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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 – What activities have you seen in lessons that have been particularly valuable in developing Religious Literacy? What might you take forward into your own practice?  |
| **Week 2**University Big Question – [T3] What range of variance is there in your pupils & how do these differences impact their learning? What adaptive decisions have been successful? Subject lens focus – What good examples have you seen in terms of supporting pupils in a diverse classroom? What adaptations have you observed that allow pupils with a range of needs, beliefs, and abilities to access RE?  |
| **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 – Can you give examples of how you have used quotes from scripture or specific religious teachings in exemplars /WAGOLLs /modelling? How did this help pupils learn?  |
| **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 – How has your feedback helped students develop their understanding of different religious beliefs and teachings? |
| **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 – How have you used religious scripture and teachings differently to ensure that those with lower-than-expected reading ages can access learning materials? How have you provided challenges to higher-ability pupils when teaching the same lesson?  |
| **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 – What have you observed or tried yourself to do that aims to engage students in what might be considered less interesting material in RE – for example, Augustine’s confessions?  |
| **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 – It has been argued that you can’t assess Religious beliefs. How and why might you counteract this argument? |
| **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 to move into Stage 2? How did you ensure you created a safe & secure learning environment for all? Subject lens focus – What was the most difficult topic to teach as an RE teacher? Give an example of how you were able to teach a complex subject matter, such as Religious attitudes to abortion, ensuring that all views and opinions are respected.  |
| **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: |