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| **Student name:** | **Student Number:** |
| Stage 2  08.01.2024 to 05.04.2024  **Teaching File – record of weekly reflective discussions.** | |
| **Week 19 08.01.2024.**  University Big Question – [T2] How can pupils attainment be accurately assessed, as part of the cycle of planning & teaching, including target setting & use of whole school data?  Subject lens focus – How can you measure pupil progress within Dance? | |
| **Week 20 15.01.2024.**  University Big Question – [T3] What is your understanding of the planning, teaching & learning strategies that are effective to ensure the progress of pupils with SEND?  Subject lens focus – How can you assist SEND students to access and be appropriately challenged by their learning in Dance? Are you able to develop adapted activities and supporting resources? | |
| **Week 21 22.01.2024.**  University Big Question – [T4] What ‘additional factors’ inhibit the progress of pupils? How might these factors present challenges in the behaviour, & progress, of pupils?  Subject lens focus – Are there factors that influence behaviour that are more relevant or even unique to Dance? How, for example, do you ensure students engage in all activities? | |
| **Week 22 29.01.2024.**  **Target(s):**  University Big Questions - [T1] In the context of your [anonymised] placement school, what ‘additional factors’ may be of concern to the school community?  Subject lens focus- How does the Dance curriculum reflect the needs of its students? Are there particular issues, styles or other content relevant to Dance that might be particularly relevant to the context? | |
| **Week 23 05.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What range of strategies, that challenge pupils regardless of their prior attainment or ability, will be effective with your classes? How do you plan to gain support from experienced colleagues to ensure planning & teaching includes successful strategies?  Subject lens focus – How will you adapt your planning based on your earlier placement experiences? How can you evidence building the level of challenge to help students to access the work whilst also increasing the challenge to stretch their learning futher? | |
| **Week 24 12.12.2024. Asynchronous learning activities.**  **SGP760 SUBMISSION.** | |
| **Week 25 19.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] What are the key features, & your understanding, of the school’s framework for effectively managing behaviour in your classroom so ensuring you are planning to set high expectations of behaviour, & values, for pupils in a positive learning environment?  Subject lens focus – How will you adapt your planning to ensure Dance is taught in a safe, effective environment? | |
| **Week 26 26.02.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor & regulate their own learning?  Subject lens focus – How can Dance lessons be planned to include opportunities for independent study? Where can students be safely and effectively given chances to develop their own confidence in performance and practice, for example? | |
| **Week 27 04.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T3] What have been your strengths, & areas for development, when planning & teaching lessons that are appropriate for pupils’ stages of physical, social & intellectual development, with adaptive practice in your delivery?  Subject lens focus- How have you successfully adapted Dance resources or strategies that support students and their context? | |
| **Week 28 13.03.2024**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T4] How have you shown that you have developed appropriate teacher-pupil relationships & used these effectively through clear routines which support pupil wellbeing? What decisions have you made that shows you can select from, & use, a range of strategies to manage pupil behaviour?  Subject lens focus – How do you use Dance starters to engage learners and how does your classroom talk encourage participation? | |
| **Week 29 18.03.2024.**  **Review of last week’s target(s):**  **Setting new target(s):**  University Big Question – [T1] How have you shown, & applied, a working knowledge of equality legislation to foster respect in your classroom & wider school community?  Subject lens focus – How can you use Dance and the content taught within it to emphasise the importance of equality and respect? What examples can you discuss to showcase how Dance can support positive values? | |
| **Week 30 25.03.2024.**  **Week 31 01.04.2024.**  **Easter Break** | |
| **End of Stage 2 Summary Statements** | |
| Professional Mentor comment:  Signed: Date: | |
| Mentor comment:  Signed: Date: | |
| University Tutor comment:  Signed: Date: | |
| Student comment and actions for Stage 3:  Signed: Date: | |