their Academic Cohort Co-ordinator at the beginning of placement and upload this to their Electronic Teaching File.
- Trainees should maintain their Teaching File which documents their placement progress.
- Trainees should also take an active role in a Form Tutor Group for registration and tutoring/pastoral work.
- Trainees should evaluate their progress each week, reflect upon their targets/development and be prepared to engage in professional dialogue to improve their practice and drive the agenda. This can be recorded in their electronic Reflective Progress Journal but also discussed in the Weekly Analysis and Review meeting.

NEWMAN UNIVERSITY SECONDARY TEAM AND CONTACT DETAILS

Role	Name	Extension	Email Address
Head of Secondary ITTE & FE	Caroline Montgomery	2556	Caroline.montgomery@staff.newman.ac.uk
Secondary Partnership Lead and SL Geography	Martin Husbands	2376	m.husbands@staff.newman.ac.uk
PGCE and AO Programme Lead and SL Computing	Sharon Holness	2448	s.holness@staff.newman.ac.uk
Undergraduate Programme Lead and SL PE	Liz Plummer	2315	e.plummer@staff.newman.ac.uk
Academic Lead and SL RE	Lisa Vickerage-Goddard	2316	l.m.vickerage-goddard@staff.newman.ac.uk
Digital Literacy Lead and SL History	Ben Hart	2502	b.hart@staff.newman.ac.uk
SL Mathematics	Upkar Singh	2270	u.singh@staff.newman.ac.uk
SL Science	Scott Porter	2478	Scott.porter@staff.newman.ac.uk
SL English	John Keenan	2681	John.keenan@staff.newman.ac.uk
SL UG Professional Studies + Drama	Karen Teasdale		k.teasdale@staff.newman.ac.uk
SL Computing	Alethe Bailey	2333	a.bailey@staff.newman.ac.uk
Secondary Administrator	Linda Clausen	2324	SecondaryFed@Newman.ac.uk
Secondary Partnership Administrator	Louise Smith	2459	SecondaryFed@Newman.ac.uk

The Newman Curriculum

The Secondary PGCE Core programme has been designed to develop themes throughout the training year. Through University led sessions, placements and Academic study every student will be provided with an interlinked programme which builds teaching capability as the year progresses. Content has been broken down into 4 key themes which permeate all aspects of training.



Key themes and questions during the placement

It is essential that trainees assess their strengths against the curriculum themes. During the term – and throughout the year, trainees are asked to consider 'Big Questions'. The 'Big Questions' are one way to help break down and structure the trainees reflection and development across the PGCE year.

They are already broken up by week for trainees to reflect upon in their e-Portfolio, but you may also want to utilise the questions to help prompt observations, mentor meeting discussions and more. The key questions can be found in the appendix. Please encourage your trainee to discuss these at the weekly meeting.

Curriculum Mapping- Secondary PGCE

An outline of the curriculum delivered during Stage 1

Curriculum Theme	<i>Taught University Content: September Block</i>	<i>Taught University Content: November Returners Week</i>	<i>School Placement: Stage 1</i>
Theme 1: Role of the Teacher	A day in the life... COVID and schools. Professional Expectations. Safeguarding. PREVENT. Trainee wellbeing Trainee academic support Responding to feedback. Being a *Subject* Teacher.	Reflective practice. Authentic evidence. Wider role of being a teacher	Demonstrate professional attributes in school. Understand role of the subject teacher. Recognise how to keep children safe in school. What does it mean to be a teacher in school
Theme 2: Teaching, Learning and Assessment	What is knowledge? Learning Theories. What is Learning? Introduction to AfL Formative and summative assessment. William & Black AfL in *Subject*	Factors affecting learning. Cognitive Load Importance of memory. What can a *Subject* teacher gain from understanding learning theory? Specific factors affecting learning in*Subject*.	How do children learn What are the barriers to learning in the classroom. How can I effectively teach and assess students
Theme 3: Adaptive Practce	Introduction to inclusion. Identifying inclusive groups. Inclusion policy, practice and operations. Planning for inclusive offsite visits What is SEND? -Communication and Interaction, Cognition and Learning, Social, emotional and Mental Health, Sensory and/ or physical needs. Inclusive teacher and EAL.	What is SEND- needs not labels. Autism Awareness. Reflections on SEND experiences – and moving forward	SEND policy and practice in school. Role of the SENDCo Utilising provision maps.
Theme 4: Understanding and Managing Behaviour	<i>Behaviour Management</i> Meeting the needs of your pupils Establishing rules and routines (strategies, verbal/non-verbal) Addressing low level disruption Wider professional responsibilities in respect of: Being a member of a team <i>Managing Self</i> Professional responsibilities Time management Work life balance <i>Managing Others</i> Mentor-trainee relationship	<i>Behaviour Management</i> Consolidating positive behaviour management strategies; reference to behaviour theory Rewards and sanctions Underpinning practice with research Case studies from SE1 and practical reflections/applications. Peer support and shared experiences. <i>Managing Self</i> Reflection on workload and wellbeing strategies Student support signposting	Recognising the importance of school's Behaviour Policy. Using and applying school Behaviour Policy in the classroom.

Key dates

SE1 Monday 3rd October – Friday 16th December 2022		
Monday 3 rd October 2022	Start of School Experience (SE1)	SE1 period
Monday 31 st October – Friday 4 th Nov 2022	Newman University Return Week	
Monday 7 th November - 25 th November 2022	Mid-Point Review Period	
Thursday 1 st December – Friday 16 th December 2022	End Point Review Period	
Friday 16 th December 2022	Autumn Term Placement (SE1) Ends	
Future dates (for reference)		
Thursday 5 th January – Friday 3 rd February 2023	Newman University Teaching Block	
Monday 6 th February 2023	Start of School Experience (SE2)	SE2 period
Monday 27 th March – Friday 31 st March 2023	Newman University Return Week	
Wednesday 1 st March – Friday 24 th March 2023	Mid-Point Review Period	
Monday 5 th June – Friday 23 rd June 2023	End Point Review Period	
Friday 23 rd June 2023	Spring/Summer Placement (SE2) Ends	

What to Expect and What is Expected of Trainees?

Trainees are expected to:

- Be positive and pro-active in their approach.
- Ensure your observation time is well spent.
- In weekly review and analysis meetings, remember to ask/discuss with the teacher why he/she adopts a certain approach based on observations and experiences in the classroom: this will support reflections in the e-Portfolio.
- Be reflective and constructive in all professional discussions and remember that criticality is not criticism.

Key school based tutor responsibilities

- Day to day supervision, providing a suitable timetable across two Key Stages for the trainee and access to relevant department and school documentation including access to schemes/units of work and pupil data.
- Ensure the completion of lesson observations per week and coordinate feedback in line with partnership documentation.
- Arrange regular weekly review sessions to review progress and discuss targets/Big Questions that are regularly monitored.
- Support trainees to manage their own workload and wellbeing whilst they train.

Key school based lead responsibilities

- Liaise and communicate with the school based tutor, the progress and assessment of the trainee against the curriculum.
- Quality assure the performance of the trainee on a regular basis
- Support the trainee's school-based experience, including sessions to support the Newman Curriculum
- Establish trusting relationships, modelling high standards and providing support
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee
- Induct the trainee to understand their role and responsibilities as a teacher
- Continue to develop a good working relationship with the University, including support for mentor training.

Timetable

It is expected that trainees should begin the first week or two becoming familiar with classes that they will become involved with. During the first term of SE1 we suggest moving towards a 50% (of a normal ECT) timetable. During SE2, they trainees should gradually increasing during the year to approx. 70%, ideally by Easter.

However, the progression to teaching is flexible and according to need or as agreed so should be negotiated and discussed with the trainee on a weekly basis. The timetable might initially include a combination of observation, team-teaching or starters or revision lessons prior to assessment working towards independent teaching of classes.

Due to the 11-16 nature of the qualification, ideally both KS3 and KS4 classes should be represented. KS5 or post 16 experience is recommended in some capacity if possible, such as observations of these classes.

Weeks 1-2:

Trainees should become familiar with school policies and procedures and observe classes they will be working with and also

- Meet staff and pupils
- Meet the Lead School-based Tutor
- Discuss and confirm the details of the outlined timetable for their SE1 classes, their weekly School based Tutor meetings and regular School-based Lead sessions;
- Observe a range of teaching in their first 2 weeks of placement
- Receive access to the school's IT network, as appropriate;
- Share with School-based Tutors their Subject Knowledge Review
- Confirm a Staff Duty;
- Confirm Pastoral / Form Group and duties;

Weeks 3-7:

Trainees should move towards a 50% (of a normal ECT) timetable. This might involve initial delivery of starter activities, occasional lessons, taking early responsibility for one group and then greater responsibility during the term. The progression to teaching is flexible and according to need or as agreed, so should be negotiated and discussed with the trainee on a weekly basis. The timetable can include a combination of observation, team-teaching or starters or revision lessons prior to assessment working towards independent teaching of classes.

Additional time may be allocated for enhancement or development activities – such as observing experienced colleagues, pupil shadowing, observing lessons in other subject areas and APP (see below). They should also be given specific time to meet with the school based tutor and time to maintain their e-Portfolio.

APP during the school placements

An addition to our work this year is to support the University's APP work (Access and Participation Plan) we will be requiring all trainees to engage in supporting pupils' attainment through providing one lesson a week of subject specific booster activities. Examples of this are:

- Year 7 literacy and numeracy catch up
- GCSE subject booster

Please work with Mentors to identify an appropriate lesson slot in which to complete this activity on a weekly basis. This can be an ongoing piece of work with the same group or a repeated activity with different pupils. The important factor in this work is that the trainees are adding value to the pupils' learning by addressing an identifiable area of need.

Post 16 Experience

Trainees are following the 11-16 with post sixteen enhancement route should experience Post-16 teaching. This should be arranged as part of their timetable where possible, either in an observational or collaborative capacity with opportunities to lead where appropriate.

Second Subject Teaching

For some subjects, it is important that trainees can offer a second subject. School experience is the only opportunity for them to develop their ability in a second subject and schools are therefore asked to look favourably on requests for experience in a second area. Trainees are likely to work collaboratively with second subject mentors.

Tutor Groups

Trainees should be allocated a tutor group to work with. Initially this can be as a supportive role and then with wider responsibility. It is good practice that this involves working with a tutor outside of the trainee's department, or with someone who may not be the subject school based tutor. Trainees should attend all registration sessions and adopt all of the roles and responsibilities of a form tutor.

Tutor Visits Structure

Tutor First Visit:

University tutors will 'visit' the placement, virtually, within the first two weeks.

An Initial Visit Form will be completed as a checklist of induction and that all partners are well placed for the start of the placement. School-based Tutor, the Trainee and the University tutor should be in this meeting. Ideally, the School-based Lead would be also be in attendance.

Visit type: First Visits

Mode: TEAMs

Window: First 2 weeks of placement

Arrangements: Tutors will arrange a TEAMs meeting, through Outlook, with Subject Based-Tutor (SBT) once the trainee is placed.

Duration: Approx. 1 hr

Outline:

- Introductory conversation.
- Complete 1st visit form
- Have they received all the paperwork?
- Have they found all documents on the Newman website?
- Do they have any questions about the Newman curriculum?
- Set up the MPR visit.

Mid and End Point Review Visits

Visit type: Mid Point Review (SE1 and SE2), this is also the placement QA visit

Mode: Face-to-face

Window: Schedule confirmed 14/10/22 with trainee and SBT, undertaken and completed in November.

Duration: Approx. 2 hr

Outline:

- Tutors will arrive at school 15 minutes ahead of meeting time to complete initial ID checks.
- Tutors may only observe final 20 minutes of lesson, ensuring that the Mentor has observed the full lesson and is free straight away afterwards to provide feedback. Please note, TUTORS WILL NOT BE FEEDING BACK ON THE LESSON, they will be observing the SBT's feedback.
- Trainee, SBT and Tutor discuss outcomes of the MPR, this is a pre-populated document completed in the weekly SBT/ Trainee meeting prior to the visit. University tutors role is to quality assure and consider
 - What evidence was drawn on to arrive at the decisions?
 - How have the Big Questions/ SBT/ Trainee meetings been used to inform decisions?
 - Are the decisions indicative of consistent practice?
 - Are there any borderline decisions and how were they resolved?

Visit type: End Point Review

Mode: Face-to-face

Window: Schedule confirmed 18/11/22 with trainee and SBT, undertaken and completed in December

Paperwork: EPR and SBT placement evaluation form returned to SecondaryFEEd@newman.ac.uk, cc. to

Duration: Approx. 2 hr

Outline:

- Tutors will arrive at school 15 minutes ahead of meeting time to complete initial ID checks.
- Tutors may only observe final 20 minutes of lesson, ensuring that the Mentor has observed the full lesson and is free straight away afterwards to provide feedback. Please note, TUTORS WILL NOT BE FEEDING BACK ON THE LESSON, they will be observing the SBT's feedback.
- Trainee, SBT and Tutor discuss outcomes of the EPR, this is a pre-populated document completed in the weekly SBT/ Trainee meeting prior to the visit. University tutors role is to quality assure and consider
 - What evidence was drawn on to arrive at the decisions?
 - How have the Big Questions/ SBT/ Trainee meetings been used to inform decisions?
 - Are the decisions indicative of consistent practice?
 - Are there any borderline decisions and how were they resolved?

Documentation

Guide to documentation and schedule (all documents are available online at https://www.newman.ac.uk/ite-education-partnership/secondary-pgce/ and via the trainees online 'Moodle' platform)	
Lesson Planning	Trainees are expected to plan for every lesson taught, and they are expected to use the proforma (unless otherwise negotiated). Our formal lesson plan should be used for the formally observed lesson; lesson plans should be submitted to the School-based Tutor at least 48 hours in advance.
Lesson Observations	One formal observation per week (using the lesson observation form) – although it is expected that trainees will receive formative feedback throughout the placement.
Weekly Review Meetings	One meeting per week between the School-based Tutor and trainee. Trainees will reflect on their progress using the Big Questions in their e-portfolio which can be used to inform discussions. Trainees will self-evaluate and track their own progress on their NCCAT which they are expected to fully discuss & justify at their weekly meetings.
	Weekly Review and Analysis Form This is to be used by school based tutors to record discussions and targets negotiated with trainees
Mid-Point/End Point Review	Undertaken during the first and second half of each 'placement' to review progress of the trainee captured on the School Experience Progress form .
Any concerns about the progress of a trainee should be raised immediately with the University Tutor with a view to providing support (and a support plan is available)	

PGCE Core 2022/23 programme

Key: Numbers in red are the timetable weeks

SE1	SE2	School Experience	University Based [48]	Tutor Visits
Enhancement or Extended Placement	External Examiner Visits	Assignment & assessment dates	SSCC: Staff-student consultative committee dates	

Secondary Calendar

September		October	November		December	January	February	March	April	May	June	July	August											
UBT eportfolio scrutiny CODE OF CONDUCT; PEN PORTRAIT			Placement 1		End-point review			Mid-point review	Placement 2		End-point review	10 = enh. days												
			Mid-point review		UBT eportfolio scrutiny- assessment bundles				External Examiner Visit		Eportfolio scrutiny													
											Sign off window													
M	0		9			2	Bank Holiday		31	Easter Break	35	Bank Holiday	44	Enh / Ext placement										
T			1	Theme 1		3	Bank Holiday		4	Easter Break	2	SE2	4	Enh / Ext placement	2	School Holiday								
W			2	Theme 2		4		1	Enrichment & Enhancement	1	SE2 MPR	5	Easter Break	3	SE2	5	Enh / Ext placement	3	School Holiday					
T	1		3	Theme 3	1	SE1 EPR	5	Tutorials & eportfolio reviews	2	Subject Knowledge & Enhancement	2	SE2 MPR	6	Easter Break	4	SE2	1	Half Term	6	Enh / Ext placement	4	School Holiday		
F	2	Enrolment	4	Theme 4	2	SE1 EPR	6	Tutorials & eportfolio	3	Subject Pedagogy & Application	3	SE2 MPR	7	Bank Holiday	5	SE2	2	Half Term	7	Enh / Ext placement	5	School Holiday		
M	5	Welcome & induction carousel	5	SE1 begins	10	SE1 MPR	14	SE1 EPR	19	Briefing. PS: Th1	23	SE2 begins	27	SE2 MPR	32	Bank Holiday	36	SE2	40	SE2 EPR	45		7	School Holiday
T	6	PS: Th1	4	SE1	8	SE1 MPR	6	SE1 EPR	10	Subject Knowledge & Pedagogy	7	SE2	7	SE2 MPR	11	Easter Break	9	SE2	6	SE2 EPR	11		9	School Holiday
W	7	Subject Knowledge & Pedagogy	5	SE1	9	SE1 MPR	7	SE1 EPR	11	Enrichment & Enhancement	8	SE2	8	SE2 MPR	12	Easter Break	10	SE2	7	SE2 EPR	12		10	School Holiday
T	8	Subject Knowledge & Enhancement	6	SE1	10	SE1 MPR	8	SE1 EPR	12	Subject Knowledge & Enhancement	9	SE2	9	SE2 MPR	13	Easter Break	11	SE2	8	SE2 EPR	13		11	School Holiday
F	9	Subject Pedagogy & Application	7	SE1	11	SE1 MPR	9	SE1 EPR	13	Subject Pedagogy & Application	10	SE2	10	SE2 MPR	14	Easter Break	12	SE2	9	SE2 EPR	14		12	School Holiday
M	12	Briefing. PS: Th2	6	SE1	11	SE1 MPR	15	SE1 EPR	20	Briefing. PS: Th2	24	SE2	28	SE2 MPR	33	SE2 MPR	37	SE1	41	EPR/eportfolio Ex Ex visit	46		15	School Holiday
T	13	Subject Knowledge & Pedagogy	10	SE1	15	SE1 MPR	12	SE1 EPR	17	Subject Knowledge & Pedagogy	14	SE2	14	SE2 MPR	18	SE2 MPR	16	SE2	13	EPR/eportfolio Ex Ex visit	17		16	School Holiday
W	14	Teachers as Researcher	12	SE1	16	SE1 MPR	14	SE1 EPR	18	Enrichment & Enhancement	15	SE2	15	SE2 MPR	19	SE2 MPR	17	SE2	14	EPR sign-off eportfolio scrutiny	18		17	School Holiday
T	15	Subject Knowledge & Enhancement	13	SE1	17	SE1 MPR	15	SE1 EPR	19	Subject Knowledge & Enhancement	16	SE2	16	SE2 MPR	20	SE2 MPR	18	SE2	15	EPR sign-off eportfolio scrutiny	19		18	School Holiday
F	16	Subject Pedagogy & Application	14	SE1	18	SE1 MPR	16	SE1 EPR	20	Subject Pedagogy & Application	17	SE2	17	SE2 MPR	21	SE2 MPR	19	SE2	16	EPR sign-off eportfolio scrutiny	20		19	School Holiday
M	19	Briefing. PS: Th3	7	SE1	12	SE1 MPR	16	School Holiday	21	Briefing. PS: Th3	25	Half Term	29	SE2 MPR	34	School Exp	38	SE2	42	EPR sign-off eportfolio scrutiny	47		22	School Holiday
T	20	Sub Know & Ped SSCC	18	SE1	22	SE1 MPR	20	School Holiday	24	Sub Know & Ped SSCC	21	Half Term	21	SE2 MPR	25	School Experience	23	SE2	20	EPR sign-off eportfolio scrutiny	48	School Holiday	23	School Holiday
W	21	Enrichment & Enhancement	19	SE1	23	SE1 MPR	21	School Holiday	25	Enrichment & Enhancement	22	Half Term	22	SE2 MPR	26	School Experience	24	SE2	21	EPR sign-off eportfolio scrutiny	24	Re-sit Board	24	School Holiday
T	22	School Induction 1	20	SE1	24	SE1 MPR	22	School Holiday	26	School Induction 1	23	Half Term	23	SE2 MPR	27	School Experience	25	SE2	22	EPR sign-off eportfolio scrutiny	25	School Holiday	25	School Holiday
F	23	School Induction 2	21	SE1	25	SE1 MPR	23	School Holiday	27	School Induction 2	24	Half Term	24	SE2 MPR	28	School Experience	26	SE2	23	EPR sign-off eportfolio scrutiny	26	School Holiday	26	School Holiday
M	26	Briefing. PS: Th4	8	Half Term	13	SE1 MPR	17	School Holiday	22	Briefing. PS: Th4	26	SE2	30	Academic Writing	39	Bank Holiday	43	Enh / Ext placement	48	School Holiday	48	School Holiday	29	Bank Holiday
T	27	Subject Knowledge & Pedagogy	25	Half Term	29	SE1 MPR	27	School Holiday	31	Subject Knowledge & Pedagogy	28	SE2	28	Th 1 / Th 2 SSCC	30	Half Term	27	Enh / Ext placement	31	Enh / Ext placement	31		30	
W	28	Offsite Subject Visit	26	Half Term	30	SE1 MPR	28	School Holiday			29	Theme 3 / Theme 4			31	Half Term	28	Enh / Ext placement		Enh / Ext placement			31	
T	29	Subject Knowledge & Enhancement	27	Half Term			29	School Holiday			30	Offsite Subject Visit					29	Enh / Ext placement		Enh / Ext placement				
F	30	Subject Pedagogy & Application	28	Half Term			30	School Holiday			31	Subj Enh	Subj Tutorials				30	Enh / Ext placement		Enh / Ext placement				
M			9	Briefing. Academic Writing																				

All documents are available online at <https://www.newman.ac.uk/ite-education-partnership/secondary-pgce/>

Appendix 1: First Visit Form

The first visit form is completed following an initial meeting between the University tutor, school based tutor and trainee. It is designed to ensure that the placement is meeting the appropriate requirements.

Appendix 2: Lesson Planning

Trainees are expected to plan for every lesson taught, and they are expected to use the proforma (unless otherwise negotiated). Our formal **lesson plan** should be used for the formally observed lesson; lesson plans should be submitted to the School-based Tutor at least 48 hours in advance. Trainees are required to upload at least ONE formal lesson plan per week to the observed lesson – and over the course of the placement ensure that they upload enough to demonstrate their progress.

Appendix 3: Developmental Observation Form

One formal observation per week (using the lesson observation form) – although it is expected that trainees will receive formative feedback throughout the placement. Trainees are required to upload at least ONE observation form per week. The forms encourage tutors to

Appendix 4: Big Questions

Each week, trainees will reflect upon their progress – with a focus on key questions against the themes. These questions allow school-based tutors to support their trainees by identifying opportunities for trainee development and allow trainees to identify and discuss targets with their school based tutor.

Appendix 5: Weekly Review and Analysis Form

This is to be used to record discussions and targets negotiated, and discussed, with trainees. These align with the Newman Curriculum Framework and the ITT Core Content Framework

Appendix 6: Mid and End Point Review Form

Undertaken during the first and second half of each 'placement' to review progress of the trainee captured on the **School Experience Progress form**.

Appendix 7: Student Support Plan

Use to support trainees who might need additional support to meet the level expected at each stage of the placement

Appendix 8: Observation of an Experienced Teacher

Form to be used by trainees when opportunities are presented to observe an experienced colleague.

Appendix 9: NCCAT: The NCCAT is the Newman Curriculum Continuous Assessment Tool. The idea of it is to break down the Newman PGCE Secondary curriculum across the year, which should allow you to see the different skills you will work on and develop as you progress through the course.

Newman University, PGCE Core Programme SE1 First Visit form

This form is to be completed by the University-based Tutor with the Trainee and School Based Tutor during the first visit to the Placement School during SE1.

Trainee:	
Subject:	
School:	
School-based Lead: SBL	Name: Email address confirmation:
School-based Tutor: SBT	Name: Email address confirmation: Confirm QTS: Choose an item.
Programme Lead: PL	Sharon Holness S.Holness@staff.newman.ac.uk
University-based Tutor: UBT	Choose an item.

Element	In place on this date:
School-based safeguarding induction / training.	Click or tap to enter a date.
<i>In addition, trainee has been provided with:</i>	
<ul style="list-style-type: none"> ▪ The Child Protection policy <input type="checkbox"/> ▪ Staff Behaviour Policy (sometimes called a Code of Conduct) <input type="checkbox"/> ▪ information about the role of the Designated Safeguarding Lead <input type="checkbox"/> ▪ a copy of Keeping Children Safe in Education <input type="checkbox"/> 	Click or tap to enter a date.
School/departmental induction programme (<i>including Orientation and Key Information – prospectus, department handbook, policies, etc</i>)	Click or tap to enter a date.
Trainee's timetable provision includes: <ul style="list-style-type: none"> ▪ Key Stage 3 <input type="checkbox"/> ▪ Key Stage 4 <input type="checkbox"/> ▪ Protected weekly meeting time with SBT <input type="checkbox"/> ▪ Regularly time / CPD schedule with SBL <input type="checkbox"/> ▪ Opportunity for Primary observations <input type="checkbox"/> ▪ Opportunity for post-16 observations <input type="checkbox"/> 	Click or tap to enter a date.
Trainee has access to documentation and resources (<i>including school calendar, dates for Parents' Evenings/events to be attended</i>)	Click or tap to enter a date.
Use of University documentation and NCCAT, as a reflective tool understood by the Trainee, SBT and UBT in order to comment on progress at Stage 1.	Click or tap to enter a date.
Planned, regular lesson observations and feedback for Term 1 by relevant qualified colleagues.	Click or tap to enter a date.
Documented programme of School-based	Click or tap to enter a date.

Professional and Subject Training to support the trainee's development in their SE1 placement	
IT provision/access/school policy guidance for its use in subject teaching.	Click or tap to enter a date.
Subject Knowledge Audit discussed and monitored.	Click or tap to enter a date.

Additional comments:

Trainee's signature:	
School-based Tutor's signature:	
University-based Tutor's signature:	
Date:	Click or tap to enter a date.

Copy to Trainee, School-based Tutor and the Programme Administrator via secondaryfed@newman.ac.uk

LESSON TITLE:					TRAINEE TEACHER:					
					SUBJECT:					
DATE	PERIOD/TIME	ROOM	YEAR/GROUP	GROUP DETAILS						
				Total:	SEND:	More Able:	EAL:	PP:	FSM:	
Learning and Teaching Objectives/Outcomes				Previous lesson title/focus:			Next lesson title/focus:			
Context: (National Curriculum reference/Specification theme or topic):				Resources						
Enrichment/consolidation/wider skills				Risk Assessment (if applicable)						
				Complete/ Not completed (please delete)						
Adaptive Practice				Individuals/groups for targeted support:						
Support: Outcome: Resource: Task:										
Homework / Independent Study				Other Notes: <i>Including SMSC / sensitivities.</i>						
All:										
Challenge:										

Suggested Timings	<u>Pupil Activity and Learning</u> (Intent)	<u>Teacher Activity and Assessment</u> (implementation)	<u>Post lesson evaluation</u> (impact)
<i>Add additional rows for teaching activities as necessary</i>			
<u>How will progress be measured against the learning objectives/outcomes?</u>			

Risk assessment is a common feature of practical lessons, such as those in PE, Science or Humanities field trips. You should only complete this if it is relevant to your lesson/activity.

Please use or delete this Risk Assessment Table when appropriate.

			Impact			
			0	1	2	3
			Acceptable	Tolerable	Unacceptable	Intolerable
			Little or no effect	Effects are felt but not critical	Serious impact to courses of action & outcome	Could result in disasters
Likelihood	Improbable	Risk unlikely to occur				
	Possible	Risk will likely occur				
	Probable	Risk will occur				

Developmental Lesson Observation Form 2022-23

Student:		Observer(s):	
Date: Click or tap to enter a date.	Subject:	Year group:	Choose an item.

Agreed observation focus:	(Refer to progress towards the curriculum)
Subject knowledge focus:	
Targets from previous observation:	

How was observation conducted ?	Choose an item.
---------------------------------	-----------------

Progress towards the Curriculum:	1. Role of the Teacher
	2. Teaching, Learning and Assessment
	3. Adaptive Practice
	4. Understanding and Managing Behaviours

Review of Subject knowledge development	
-----------------------------------------	--

Questions for Discussion:	
---------------------------	--

Targets (Progress towards the Curriculum):	Choose an item.
	Choose an item.
	Choose an item.

Post observation reflection (Student):	1. Role of the Teacher
	2. Teaching, Learning and Assessment
	3. Adaptive Practice
	4. Understanding and Managing Behaviours
	Subject Knowledge Development.

Copies sent to: **Student**, **School Based Tutor**, and uploaded to e-portfolio

Week Beginning	Big Questions: How have you....	
Suggested dates	Theme	Using the Review and Analysis form , during your weekly mentor meeting , record your discussions about these questions alongside Subject Knowledge NCCAT criteria . During university teaching blocks and school placements, highlighting concrete examples , how have you.....
12.09.2022 Stage 1	1	shown an understanding for safeguarding legislation incumbent on school staff, including risk assessing an offsite visit?
	2	demonstrated you are aware of some key theories underpinning learning?
		written & discussed, with your UBT, your Pen Portrait in in readiness for School Experience 1?
26.09.2022	1	used microteaching feedback to plan improvement of own practise? demonstrated an understanding of the research of key researchers?
	2	demonstrated you are aware of and able to incorporate some key theories in planning for pupil learning? demonstrated an understanding of the research of Bandura (1986) and William & Black (2009)?
	3	demonstrated you are aware of and able to incorporate some key theories underpinning adaptive practice into planning for pupil learning? demonstrated an understanding of the research of key researchers?
	4	have thought about managing own self-care and wellbeing during PGCE autumn term? demonstrated an understanding of the research of Bennett, Dix and Rogers.
03.10.2022	1	implemented a school policy, including actioning next steps?
	2	shown an understanding of statutory, & non-statutory assessment requirements for your Subject area in KS3 & KS4?
	3	identified & used legislation, including documentation from specialists beyond your classroom, to support pupils?
	4	recognised & used the whole school framework for establishing rules & routines for an effective organisation?
10.10.2022	1	used lesson observation feedback to improve own practice?
	2	shown an understanding of what effective teaching is?
	3	shown that you understand factors that inhibit the progress of pupils?
	4	role modelled the expectations & behaviours that provide a positive influence on pupils in your classes or Form Group?
17.10.2022	1	utilised KS5 or KS2 opportunities to better understand your role as a teacher?
	2	utilised KS5 or KS2 opportunities to better understand differences in methods of teaching, learning & assessment?
	3	utilised KS5 or KS2 opportunities to better understand adaptive practice in your classroom?
	4	utilised KS5 or KS2 opportunities to better understand and manage pupil behaviors in your classroom?
31.10.2022	Return to Uni week	discussed quality & quantity of NCCAT evidence collected?
		discussed progress of assignment SGP761 & been signposted to wider support, if appropriate?
		further planned to utilise KS5 or KS2 opportunities?

		discussed progress and next steps, including of your Support Plan / Placement Action Plan if appropriate, and access to wider support in tutorial?
07.11.2022	1	used underpinning theories to inform reflection & evaluation?
	2	used scaffolding, modelling, targeted questions, paired or group activities as teaching tools & been mindful of memory, learning & cognitive load?
	3	developed in your understanding of the range of differences in pupils & how this impacts on their learning?
	4	recognised that a range of intrinsic & extrinsic factors can influence pupil motivation to learn?
14.11.2022	1	provided reasonable adjustments for pupils with SEND?
	2	set challenging & realistic goals for pupils?
	3	identified variance in pupils, made adaptive decisions & account for these differences?
	4	created a safe & secure learning environment?
21.11.2022	1	demonstrated understanding of respect as part of the wider school community as well as working with TA's or Parents/Carers?
	2	become aware of assessment strategies, both formative & summative, & their use for ensuring pupils make progress in their learning?
	3	identified ways to group pupils with different learning needs & plan their individual learning towards the same class learning objectives?
	4	identified & used factors that impact on behaviour & motivation particularly those pupil support & wellbeing?
28.11.2022	1	planned to action the outcomes & SBT feedback from SE1 MPR with respect to your role as a teacher?
	2	planned to action the outcomes & SBT feedback from SE1 MPR with respect to teaching, learning & assessment?
	3	planned to action the outcomes & SBT feedback from SE1 MPR with respect to adaptive practice?
	4	planned to action the outcomes & SBT feedback from SE1 MPR with respect to understanding & managing behaviours?
05.12.2022	1	evidenced positive impact of, high quality, teaching on pupils?
	2	provided verbal & written feedback on pupils work & provided opportunities for them to respond?
	3	reviewed pupil work to understand the effect of your lesson planning on their learning?
	4	provided opportunities & activities for pupils to succeed so starting to promote their resilience & self-efficacy?
12.12.2022	1	reflected with a mentor, either SBT, SBL or UB, on criteria for high quality teaching, SE1 EPR feedback and applied this to practice in preparation for your role as a teacher in SE2?
	2	reflected with a mentor, either SBT, SBL or UB, on criteria for high quality teaching, SE1 EPR feedback and applied this to practice in preparation for teaching, learning & assessment in SE2?
	3	reflected with a mentor, either SBT, SBL or UB, on criteria for high quality teaching, SE1 EPR feedback and applied this to practice in preparation for adaptive practice in SE2?
	4	reflected with a mentor, either SBT, SBL or UB, on criteria for high quality teaching, SE1 EPR feedback and applied this to practice in preparation for understanding & managing behaviours in SE2?

WEEKLY MEETING FORM: Record of weekly meeting:

Student:	Subject:	Date: Click or tap to enter a date.
Placement School:	School-based tutor:	

Part A: Discussions: Comments from observations; summary of any training sessions; the Big Questions’:

Please refer to Curriculum Themes.

Part B: Weekly Summary and Targets: (not all questions may be appropriate in the earliest stages of training)

Lesson strengths: <i>(three minimum)</i>	Themes:
<ul style="list-style-type: none">•••	
Development targets arising out of this week: <i>(one minimum, no more than three).</i>	Themes:
<ul style="list-style-type: none">•••	

Name:

Role:

Signed:

Signed (Student)


Student to upload signed & dated copy of this weekly meeting record to their e-portfolio.

Student to send signed copies to **School-based Tutor** and **University-based Tutor**.

School Experience Progress Review



Student					
School		SE1:		SE2:	
Phase/Subject					
University-based Tutor					
Date:		DD/MM/YY	DD/MM/YY	DD/MM/YY	DD/MM/YY
Curriculum Themes:		SE1 Mid-point	SE1 End-point	SE2 Mid-point	SE2 End-point
Role of the Teacher					
Teaching, Learning and Assessment					
Adaptive Practice					
Understanding and managing behaviours					
Subject Knowledge					
Part Two: Personal and Professional Conduct					
Overall progress to date					
Curriculum themes are underpinned by ITTE CCF and assessed for qualified teacher status.					
School-based Tutor SE1 EPR		Name:		Signed:	
University-based Tutor SE1 EPR		Name:		Signed:	
School-based Tutor SE2 EPR		Name:		Signed:	
University-based Tutor SE2 EPR		Name:		Signed:	
<i>Copies sent to: Student, School Based Tutor, secondaryfed@newman.ac.uk</i>					

Student Support Plan PGCE Core Programme 2022-23					 Newman University BIRMINGHAM	
Student Name:		School Name:		Start date of plan:		Review Date:
Meeting attended by:	School Based Tutors:		University Based Lead		Head of Secondary ITTE:	
Stage of Plan:						
		Extra Help 1	Extra Help 2	Sustained Concern		(Please highlight)
Aspects	Actions to be taken by Student:	Actions to be taken by School Based Tutor:	Actions to be taken by Academic Cohort Co-ordinator:	Success Criteria	Review of Actions	Target Met/ Not met
1. Role of the Teacher						
2. Teaching, Learning and Assessment						
3. Adaptive Practice						
4. Understanding and Managing Behaviours						
Subject Knowledge						
Outcome of review meeting:		Off Plan	Move to next stage	(Please circle)		
Signed	Student:	School Based Tutor:		University Based Lead		
Copies sent to: Student, School Based Tutor, Academic Cohort Co-ordinator, secondaryfed@newman.ac.uk						

OBSERVING OTHER TEACHERS AND COLLEAGUES

Guide to Successful Observation: Why Observe?

During the placement trainees should observe expert colleagues and more experienced teachers and it is a crucial part of training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation should allow for:

- A developing understanding of children's learning experiences
- An appreciation of the variety of skills which teachers employ in the classroom (e.g. classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils
- An understanding of the life of the school, its policies, strategies and approaches
- An awareness of how to work effectively with other adults within the classroom
- Trainees (and mentors) should access the links below for more information about how to make effective use of observations

<https://www.youtube.com/watch?v=L8OvyOAMZ-4> (Dr Matt O'Leary, short video)

<https://www.youtube.com/watch?v=fhuDkDGMiW8&t=412s> (Dr Matt O'Leary, podcast)

Observation of an experienced teacher

Trainee Teacher:	Placement School:	Date:
Experienced Teacher:	Subject:	Class Taught:
Lesson title:		

Note down key teaching points as you observe the lesson and the impacts they have on pupil learning.

Observation Point:	Impact on Pupil Learning:
▪	▪

Lesson Strengths Summary:

Lesson strengths (*minimum of 3*):

1. .

2. .

3. .

Evidence of subject strength/knowledge:

1. .

2. .

3.

Are there any discussion points that can be raised and discussed with your SBT?

Upload this to your e-Portfolio and discuss it with your mentor at your Weekly Review and Analysis Meeting.

NEWMAN CURRICULUM CONTINUOUS ASSESSMENT TOOL: TRAINEES SHOULD SELF ASSESS THEIR PROGRESS TO REACH STAGE 1 BY THE END OF SE1

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Stage 1	Stage 2	Stage 3	TS	ECT
ROLE OF THE TEACHER	The professional responsibilities, behaviours and expectations of a teacher with reference to statutory frameworks; The importance and adherence to Safeguarding policies and procedures; The SEND Code of Practice and how this is embedded into a teacher's practice.	1- High Expectations; 8- Professional Behaviours	Identifies key legislation; demonstrates knowledge and evidenced understanding of statutory professional responsibilities that underpin relevant school policies including safeguarding and knowledge of reporting procedures, and provision of reasonable adjustments under SEND Code of Practice.	Proactive responsibility for utilising UBT and SBT meeting time for professional skill development; understands the need to safeguard pupils wellbeing inline with school policy & statutory provisions; independent knowledge of SEND Code of Practice evidenced via practice and academic writing.	Demonstrates professional responsibilities, behaviours and expectations of a teacher; demonstrates independent working knowledge of safeguarding pupils wellbeing. Evidences further exploration of SEND Code of Practice with key areas identifies for use in their classroom whilst reviewing, evaluating and making links with adaptive practice to support breadth of needs of pupils.	TS1 - 'Set high expectations'; TS8 - 'Fulfill wider professional responsibilities'	Demonstrates increasing autonomy within the scope of professional responsibilities and works effectively within school policies and statutory frameworks. Sound understanding of school safeguarding policies and procedure; through practice, able to work within the SEND Code of Practice with increasing autonomy, building on the support of expert colleagues.
	Equality, diversity, inclusion: building respectful, effective relationships, underpinned by fundamental British Values and the nine protected characteristics. Awareness of the role of stakeholders, such as: colleagues, parents / carers and outside agencies to improve pupils' motivations, behaviour and academic success.		Identifies and understands the importance of equality and respect within classroom and wider school community setting. Demonstrates an understanding of the importance of the nine protected characteristics. Evidences an understanding of the concept of mutual trust and respect and the characteristics of effective relationships with all involved in a pupils' education.	demonstrates through classroom practice a broad understanding of the impact of the statutory professional responsibilities. Promotes equal opportunities, treating pupils with dignity, building relationships rooted in mutual respect and showing tolerance of and respect for the rights of others. Builds trust and respect with pupils and school colleagues and reflects on this	demonstrates through their practice a working understanding of the importance of equality and respect and the nine protected characteristics within classroom and wider school community. Fosters a culture of mutual respect demonstrating effective and positive relationships that support the learning and development of pupils.		Exemplifies standards of personal and professional conduct; advocating equality, diversity, respect, and the nine protected characteristics. Exemplary trusting and supportive relationships with colleagues, pupils, parents and others that are valued by all.
	Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research.		Is aware of the importance of professional development, utilising support from university-based colleagues, school-based colleagues and other experts. Demonstrates an understanding of the importance of the feedback and the reflective process that improves practice over time, acknowledging how theory underpins the professional skills and knowledge of a teacher.	Identifies own areas of need and professional development with support from UBT and SBT. Develops professional understanding and skills, utilising university and school colleagues. Engages in reflection and feedback with experienced colleagues, using research-informed discussions to demonstrate an ability to evaluate theory in practice.	Able to identify own areas of need and professional development. Proactively seeks opportunities through effective target setting with experts and acts positively upon feedback. Uses a variety of research-informed practices to improve performance in the classroom, demonstrating the development of a wide range of professional skills and knowledge that positively impacts pupils success.		Proactively seeks advice and guidance from others to develop professional practice, whilst continually aiming for excellence in the classroom. Identifies areas that will improve performance and pupil outcomes. Engages in critical reflective practice that indicates educational leadership. Identifies specific professional development needs to enhance their performance, positively impacting on pupil success.
	Teachers make valuable contributions to both the progress of individual pupils and the wider life of the school in a broad range of ways such as; supporting catch-up activities for identifiesgroups, building social and cultural capital amongst pupils and supporting and developing effective professional relationships with stakeholders.		Demonstrates an understanding of the wider roles of a teacher, contributing to the culture and ethos of the school. Demonstrates an understanding of additional roles within the school and wider education, and the potential impact that support has on pupils.	Observes and undertakes duties and tasks that contribute to the wider life in schools. Supporting learning, for example, through catch up/closing the gap activities, or other interventions. Reflects upon the importance of wider contributions.	Demonstrates a variety of ways in which they collaborate, support and work with others in the wider school life. Works effectively with TA's / intervention coordinator / HoD to plan and assess learning for both individuals and groups of learners in the classroom, including pupils with additional needs. Identifies and reflects upon the impact of interventions and additional support that working together has had on pupil progress.		Act as a key role model in extracurricular and whole school activities such as open days and parents evenings. Sustains effective engagement with other colleagues and wider professionals. Plans and assesses learning for specific learners and groups of pupils in the classroom, leading and collaborating with colleagues and wider professionals to support evidence-based learning.
		SELECT	SELECT	SELECT			
		SELECT	SELECT	SELECT			

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Stage 1	Stage 2	Stage 3	TS	ECT			
TEACHING, LEARNING & ASSESSMENT	Effective teaching transforms pupils' knowledge, capabilities and beliefs through techniques such as chunking new material, modelling, scaffolding and the use of worked examples, metacognitive strategies, deliberate practice, effective use of extended learning opportunities, effective questioning and high quality classroom talk. High quality teaching and high expectations have a long-term positive effect on pupil outcomes and life chances, particularly for pupils from disadvantaged backgrounds.	Plan and teach well-structured lessons	Demonstrates an awareness of planning provision for their curriculum/subject. Recognises the impact of teaching by experienced teachers to develop their own understanding of teaching and learning. Understands the importance of cognitive strategies that support student learning. Understands how planning lesson sequences supports long term memory retrieval to the benefit of all pupils including those from disadvantaged backgrounds.	Works collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop planning a sequence of lessons. They evaluate the impact of their teaching thoughtfully in order to their improve teaching and pupil learning. Implements cognitive strategies in planning and delivery. Works with support from expert colleagues in order to plan and teach lessons that engage pupils' interest and ensure long term memory retrieval, including those from disadvantaged backgrounds.	Independently adapts and develops a sequence of lessons. Critically evaluates the impact of their teaching in order to positively impact pupil progress. Consistently embeds cognitive strategies in planning and delivery. Consistently plans or adapts and teaches a series of lessons that are appropriately structured to support all pupils in developing their long term memory, knowledge, skills, understanding, interest and promotes positive attitudes.	TS2 'Promote good progress and outcomes by pupils', TS4 'Plan and teach well structured lessons' and TS6 'Make accurate and productive use of assessment'	They make a positive contribution to the development of curriculum and resources in their placement settings. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. Designs practice with increasing challenge that focuses on cognitive load and retrieval techniques. Independently plans nuanced lessons that take account of the needs of groups of learners and individuals including effective teaching of complex concepts			
	Effective assessment is critical to teaching, has clear justification for its use and is used to inform decisions. It provides information on understanding and needs, and helps avoid being influenced by misleading factors, and gives pupils an opportunity to act on their feedback.		SELECT	Demonstrates an awareness of the statutory assessment requirements. Shows awareness of the difference between and importance of formative and summative assessment.	SELECT		Develops an understanding of the statutory assessment requirements for the subject /curriculum in the age phases they are preparing to teach. Their planning has some evidence of the use of a range of formative and summative assessment strategies, designed to support pupils in making progress within lessons.	SELECT	Implements relevant statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. Makes accurate assessments against national benchmarks. Planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.	Proactively assesses pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses, recording data to improve pupil outcomes.
	Grouping of students, as well as effective use of paired and group work, has an impact on pupil behaviour, attainment and motivation.		SELECT	Identifies the importance of classroom organisation and the use of resources. Identifies successful transition strategies from observing experienced teachers.	SELECT		Demonstrates classroom organisation and the effective use of resources. Manages transitions between activities effectively and smoothly.	SELECT	Skilful practice in organising the classroom space and activities that promotes a positive impact on learning for all.	Independently manages the learning environment to secure a positive impact on behaviour and attainment and demonstrates an understanding of the factors that support effective collaborative work.
	High-quality feedback, both written and verbal, supports pupils to monitor and regulate their own learning. Feedback is clear and accurate and provides guidance and opportunity on how to improve. Data is collected and used effectively to inform the process of assessment, enabling the		SELECT	Demonstrates an awareness of how feedback can sustain learners' progress and consolidate learning and with increasing confidence. Understands the value of collecting relevant progress data during the process of teaching and learning.	SELECT		With expert support, implements successful feedback strategies that enables learners' progress and consolidate learning and with increasing confidence. Begins to collect relevant progress data during the process of teaching and learning.	SELECT	Implements successful feedback strategies that both enables learner progress and consolidates learning. Collects a range of pertinent progress data during the process of teaching and learning to inform the planning and teaching cycle.	Maintains accurate records of pupils' progress and uses these to set appropriately challenging targets. Assessment outcomes are shared with pupils through a range of feedback techniques. Data is used in a variety of contexts such as to inform individual planning, departmental moderation and
			SELECT		SELECT			SELECT		

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Stage 1	Stage 2	Stage 3	TS	ECT
ADAPTIVE PRACTICE	Pupils learn at different rates. Working in collaboration with colleagues, parents/carers and pupils, enables the effective identification of strategies to enable pupils to progress. Working with SENCOs, pastoral leaders, careers advisors and other specialist colleagues, trainees can ensure that appropriate support is in place for all pupils.	Adaptive practice (Standard 5 'Adapt teaching')	Demonstrates a developing understanding of specialist roles beyond the classroom and how they contribute to the support of pupils, both in theory and practice. Identifies relevant legislation that outlines teachers' responsibilities with regard to adapting practice and working with others to support the needs of the learner.	Demonstrates knowledge of who to seek support from and implements appropriate strategies to support learning and engagement for some pupils with SEND. Supports staff, parents and pupils, demonstrating an awareness of how children develop, taking account of this in their practice while working alongside experienced colleagues.	Identifies when to draw on expert colleagues in order to support all pupils with particular needs. Demonstrates a range of research informed strategies to remove barriers to learning. Provides evidence of working in partnership with colleagues, parents/ carers and pupils to support pupils' learning	T55 Adapt teaching to respond to the strengths and needs of all pupils	Provides a detailed rationale for their approach to supporting and engaging all pupils'. Uses expertise both internally and externally sourced.
	Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Trainees recognise these and adapt teaching in a responsive way to increase pupil success.		Demonstrates a developing understanding of the range of differences of pupils and how these can affect learning. Identifies these during formative and summative assessment and makes adaptive decisions during the planning and teaching stage. Learning is supported by experienced colleagues.	Evidences their developing understanding of factors that can inhibit their pupils' progress, taking these into account in their planning and teaching. Adaptions are usually appropriate for their age/stage of development.	Consistently demonstrates understanding of how children and young people develop. Teaching has been adapted to remove potential learning barriers. Adaptions lead to effective pupil progress.		Proactively identifies a range of alternative strategies, adapting teaching to meet the needs of all learners. Evidence of critical reflection and identification professional development needs.
	Flexible grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining/SEND pupils.		Identifies different ways to group learners to work towards the same learning goals, including using a range of criteria, scaffolds and challenges within different tasks and activities. Demonstrates an understanding of the effects of the teachers choices on individuals.	Demonstrates an understanding of the needs of pupils within different attainment groups, using appropriate strategies to direct the learning of most learners. Evidences the support received from experienced colleagues in order to ensure that their planning and teaching includes a range of strategies that provides challenge for pupils, regardless of attainment.	Provides evidence of monitoring and assessment that supports the decisions made with regard to flexible grouping of pupils for learning activities, including evaluation of choices. Employs a range of effective strategies, including where appropriate the deployment of other staff, to reduce barriers to learning and respond to the strengths and needs of learners. Ensures all pupils progress towards shared learning goals.		Provide consistent evidence of monitoring across the curriculum or age phase to support decisions with regard to flexible grouping of pupils for learning activities, including evaluation, justification and efficacy of choices.
	There is a common misconception that pupils have distinct and identifiable learning styles. Children with learning barriers also need their specific needs met, not interventions based on the label of a diagnosis. Knowing that this is not supported by evidence and attempting to tailor lessons to learning styles or prior conception of supporting individual learning need is unlikely to enable pupil progress.		Identifies the criticisms of common education myths, particularly those linked to learning styles. Has a developing awareness that pupils with the same identifiable SEND will require different interventions and levels of support	Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society, and an awareness of appropriate theories that support the development of adaptive practice. Evidence of starting to personalise teaching to meet individual needs.	Provides evidence of appropriate theoretical underpinning within planning, teaching and assessment for the needs of all learners. Demonstrates a consistent approach to planning for individual needs.		Provide a rationale for choosing the appropriate theoretical frameworks and approaches that underpin their practice.
		SELECT	SELECT	SELECT			
		SELECT	SELECT	SELECT			

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Stage 1	Stage 2	Stage 3	TS	ECT
UNDERSTANDING & MANAGING BEHAVIOUR	Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. They also have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers also influence pupils' resilience and beliefs about their ability and success. They ensure all pupils have opportunities to achieve and have meaningful experiences.	Managing Behaviour (Standard 7 – 'Manage behaviour effectively')	Understands that their own behaviours can impact upon the well being, motivation and behaviour of pupils. Begins to apply behaviour strategies, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.	Demonstrates appropriate expectations and has an awareness of an increasing range of appropriate strategies that work within the school's framework.	Consistently and proactively apply strategies for managing behaviour that align with the school's framework. Evidences and models high expectations and critically reflects upon the range of strategies used to promote positive behaviour.	TS7 Manage behaviour effectively to ensure a good and safe learning environment	Independently manages the learning environment effectively to ensure that pupils well being, motivation and learning is maintained. Sets consistently high professional standards and work within the school's framework for behaviour in order to create an environment supportive of learning and pupils' development
			SELECT	SELECT	SELECT		
	Building effective relationships is paramount. This is made easier when pupils know their feelings are considered, valued and understood. Teachers must remember pupils are motivated both intrinsically and extrinsically, and are often driven by their prior experience and perception of their own		Demonstrates appropriate teacher-pupil relationships, and recognises that pupils may respond differently according to their motivations and experiences.	Has developed appropriate teacher-pupil relationships and demonstrates increasing confidence in understanding motivation and creating a positive working and learning environment.	Evidences effective relationships with all stakeholders and how these impact positively upon approaches to managing behaviour and motivation. Proactively implements strategies to support, motivate and challenge learners.		Builds effective professional relationships with pupils and other stakeholders to understand the nature of the pupils they teach. Implements a range of strategies that align with the school behaviour policy.
			SELECT	SELECT	SELECT		
	A predictable and safe environment benefits all pupils, but is particularly valuable for pupils with SEND. Classroom management and organisation: establishing and strengthening routines, especially positive reinforcement, setting clear expectations and communicate clear, shared values, can all contribute to creating an		Understands the nature of a safe and secure learning environment and begins to use consistent language and routines to develop this. Recognises that managing positive behaviour is a result of appropriately planned lessons. Understands how barriers to learning impacts individuals.	Demonstrates that lesson planning, organisation, management and teaching approaches contributes to pupils being engaged in their learning. Planning takes into account a range of pupil needs and recognises the link between lesson engagement and behaviour.	Evidences how barriers to learning can impact on pupil behaviour and proactively applies strategies to effectively address these, through appropriate planning and delivery. Individual needs are taken into account.		Ensures a comprehensive understanding of pupils' needs and applies a range of effective strategies to support, motivate and challenge them. Utilises the support of stakeholders that can support understanding of pupils needs to manage behaviour.
			SELECT	SELECT	SELECT		
	Understanding behaviour as a communication and the factors that impact on pupil's behaviour is crucial. Being able to respond to pupils and not their behaviours.		Observes and begins to understand why pupils behave the way they do and can respond using appropriate classroom management techniques.	Promotes a positive learning environment that allows a range of pupils to access learning and behave appropriately. Evidences the ability to implement strategies in a calm, respectful, yet assertive, manner and seeks additional support in addressing the needs of pupils where challenging behaviour is demonstrated.	Addresses the factors that contribute to pupils behaviour and implements appropriate strategies consistently and fairly. Proactively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.		Recognise that pupils behaviour is context dependent and understand the complexities of how and why pupils behave the way they do. Implements strategies that takes these into account to communicate effectively and ensure a supportive and purposeful learning environment.
			SELECT	SELECT	SELECT		