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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 – What is narrative and what is genre? How might pupils be taught these aspects? What other aspects of literature are focused on? | |
| **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 – Who was Shakespeare? What is his body of work? Why is Shakespeare taught in schools? What are the best ways of teaching Shakespeare? | |
| **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 – What is meant by Standard English and what is non-Standard English? How have approaches to the subject changed over the years? | |
| **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 is group work organised? What are the strengths and pitfalls of group work? How are dysfunctional groups managed? | |
| **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 – What and where are the mark schemes for GCSE-level work? How do exam boards organise the marking of GCSE exams? What are the main criteria of success? | |
| **Week 24 12.02.2024. 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 – What does ‘implicit meaning’ mean? How can it be deciphered in a text? To what extent does it rely on the pupils’ knowledge of the context and culture the text was written in and how does that affect some pupils who know about neither? | |
| **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 – What are ‘themes’? What are the key themes of the exam texts taught? How can English lessons be turned into philosophical discussions? | |
| **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 – What is ‘seminal world literature’? Where is it taught in the school? What are the benefits of teaching literature from other cultures? | |
| **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 has the English language developed over time (consider major stages such as Middle English)? What are the earliest texts taught (perhaps Chaucer)? How can pupils access English from other ages? | |
| **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 – What is ‘Spoken English’? How is it assessed? What are the best ways of teaching and recording pupil performance? | |
| **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: | |