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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 responsibilities are unique or particularly important to teaching Religious Education? What role does RE play in terms of Social Cohesion? | |
| **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 – Think about the different pedagogies of Religious Education. Can you see any implications of the different approaches taken? | |
| **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 legislation must we be particularly mindful of in the RE classroom? How can we ensure that all children and young people are safe in the RE classroom? | |
| **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 RE communities and resources might you find support from? What do you need to be mindful of when being part of an RE community? What are the advantages and disadvantages? | |
| **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 – What specific things does your school do with respect to RE outside of the classroom? What clubs, homework, assemblies, school trips, etc. are there? | |
| **Week 7 16.10.2023.**  University Big Question – [T2] Have you recognised and shown an understanding of what ‘effective teaching’ is?  Subject lens focus – What activities have you seen in lessons that have been particularly valuable in developing Religious Literacy? What might you take forward into your own practice? | |
| **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 pupils & how do these differences impact their learning? What adaptive decisions have been successful?  Subject lens focus – What good examples have you seen in terms of supporting pupils in a diverse classroom? What adaptations have you observed that allow pupils with a range of needs, beliefs, and abilities to access RE? | |
| **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 – Can you give examples of how you have used quotes from scripture or specific religious teachings in exemplars /WAGOLLs /modelling? How did this help pupils learn? | |
| **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 – How has your feedback helped students develop their understanding of different religious beliefs and teachings? | |
| **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 – How have you used religious scripture and teachings differently to ensure that those with lower-than-expected reading ages can access learning materials? How have you provided challenges to higher-ability pupils when teaching the same lesson? | |
| **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 – What have you observed or tried yourself to do that aims to engage students in what might be considered less interesting material in RE – for example, Augustine’s confessions? | |
| **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 – It has been argued that you can’t assess Religious beliefs. How and why might you counteract this argument? | |
| **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 to move into Stage 2? How did you ensure you created a safe & secure learning environment for all?  Subject lens focus – What was the most difficult topic to teach as an RE teacher? Give an example of how you were able to teach a complex subject matter, such as Religious attitudes to abortion, ensuring that all views and opinions are respected. | |
| **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: | |