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| **Student name:** | **Student Number:** |
| Stage 2  08.01.2024 to 05.04.2024  **Teaching File – a 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 do we know that pupils make progress in RE when we cover a range of Religions and denominations? | |
| **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 – Why are visual images in RE both helpful and an issue? | |
| **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 – Occasionally, we find pupils who are anti-religion or have an issue with some aspects of religious teachings – Can you give an example of how you might manage this in a lesson so that it doesn’t impact teaching and learning? | |
| **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 demographic impact the RE classroom? Can you give a range of examples with | |
| **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 include successful strategies?  Subject lens focus – Why is it important to consider the whole child and beyond when teaching RE? Can you identify other people of interest (stakeholders) regarding a child learning about Religion? What might their interest/concern be, and how can this be addressed? | |
| **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 as to ensure you are planning to set high expectations of behaviour, & values for pupils in a positive learning environment?  Subject lens focus – What role does religion play in your school? How does Religion add to the school community, ethos, and values? | |
| **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 we use religious artefacts in the RE classroom? What do we need to consider when using Religious Objects as part of a lesson? | |
| **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 are the difficulties for pupils with additional needs (for example, a pupil on the Autistic Spectrum) and have to learn about concepts such as believing in God or Moral/Natural Evil? | |
| **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 that support pupil wellbeing? What decisions have you made that show you can select from, & use a range of strategies to manage pupil behaviour?  Subject lens focus – Why are appropriate teacher-pupil relationships particularly important in the RE classroom? Can you give specific examples? | |
| **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 – Religion is a specific protected characteristic. How do we protect Religious Beliefs when we have to teach six main world faiths? | |
| **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 comments and actions for Stage 3:  Signed: Date: | |