



**Birmingham
Newman
University**

Primary Undergraduate Year 2

Managing the Classroom - SEI530/1/2

2023-2024



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The Newman Curriculum – One Page Profile

The Newman Curriculum has been co-designed with school colleagues, external experts and former trainees and was introduced through the revalidation of all PITE programmes in 2020-21.

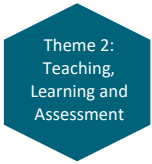
The programme supports and underpins students' academic and professional development in five core themes: **Role of the Teacher; Teaching Learning and Assessment; Adaptive Practice; Understanding and Managing Behaviour and Curriculum Subject Knowledge.**

Each theme was designed to incrementally build knowledge throughout the developmental stages of the programme and inform students' practice whilst on school placement. A summary of the five themes is included below for ease of reference for partnership schools whilst students are in school:



Theme 1:
Role of the
Teacher

Role of the Teacher: This encompasses all aspects of professional practice, such as safeguarding, Prevent, understanding the communities we work in and statutory responsibilities within the profession. Part Two of the Teachers' Standards is used to explicitly inform trainees of what is expected of them as professionals in school.



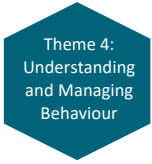
Theme 2:
Teaching,
Learning and
Assessment

Teaching, Learning and Assessment: This theme prepares trainees for teaching in school by providing an awareness and understanding of research informed pedagogical models and developmental assessment practices. This is supported by practical opportunities to develop their skills during taught sessions & in the classroom environment on placement.



Theme 3:
Adaptive
Practice

Adaptive Practice: This umbrella theme includes multiple aspects of inclusion, including SEND, mental health and wellbeing training to ensure equity for all groups of learners. Adaptive practice also permeates through all Newman themes to ensure that trainees understand that children's physical and mental development is key in all curriculum areas.



Theme 4:
Understanding
and Managing
Behaviour

Understanding and Managing Behaviour: This theme looks at a range of behaviours and behaviour management techniques in the classroom. It also explores how trainees can manage their own behaviour and work professionally with colleagues.



Theme 5:
Curriculum
Subject
Knowledge

Curriculum Subject Knowledge: This theme recognises the responsibility that practitioners have in developing a deep and secure subject knowledge base across the core, foundation and wider curriculum. Explicit university-led training across the curriculum is supported by directed activity on placement to ensure full curriculum coverage.

Newman Curriculum Continuous Assessment Tracker (NCCAT)

The NCCAT is the document that trainees use to map their progress against the five themes of Newman Curriculum. These themes link closely to the ITT Core Content Framework and ensure that trainees are well prepared for their transition to Early Career Teachers.

- Trainees complete the NCCAT document using a RAG Rating for each of the statements contained within.
- Evidence to support the RAG rating is included in the Mapping column. This can link to school placement experience and taught sessions at university.
- The NCCAT document can also be used to support self-audit and discussion with M/PM.
- The NCCAT can be used to inform targets for trainees on weekly meeting forms.

Role of The Teacher		
Newman Curriculum Framework		
Professional Expectations	Mapping	Stage One Trainees have:
the role of the teacher Newman trainees are the wider life of the education setting and well-being of learners.	One of the key legislation documents which underpin the role of the classroom teacher is The Teacher Standards. This includes: setting high expectations which inspire, motivate and challenge pupils, promote good progress and outcomes by pupils, demonstrating good subject and curriculum knowledge, planning and teaching well structured lessons, adapting teaching to respond to the strengths and needs of all pupils, making accurate and productive use of assessment, managing behaviour effectively to ensure a good and safe learning environment and fulfilling wider professional responsibilities.	Identified and explored the key legislative documents which underpin their role as a classroom teacher TARGET FOR WEEK 4
	The school website for my placement Ark Kings Academy has a safeguarding policy available on the website. This involves the procedures for teachers to follow when receiving a disclosure from a pupil. (receive, reassure, record, remember, review - led by DSL)	Demonstrated knowledge of the relevant policies and key aspects of safeguarding in schools and the implementation of relevant procedures; also evidenced they know who to contact in school and follow the necessary reporting procedures.
	Every school is responsible for making the appropriate adjustments for pupils with disabilities, to ensure they are provided with the same opportunities as everyone else. In my school placement, this includes a mobile ramp for pupils with wheelchairs.	Evidenced a broad understanding of their statutory professional responsibilities to provide reasonable adjustments for pupils with disabilities, as provided for in current legislation including the SEND Code of practice TARGET FOR WEEK 6
	Showing equality and respect to others in a school environment is crucial, as it ensures a positive learning environment for pupils and a positive working environment for teachers. Furthermore, it encourages pupils to show these values after school. This links to the 9 protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is important these are followed in schools to ensure all pupils are treated equally, get equal opportunities and receive personalised support for their needs.	Identified and understood the importance of equality and respect both in the classroom and as part of the wider school community; and demonstrated an understanding of the importance of the nine protected characteristics.
	It is crucial to take responsibility for professional development, as it ensures you are constantly improving in your	Evidenced their awareness of the importance of taking responsibility for

The responsibility for completing this document lies with the trainee and all areas must be RAG rated by end of stage. During the SE2 placement, the trainee will upload 3 versions of this document: one at start of placement, one at mid-point and a final copy at end of placement.

Introduction

This booklet is designed to support your training during the work-related placement aspects of your course. The activities have been developed in line with the Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Newman tutors. The training plan in this booklet outlines the **minimum** activities you are expected to undertake for Stage 2 of your professional experience, and you are encouraged to plan additional opportunities with your M, where appropriate. Your professional development is supported through regular self-review and meetings with your M/PM using the NCCAT (see e-Portfolio).

This will be an exciting opportunity for you to develop your understanding of your role as a teacher within a school as well as developing your understanding of how to support the pupils who attend. Your placement will enable you to begin to develop your professional persona and to take responsibility for your own professional learning and development.

Please note that you can change the order in which you complete the activities if necessary, working in line with your school.

You will continue to build up your e-Portfolio, ensuring that a bank of evidence and reflections are provided which support in demonstrating your professional development.

Abbreviations used in this booklet:

M: Mentor (Class Teacher)

PM: Professional Mentor (Lead mentor in school)

PT: Placement Tutor (University or Visiting Lecturer)

NCCAT: Newman Curriculum Continuous Assessment Tracker

Key aims for your placement in school:

- In your second school, please familiarise yourself with the school procedures and documentation, at whole school and class level.
- Get to know your new school mentors and university-based tutors and ensure that you are familiar with the support available to you as you develop your skill in managing the classroom.
- Observe lessons and identify elements of lesson structure which contribute to effective management and teaching, before then taking over the planning and delivery of whole class lessons.
- Understand the theory and practice of positive behaviour management strategies and the impact such approaches can have on pupil development, engagement and learning.
- Become familiar with the delivery of the curriculum, how subjects may be taught differently depending on the subject matter. Broaden your understanding of your subject knowledge across core and foundation subjects.
- Reflect on how your academic studies are helping to develop your understanding of how to manage the classroom.

You should also reflect on how your academic studies are helping to develop your professional understanding.

From the start of the placement, you will be operating within the timetable and organisational demands of the school. You may not be able to gain all the information you need immediately, but you will gradually build up a bank of knowledge in order to assist you with your school-based learning. You should share this booklet with your M/PM during your meetings so that they can support you in finding opportunities to complete the tasks.

Each week, you are expected to update the Weekly Reflective Journal on Moodle to reflect on what you have learnt. These appear as follows:

Under '**Weekly Reflective Journal**' on the Moodle e-Portfolio, upload the answer the following question: **What have you learnt from these activities?**

Pause to consider what you have found out from completing the activities and write a focused reflection for your e-Portfolio on Moodle. Also answer the weekly Big Question.

Teachers' Standards (Department for Education, 2021)

By the end of programme, trainees must demonstrate a readiness to meet the standards.

Part One: Teaching - A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

Part Two: Personal and Professional Conduct

You are training to join a profession which is expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Guide to Successful Observation: Why Observe?

During your placement you will be required to observe teachers and pupils and it is a crucial part of your early training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation with a clear purpose should allow you to achieve the following objectives:

- A developing understanding of children's learning experiences.
- An appreciation of the variety of skills which teachers employ in the classroom (e.g., classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these.
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils.
- An understanding of the life of the school, its policies, strategies, and approaches.
- An awareness of how to work effectively with other adults within the classroom.

Access the links below for more information about how to make effective use of observations:

<https://www.youtube.com/watch?v=L8OvyOAMZ-4> (Dr Matt O'Leary, short video)

<https://www.youtube.com/watch?v=fhuDkDGMIW8&t=412s> (Dr Matt O'Leary, podcast)

What to Expect and What is Expected of You?

- You will need to be positive and pro-active in your approach. Ensure you get involved and be a useful member of the team in your classroom team.
- Ensure your observation time is well spent. With the agreement of the M/PM, when appropriate go around the class, talk to the pupils, look at their work and help them with their activities.
- In weekly review and analysis meetings, remember to ask/discuss with the teacher why he/she adopts a certain approach based on your observations and experiences in the classroom: this will support your reflections in your e-Portfolio.
- Be reflective and constructive in all professional discussions and remember that criticality is not criticism.

Have a look at the National Curriculum and/or the Early Years Framework. Both are available online and it is a great idea to read through and become more familiar with the primary curriculum to support your understanding:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Have a think about your subject knowledge. There are some great websites which can help you to think about any gaps in your knowledge or which may just help you to feel more confident. Here are just a few:

Maths: <https://www.ncetm.org.uk/> - have a look at the teaching videos in the 'Resources' section.

Science: <https://www.ase.org.uk/> - have a look at the interactive resources

English: <https://clpe.org.uk/> - check out the free resources and lesson plans.

Foreign language: <https://www.duolingo.com/> - 10 minutes per day could really help you to brush up your language skills!

RE: www.natre.org.uk – keep up-to-date with current developments in RE and find links to a variety of resources.

PE: <https://www.afpe.org.uk/> - discover the importance of PE in primary education.

Early Years: <https://www.youtube.com/watch?v=OMvYkLi5YWc> – 'The Secret Lives of 4- and 5-Year Olds' is a great way to discover the key issues in EYFS.

Art: <https://www.accessart.org.uk/>.

Design technology: <https://www.data.org.uk/for-education/primary/>

Geography: <https://www.geography.org.uk> Geographical Association – discover teaching resources and the importance of geography in the curriculum.

History: <https://www.history.org.uk> – Historical Association – The voice for history.

Music: <https://www.bbc.co.uk/teach/bring-the-noise>

Computing: <https://www.bbc.co.uk/bitesize/subjects/zyhbwmn>

We encourage students to teach primary physical education, but they must always be supervised by a member of staff who holds QTS. As highlighted in the Safe Practice in Physical Education, School Sport and Physical Activity book (Caldercott, Scott and Hickman, 2020), student teachers should not be given full, unsupervised responsibility within a practical PE, school sport or physical activity session for any group of children, as they are not considered fully competent to teach until they are signed off as having reached the required level of competence against the QTS standards.

When teaching primary physical education, we recommend students to integrate the SHARP Principles into their practice. More information regarding the SHARP Principles can be found here <https://youtu.be/etqgSDNRSMM> . For a copy of the SHARP Principles resource cards please contact e.powell@staff.newman.ac.uk

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training [LBU Anti Racism 11-compressed.pdf \(ncl.ac.uk\)](https://www.birminghamnewman.ac.uk/media/10000/LBU_Anti_Racism_11-compressed.pdf) into our Undergraduate and Postgraduate Programmes. We clearly understand the way that we educate current and future teachers has a central role in enacting change in the classroom, and in curriculum and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage.

School staff (Ms and PMs), University staff (PTs) and students have a responsibility to comply with the key messages within the Anti-Racism framework which are that:

- Racism is a real and prevalent feature of our society and that it takes many forms and is constantly being reshaped.
- Being anti-racist means to actively look and see, to describe and understand, and to dismantle racism.
- Educators working with all age groups, in all places are therefore crucial to anti-racism work. All staff (both school and university) involved in teacher education programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

You should expect, as part of your induction, that you are signposted towards the school's policies that relate to your ability to report racist incidents whilst on placement and that these processes are clearly outlined by your school mentors.

Overview/checklist of Weekly Tasks

Week 1: Safeguarding (no teaching)		
BQ1	How is safeguarding implemented in the setting?	
BQ2	How is the children's wellbeing supported by the class teacher?	
Task 1:	Read the school Code of Conduct and Policy for Staff Absence.	
Task 2:	Read the school Safeguarding and Child Protection Policy. Note down the procedure for reporting a concern.	
Task 3:	Read the school Behaviour Policy.	
Task 4:	Observe your class teacher three times. Record your observation on the Newman Observation Proforma.	
Task 5	Plan to team teach a lesson with your mentor next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 1, including NCCAT 1.	
Week 1: ongoing tasks		
	Support the class teacher as directed.	
	Complete the weekly review and analysis with your class teacher.	
	Upload NCCAT 1.	
Week 2: Learning Environment (team teach lesson)		
BQ1	How does the class teacher promote a positive learning environment?	
BQ2	How does the class teacher encourage engagement during lessons?	
Task 1:	Observe your class teacher three times. Record your observation on the Newman Observation Proforma.	
Task 2:	Track two pupils progress in the core subjects. One pupil should be working below expectations and one pupil should be working above expectations.	
Task 3:	Complete the planning for three foundation subjects ready for next week on the Newman Proforma.	
Task 4:	Observe a phonics lesson (you may need to arrange to go to a different class for this).	
Task 5:	Team teach a lesson with your mentor.	
Task 6:	Update your e-Portfolio with the documentation from Week 2.	
Week 2: ongoing tasks		
	Support the class teacher as directed.	
	Complete the weekly review and analysis with your class teacher.	
	Meet with your PT on Teams (or arrange a convenient time).	
Week 3: Behaviour Management (15% teaching)		
BQ1	How does the class teacher effectively manage classroom behaviour?	
BQ2	What strategies will you use in conjunction with the school Behaviour Policy?	
Task 1:	Teach the three foundation subjects you planned last week.	
Task 2:	Familiarise yourself with any EHCPs and IBPs of children in your class.	
Task 3:	Complete the planning for four foundation subjects ready for next week on the Newman Proforma.	
Task 4:	Observe your class teacher twice. Record your observation on the Newman Observation Proforma.	
Task 5:	Observe a different teacher once. Record your observation on the Newman Observation Proforma.	
Task 6:	Update your e-Portfolio with the documentation from Week 3.	
Week 3: ongoing tasks		
	Support the class teacher as directed.	
	Weekly lesson observation by the class teacher.	
	Complete the weekly review and analysis with your class teacher.	

Schedule a date and time to complete the MPR during Week 4.	
Contact your PT to schedule an in-person visit next week (or arrange a convenient time).	

Week 4: Adaptive Practice (20% teaching)		
BQ1	How does the class teacher adapt their practice to promote progress?	
BQ2	How does the school work with families and agencies to identify and remove barriers to learning?	
Task 1:	Meet with the SENDCo and discuss their responsibilities.	
Task 2:	Observe the teaching of PE with your class. Record your observation on the Newman Observation Proforma.	
Task 3:	Track a pupil working in the core subjects. Ideally, choose a pupil with SEND.	
Task 4:	Teach the four foundation subjects you planned last week.	
Task 5:	Complete the planning for five maths lessons and one PE lesson ready for next week on the Newman Proforma.	
Task 6:	Update your e-Portfolio with the documentation from Week 4.	
	Friday 12 th April – University return day	

Week 4: ongoing tasks		
	Support the class teacher as directed.	
	Weekly lesson observation by the class teacher.	
	Complete the weekly review and analysis with your class teacher.	
	Complete the MPR.	
	Complete your in-person PT visit – if arranged for this week.	

Week 5: Maths Subject Knowledge (30% teaching)		
BQ1	How are the key principles of maths taught in your key stage?	
BQ2	How does the class teacher manage engagement in maths?	
Task 1:	Track a pupil's progress in the core subjects. Ideally, a pupil with SEND.	
Task 2:	Teach the five maths lessons and one PE lesson that you planned last week.	
Task 3:	Complete the planning for five English lessons and one phonics lesson ready for next week on the Newman Proformas. The latter may need to be arranged with a different class.	
Task 4:	Update your e-Portfolio with the documentation from Week 5, including NCCAT 2.	

Week 5: ongoing tasks		
	Support the class teacher as directed.	
	Weekly lesson observation by the class teacher.	
	Complete the weekly review and analysis with your class teacher.	

Week 6: English Subject Knowledge (30% teaching)		
BQ1	How does the class teacher conduct guided reading?	
BQ2	How are the key principles of English taught in your key stage?	
Task 1:	Observe pupil activity and progress in guided reading.	
Task 2:	Teach the five English lessons and one phonics lesson that you planned last week.	
Task 3:	Complete the planning for eight lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects.(see week for EYFS).	
Task 4:	Update your e-Portfolio with the documentation from Week 6.	

Week 6: ongoing tasks		
	Support the class teacher as directed.	
	Weekly lesson observation by the class teacher.	
	Complete the weekly review and analysis with your class teacher.	

Week 7: Wider Responsibilities and Ethos (40% teaching)		
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BQ1	How is the school ethos promoted in the classroom and across the school?	
BQ2	Why is it important for teachers to undertake wider responsibilities?	
Task 1:	Teach the eight lessons that you planned last week.	
Task 2:	Complete the planning for ten lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects.(see week for EYFS).	
Task 3:	Update your e-Portfolio with the documentation from Week 7.	
Task 4:	Read the following report (p.3-9, p.21-23). https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach	
Task 5:	Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?	

Week 7: ongoing tasks

Support the class teacher as directed.	
Weekly lesson observation by the class teacher.	
Complete the weekly review and analysis with your class teacher.	
Contact your PT to schedule an in-person / online visit for next week.	

Week 8: Teaching, Learning and Assessment (50% teaching)

BQ1	How does the class teacher use formative and summative assessment to track progress?	
BQ2	How does the school use formative and summative assessment to ensure progress?	
Task 1:	Teach the ten lessons that you planned last week.	
Task 2:	Complete the planning for ten lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects.(see week for EYFS).	
Task 3:	Update your e-Portfolio with the documentation from Week 8.	

Week 8: ongoing tasks

Support the class teacher as directed.	
Weekly lesson observation by the class teacher.	
Complete the weekly review and analysis with your class teacher.	
Complete the final PT visit (online / in-person).	
Schedule a date and time to complete the EPR during Week 9.	

Week 9: Role of the Teacher (50% teaching / 10 lessons)

BQ1	Which experience from SE2 has been most valuable to the development of your teacher identity?	
BQ2	How have you managed your own well-being and workload whilst on SE2?	
Task 1:	Teach the ten lessons that you planned last week.	
Task 2:	Agree targets for the action plan with your class teacher for SE3.	
Task 3:	Update your e-Portfolio with the documentation from Week 9, including NCCAT 3.	

Week 9: ongoing tasks

Support the class teacher as directed.	
Weekly lesson observation by the class teacher.	
Complete the weekly review and analysis with your class teacher.	
Complete EPR with your mentor and send to your PT.	

Things to do to prepare for a new placement in school – Before you start

1. Access the school website

What is the school philosophy? Who are the staff? What are the term dates? Try to gather general information about your school, its demographic and the local community.

2. Make contact with your M and/or PM

Which class will you be with? What do you need to bring on the first day? What are the first day logistics? (Perhaps you have already done this?) What are the car-parking arrangements?

3. School Policies

See if there are copies of the behaviour, safeguarding and assessment and marking policies on the school website; familiarise yourself with these (you will be looking at these in more detail as part of your training plan).

School Philosophy and other information	Click or tap here to enter text.
Term Dates	Click or tap here to enter text.
Head Teacher	Click or tap here to enter text.
Mentor (M)	Click or tap here to enter text.
Professional Mentor (PM)	Click or tap here to enter text.
Designated Safeguarding Lead (DSL)	Click or tap here to enter text.
SENCO	Click or tap here to enter text.
Did you get a copy of the different policies?	Click or tap here to enter text.

Once you start your placement, become familiar with the building, the staff and the pupils in your class. Use the points below as a checklist:

✓ **Building Orientation**

Make sure that you know the layout of the school. Find the following:

- School reception
- First aid facilities
- Fire safety guidance (including escape routes)
- Classrooms
- Year group entrances/exits
- Dinner hall
- Subject resources
- HT/DHT/SENCO/DSL/PM offices
- Staffroom
- Photocopier (and find out if there are any photocopying restrictions you should be aware of)

✓ **The school day**

- What are the signing in and out procedures?
- What is the structure of the school day?
- What happens if the fire alarm rings?
- Is there a staffroom etiquette you need to be aware of?
- What are the school rules?

✓ **Key Staff**

- Find out who the Senior Management/Leadership Team are and try to introduce yourself to them during your first week. They may be very busy – so don't panic if you don't meet them all!
- Arrange a meeting with your M and PM to discuss the term ahead and share this booklet with them.

✓ **Your class**

- Learn the names of the children in your class.
- Learn the names and roles of other adults involved in teaching or supporting your class.
- Ensure that you are aware of the timetable for your class.
- Start to build a rapport with the pupils.

Training Plan

The following pages outline the **Big Question(s)** for each week and provide suggested activities and focus tasks to support development in understanding professional practice in school settings.

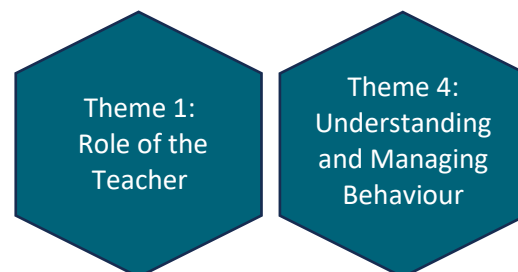
Throughout the weeks, make sure you are also remembering to complete the relevant aspects of your Moodle, whilst also using the NCCAT to support your professional development.

Week 1: Safeguarding (no teaching)

Theme(s):

Big Questions:

How is safeguarding implemented in the setting?
How is the children's wellbeing supported by the class teacher?



Task 1: Read the school Code of Conduct and Policy for Staff Absence.

Task 2: Read the school Safeguarding and Child Protection Policy. Note down the procedure for reporting a concern.

Question	Answer
Are the policies available on the school website?	Click or tap here to enter text.
Is there a safeguarding notice/information board for staff? Where is it?	Click or tap here to enter text.
Who is the DSL? Is there more than one DSL? What are their other roles?	Click or tap here to enter text.
What should you do if you have a safeguarding concern?	Click or tap here to enter text.

Task 3: Read the school Behaviour Policy.

Task 4: Observe your class teacher three times. Record your observation on the Newman Observation Proforma.

Date	Time	Subject
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Complete the observation on the following and make notes on:

Behaviour: How does the teacher convey their expectations to children? In what ways do teachers reinforce expectations? How do they manage pupil behaviour? What praise/consequences do they use?

Assessment: how does the teacher assess pupil knowledge? What do they do to monitor the progress of the pupils' learning in the lesson? What types of question do they use? Do they do any self- or peer-assessment?

Subject Knowledge: how does the teacher share information with the pupils? What do they do to address misconceptions? How do they prepare for lessons?

Teaching Strategies: what are some of the methods used by the teacher? Does one method work better than another? Do teaching strategies vary for different subjects? Why? How does the teacher manage transitions between activities? What impact does this have on their time management and pace of the lesson?

What good ideas/successful strategies do you see that you can use in your own practice?

Task 5 – Plan to team teach a lesson with your mentor next week.

Task 6: Update your e-Portfolio with the documentation from Week 1, including **NCCAT 1**.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 2: Learning Environment (team teach lesson)

Theme(s):

Theme 2:
Teaching,
Learning and
Assessment

Theme 4:
Understanding
and Managing
Behaviour

Big Questions:

How does the class teacher promote a positive learning environment?

How does the class teacher encourage engagement during lessons?

Task 1: Observe your class teacher three times. Record your observation on the Newman Observation Proforma.

Date	Time	Subject
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Complete the observation on the following and make notes on:

Behaviour: How does the teacher convey their expectations to children? In what ways do teachers reinforce expectations? How do they manage pupil behaviour? What praise/consequences do they use?

Assessment: how does the teacher assess pupil knowledge? What do they do to monitor the progress of the pupils' learning in the lesson? What types of question do they use? Do they do any self- or peer-assessment?

Subject Knowledge: how does the teacher share information with the pupils? What do they do to address misconceptions? How do they prepare for lessons?

Teaching Strategies: what are some of the methods used by the teacher? Does one method work better than another? Do teaching strategies vary for different subjects? Why? How does the teacher manage transitions between activities? What impact does this have on their time management and pace of the lesson?

What good ideas/successful strategies do you see that you can use in your own practice?

Task 2: Track two pupil's progress in the core subjects. One pupil should be working below expectations and one pupil should be working above expectations.

Lesson / objective	What did you notice about the pupil in each lesson? <i>Behaviour, engagement, how do you know they have made progress?</i>
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Task 3: Complete the planning for three foundation subjects ready for next week on the Newman Proforma. NB: if you are in the EYFS, plan two lessons with a focus on Understanding the World and one lesson with a focus on Expressive Arts and Design.

Task 4: Observe a phonics lesson (you may need to go to a different class for this).

Task 5: Team teach a lesson with your mentor.

Task 6: Update your e-Portfolio with the documentation from Week 2.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 3: Behaviour Management (15% teaching)

Themes:

Theme 1:
Role of the
Teacher

Theme 4:
Understanding
and Managing
Behaviour

Big Questions:

How does the class teacher effectively manage classroom behaviour?

What strategies will you use in conjunction with the school Behaviour Policy?

Task 1: Teach the three foundation subjects (or EYFS areas) you planned last week.

Task 2: Familiarise yourself with any EHCPs and IBPs of children in your class.

Task 3: Complete the planning for four foundation subjects ready for next week on the Newman Proforma.

NB: if you are in the EYFS, plan four lessons in the areas of UtW, EAD or PSED of your choice.

Task 4: Observe your class teacher twice. Record your observation on the Newman Observation Proforma.

Task 5: Observe a different teacher once. Record your observation on the Newman Observation Proforma.

Task 6: Update your e-Portfolio with the documentation from Week 3.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 4: Adaptive Practice (20% teaching)

Theme(s):

Friday 12th April is University return day

Theme 3:
Adaptive
Practice

Theme 4:
Understanding
and Managing
Behaviour

Big Questions:

How does the class teacher adapt their practice to promote progress?

How does the school work with families and agencies to identify and remove barriers to learning?

Task 1: Meet with the SENDCo and discuss their responsibilities.

Task 2: Observe the teaching of PE with your class. Record your observation on the Newman Observation Proforma.

Referring specifically to the **SHARP Principles** (Powell, 2017), answer the following questions:

Question	Answer
S: What does the warm-up entail?	Click or tap here to enter text.
H: What opportunities are there to practise high repetition of key motor skills?	Click or tap here to enter text.
A: How is the lesson accessible for all children?	Click or tap here to enter text.
R: How has the teacher ensured that there is significant high activity time?	Click or tap here to enter text.
P: How has the teacher promoted positive physical activity?	Click or tap here to enter text.

Task 3: Track a pupil working in the core subjects using the table below. Ideally, choose a pupil with SEND.

Lesson / objective	What did you notice about the pupil in each lesson? <i>Behaviour, engagement, how do you know they have made progress?</i>
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Task 4: Teach the four foundation subjects (EYFS areas) you planned last week.

Task 5: Complete the planning for five maths lessons and one PE lesson ready for next week on the Newman Proforma.

NB: if you are in the EYFS, plan five lessons in Mathematics and a PE/PD session.

Task 6: Update your e-Portfolio with the documentation from Week 4.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 5: Maths Subject Knowledge (30% teaching)

Theme(s):

Theme 2:
Teaching,
Learning and
Assessment

Theme 5:
Subject
Knowledge

Big Questions:

How are the key principles of maths taught in your key stage?
How does the class teacher manage engagement in maths?

Task 1: Track a pupil's progress in the core subjects. Ideally, a pupil with SEND.

Task 2: Teach the five maths lessons (EYFS Maths specific area) and one PE (EYFS PE/PD) lesson that you planned last week

Task 3: Complete the planning for five English (EYFS- Specific area of Literacy) lessons and one phonics lesson ready for next week on the Newman Proformas. The latter may need to be arranged with a different class.

NB: if you are in the EYFS, plan five lessons in Literacy and a phonics lesson.

Task 4: Update your e-Portfolio with the documentation from Week 5, **including NCCAT 2.**

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 6: English Subject Knowledge (30% teaching)

Theme(s):

Theme 2:
Teaching,
Learning and
Assessment

Theme 5:
Subject
Knowledge

Big Questions:

How does the class teacher conduct guided reading?
How are the key principles of English taught in your key stage?

Task 1: Observe pupil activity and progress in guided reading. (if in EYFS liaise with your mentor to see if you can go and observe Guided Reading in action)

Task 2: Teach the five English lessons (EYFS Specific area Literacy) and one phonics lesson that you planned last week.

Task 3: Complete the planning for eight lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects.

NB: if you are in the EYFS, eight lessons (a mixture of Prime and Specific based).

Task 4: Update your e-Portfolio with the documentation from Week 6.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 7: Wider Responsibilities and Ethos (40% teaching)

Theme(s):

Theme 1:
Role of the
Teacher

Big Questions:

How is the school ethos promoted in the classroom and across the school?
Why is it important for teachers to undertake wider responsibilities?

Task 1: Teach the eight lessons that you planned last week.

Task 2: Complete the planning for ten lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects. (EYFS mixture of Specific and Prime areas)

Task 3: Update your e-Portfolio with the documentation from Week 7.

Task 4: Read the following report (p.3-9, p.21-23).

<https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>

Task 5: Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 8: Teaching, Learning and Assessment (50% teaching)

Theme(s):

Theme 1:
Role of the
Teacher

Theme 2:
Teaching,
Learning and
Assessment

Big Questions:

How does the class teacher use formative and summative assessment to track progress?
How does the school use formative and summative assessment to ensure progress?

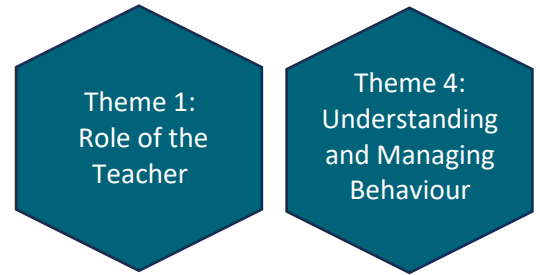
Task 1: Teach the ten lessons that you planned last week.

Task 2: Complete the planning for ten lessons ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects. (EYFS mixture of Specific and Prime areas)

Task 3: Update your e-Portfolio with the documentation from Week 8.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?

Week 9: Role of the Teacher (50% teaching)



Theme(s):

Big Questions:

Which experience from SE2 has been most valuable to the development of your teacher identity?
How have you managed your own well-being and workload whilst on SE2?

Task 1: Teach the ten lessons that you planned last week.

Task 2: Agree targets for the action plan with your class teacher for SE3

Task 3: Update your e-Portfolio with the documentation from Week 9, including NCCAT 3.

Under 'Weekly Reflective Journal' on the Moodle e-Portfolio, upload the answer the following question: What have you learnt from these activities?