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| **Student name:** | **Student Number:** |
| Stage 1  04.09.2023 to 21.12.2023  **Teaching File – record of weekly reflective discussions.** | |
| **Week 1 04.09.2023.**  University Big Question – [T1] What is your understanding of safeguarding legislation incumbent on school staff, including risk assessing an offsite visit?  University Tutor focus – Tutorial: What are your hopes and concerns for this PGCE year? What personalised needs have you made your UBT aware of? Have you drafted your Pen Portrait for checking? | |
| **Week 2 11.09.2023.**  University Big Question – [T1] What is your understanding of Teacher ‘professionalism’ and what wider responsibilities does it have?  Subject lens focus – What is ‘grammar’? How is it important in the English classroom? What types of sentences are there and how are these taught? | |
| **Week 3 18.09.2023.**  University Big Question – [T2] What are some of the key theories underpinning learning? How do these ensure ‘effective’ teaching?  Subject lens focus – What are the major movements in British literature? Why is British literature the focus of English? Which texts are most prevalent in the UK classrooms? | |
| **Week 4 25.09.2023.**  University Big Questions - [T3] How have you identified & planned to use legislation, including specialists from beyond your classroom, to support pupils? What are the key theories underpinning adaptive practice? How might they be incorporated into planning for pupil learning?  Subject lens focus – What types of linguistic and literacy device terminology are used in the classroom? What are the dangers of teaching the terms? How might literature appreciation be moved to a more aesthetic approach? | |
| **Week 5 02.10.2023.**  University Big Question – [T4] How are you planning to manage your self-care and well-being during PGCE Stage 1? How do you anticipate the research of Bennett, Dix and Rogers will help you prepare for transition onto placement?  Subject lens focus – What is ‘poetry’ - what are its forms, purposes and pleasures? Who were the major British poets? How can poetry be taught? | |
| **Week 6 09.10.2023.**  University Big Question – [T1] What examples of ‘teacher professionalism’ have you seen whilst observing your experienced colleagues teach or fulfilling wider duties around the school?  Subject lens focus – Which texts are taught at Key Stage 3? How is the approach to these texts different from Key Stage 4? What books do the pupils enjoy reading for pleasure? | |
| **Week 7 16.10.2023.**  University Big Question – [T2] Have you recognised and shown an understanding of what ‘effective teaching’ is?  Subject lens focus – Which texts are taught at Key Stage 4? How does the approach to these differ from Key Stage 3? How can pupils be encouraged to read these texts for pleasure? | |
| **Week 8 23.10.2023.**  School-based ITAP – [T4] How has your practice developed with the focus of the school-based ITAP? | |
| **Week 9 30.10.2023. Asynchronous learning activities.**  ITAP Focus catch-up  **SGP761 SUBMISSION.** | |
| **Week 10 06.11.2023**  University Big Question – [T3] What range of variance is there in your pupil's & how do these differences impact on their learning? What adaptive decisions have been successful?  Subject lens focus – What is meant by the ‘context’ in which literature is produced? What examples of teaching ‘context’ can you find in the school? What are the dangers of introducing difficult contexts (racist, violent, etc.)? | |
| **Week 11 13.11.2023**  University Big Question – [T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?  Subject lens focus – What is meant by textual structure? How can a text be structured? How is this taught in the classroom? | |
| **Week 12 20.11.2023**  University Big Question – [T2] How have you provided verbal or written feedback on pupils work and what opportunities have you provided for them to respond?  Subject lens focus – What examples of drama are in the English classroom? What are the opportunities that could be exploited? What trips are taken by the school to the theatre and how do these trips operate? | |
| **Week 13 27.11.2023**  University Big Question – [T3] How have you identified ways to group pupils with different learning needs & plan their individual learning towards the same class learning objectives?  Subject lens focus – What does the school do to encourage reading at home and for pleasure? What tends to work best? Is it a good idea to expand the idea of what ‘reading’ is to encourage the pupils that they do rather a lot of it? | |
| **Week 14 04.12.2023**  University Big Question – [T4] How have you identified & used factors that impact on behaviour & motivation including those factors that support pupil wellbeing?  Subject lens focus – How are two or more texts compared? What examples can you find of critical comparison? How might the task be simplified for those who struggle and at the same time allow more advanced practitioners to be challenged further? | |
| **Week 15 11.12.2023**  University Big Question – [T2] What range of assessment strategies, both formative & summative, that ensures pupils make progress have you used? What was their impact & how do you know?  Subject lens focus – What do pupils need to know about Shakespeare at Key Stage 3 and Key Stage 4? How is Shakespeare introduced to pupils in the school? Which texts do the school teach? | |
| **Week 16 18.12.2023**  University Big Question – [T1] Reflecting back on your own ‘teacher identity’, what are your areas of strength and areas for development as you prepare move into Stage 2? How did you ensure that you created a safe & secure learning environment for all?  Subject lens focus – What system is in place to mark SPaG? What is the best way to get the pupils to take responsibility for their punctuation? What interventions are in place for those who cannot master basic punctuation? What can be done to encourage pupils to use advanced punctuation? | |
| **End of Stage 1 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 2:  Signed: Date: | |