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| **Student name:** | **Student Number:** |
| Stage 1**Teaching File – record of weekly reflective discussions.** |
| **Week 1**University Big Question – [T2] How have you recognised and shown an understanding of what ‘effective teaching’ is?Subject lens focus – Which texts are taught at Key Stage 4? How does the approach to these differ from Key Stage 3? How can pupils be encouraged to read these texts for pleasure? |
| **Week 2**University Big Question – [T3] What range of variance is there in your pupil's & how do these differences impact on their learning? What adaptive decisions have been successful? Subject lens focus – What is meant by the ‘context’ in which literature is produced? What examples of teaching ‘context’ can you find in the school? What are the dangers of introducing difficult contexts (racist, violent, etc.)? |
| **Week 3**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 – What is meant by textual structure? How can a text be structured? How is this taught in the classroom?  |
| **Week 4**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 – What examples of drama are in the English classroom? What are the opportunities that could be exploited? What trips are taken by the school to the theatre and how do these trips operate? |
| **Week 5**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 – What does the school do to encourage reading at home and for pleasure? What tends to work best? Is it a good idea to expand the idea of what ‘reading’ is to encourage the pupils that they do rather a lot of it? |
| **Week 6**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 – How are two or more texts compared? What examples can you find of critical comparison? How might the task be simplified for those who struggle and at the same time allow more advanced practitioners to be challenged further? |
| **Week 7**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 – What do pupils need to know about Shakespeare at Key Stage 3 and Key Stage 4? How is Shakespeare introduced to pupils in the school? Which texts do the school teach? |
| **Week 8**University Big Question – [T1] Reflecting back on your own ‘teacher identity’, what are your areas of strength and areas for development as you prepare move into Stage 2? How did you ensure that you created a safe & secure learning environment for all? Subject lens focus – What system is in place to mark SPaG? What is the best way to get the pupils to take responsibility for their punctuation? What interventions are in place for those who cannot master basic punctuation? What can be done to encourage pupils to use advanced punctuation? |
| **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: |