|  |  |
| --- | --- |
| **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 – At the end of a KS3 science lesson on a topic such as cells, how would you know that your teaching had been effective? | |
| **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 examples of SEND have you encountered and give an example how you modified a science lesson that involved the use of graphs or tables to accommodate these needs? | |
| **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 – Explain how you have taken an abstract science concept such as electricity or atomic structure and modelled it effectively. | |
| **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 have you of when you have given feedback that has enabled a pupil to improve their how science works skills or a specific area of science knowledge. | |
| **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 do you group your pupils during a science practical. Do you factor in ability, behaviour, leadership skills? | |
| **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 – Have you taught a real-life example of how science can help pupils’ wellbeing? Have you taught healthy eating or exercise in biology, earths resources in chemistry or renewable energy production in physics? | |
| **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 – Following a formative or summative test what specific examples do you have that show an improvement in knowledge of a science topic. | |
| **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 – With reference to your science subject knowledge audits which areas have you improved your confidence in and what topics remain an area to focus on? | |
| **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: | |