Master Prompts: Phase A Practicum

These are the Student Reflection prompts, observation foci, focused activities and Talkthrus for the Phase A practicum.

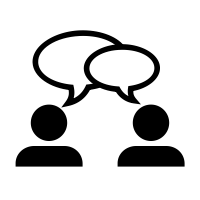
Some elements will appear on separate documents to be kept in the student teacher’s Eportfolio; for example the Weekly Meeting Record which has a section for the Student Reflection and there is a document for the. The weeks are themed, so you will find overlap between the Student Reflections, the notes, Focussed Observations/Activities and Talkthrus. This is intentional – this allows for alternative perspectives and different types of thinking are prompted with writing and talking. For example, the Student Reflections are an opportunity to make links with literature and research, whilst also supporting your preparation for the Talkthrus and Focussed Observations/Activities. The Talkthrus and weekly meetings are an opportunity to hold a professional discussion with an expert colleague, focussed on a particular context, and the Focussed Observations allow a pupil perspective to be considered.

Each aspect of the master prompts link to others and the weekly focus.

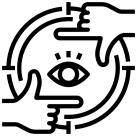


Elements of our curriculum, with the areas on the CARD as below, are indicated within this document e.g. (D8) • (A) Academic: Postgraduate Study • (B) Professional Behaviours and Values • (C) Behaviour and Relationships • (D) Pedagogy • (E) Curriculum • (F) Assessment

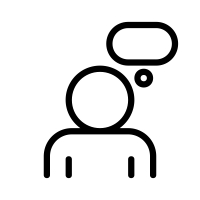
# Observation and classroom practices WEEK8



**Talkthru**



**Observation**



**Reflection**

**Focus**

**of**

**observation**

**:**

Lesson

structure

•

How have objectives or learning

outcomes been presented?

•

How might these support pupils to

progress?

•

What do you notice about how

models, guides, scaffolds or worked

examples were used; how might

these support learning? (D9, D11,

D12)

Drawing on example(s) from your

observations and prior learning, consider:

• What are the roles of lesson objectives, and

how might these be used in a classroom to

support pupils’ learning?

• What is your understanding of modelling,

guides, scaffolds and worked examples in

relation to learning?

• Reflect on how new ideas could be

introduced to pupils and how links could be

made to prior knowledge?

*12)*

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*D9, D11, D*

**Talkthru**

**8.1:**

Outline your understanding of safeguarding

policies in this school, including indicators of harm

and how you would raise any concerns (may have

been addressed by ITE coordinator etc.)

**Talkthru**

**8.2:**

Talk us through a lesson feature that you focussed

on in your observation(s) (steps, models, guides,

scaffolds, worked examples or questions); what did

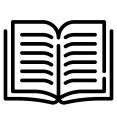
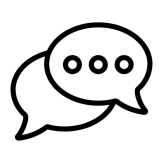
you notice and what inferences did you make

about pupil learning?

Observation and classroom practices

## Notes

During lesson observations, student teachers should think about how lesson objectives and particular classroom practices support learning. The Core Content Framework suggests that introducing new material in steps and modelling supports learning, and that guides, scaffolds and worked examples help pupils apply new ideas. Also, questioning has many roles, including drawing attention to key ideas. During the week, observe expert colleagues and focus on *some* of these elements.



*(D9, D11, D12)*

**Further Reading and Resources**

# WEEK8

## Prompts for discussion in your weekly meeting

* In the weekly meeting discuss lesson objectives and those aspects you have focused on; this should include what you understand by the terms above (modelling, guides, scaffolds and worked examples).
* When discussing their observations try and move beyond describing what they observed and getting them to discuss the pedagogical rationale behind what they saw.
* Why do they think the teacher used those, models, examples, scaffolds in the lesson?
* You might want to discuss how they are spending their planning time, and model how you use your PPA time with them.

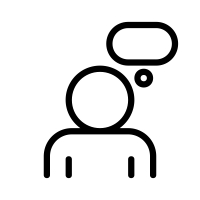
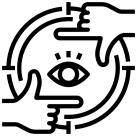
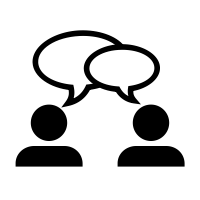
McGill (2018) Lesson Planning, Impact: Journal of the Chartered College of Teaching. Issue 3. Available online ([link)](https://impact.chartered.college/article/mcgill-lesson-planning/).

How pupils learn

**Observation**

**Focus of observation:** Classroom techniques

Some classroom techniques, such as retrieval practice or controlled variation, might be clearly signalled in a lesson. Whereas teachers’ attention to other aspects, such as reducing split attention affects or drawing on dual coding, are likely to be less visible (unless you are in the fortunate position to be able to discuss this with the teacher).



So:

What type of approaches do you notice that could be associated with an aspect of cognitive science?

What other insights does a ‘cognitive science lens’ offer in relation to pupil learning during your observation? *(D1, D2, D3, D4, D5, D6)*

**Reflection**

Your UA1 assignment focused on how pupils learn, drawing on prior research to develop your understanding. Here you are focusing on how those theoretical perspectives can inform your planning and help you interpret classroom behaviours. Drawing on specific examples, reflect on:

* How you have used particular perspective to inform you planning of particular activities or sequences of activities
* What complexities you have encountered in translating theory into practice.

Being careful to distinguish between classroom behaviours you noticed and your interpretation of those behaviours, articulate how you have used particular theoretical perspective to make inferences about learning in lesson(s) that you have observed.

# WEEK9

**Talkthru**

**Talkthru 9.1**:

You need to meet Part 2 of the

Teachers’ Standards (Personal and Professional Conduct PPC) throughout your course. Talk us through how you have met that standard in your first couple of weeks with us and how you are going to maintain that standard. *(B2)*

**Talkthru 9.2**:

Talk us through a specific example of how you can/have drawn on the key tenets of cognitive science (or anther theoretical perspective) to inform your lesson planning. *(D1,D2,D3)*

## How pupils learn WEEK9

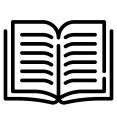
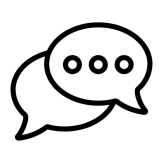
**Prompts for discussion in your weekly**

**meeting**

**Notes**



**Further Reading and Resources**



Reflect

on

how

pupils

learn,

drawing

on

theories

of

learning

and

pedagogy

to

inform

planning

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Also

consider

which

perspective

is

being

drawn

on

to

make

inferences

about

learning

based

on

the

observations

in

classrooms

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The

Core

Content

Framework

advocates

a

range

of

pedagogical

approaches

related

to

a

model

of

memory

(

working/long

term)

and

the

associated

cognitive

load

.

This

includes

strategies,

such

as

retrieval

practice

and

spacing,

to

support

long

-

term

recall

and

others

that

‘avoid

overloading

working

memory’,

such

as

reducing

split

attention

affects

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During

this

week,

engage

with

department

approaches

to

cognitive

science,

or

other

theoretical

perspectives,

and

discuss

how

to

incorporate

approaches

appropriate

to

context

into

planning

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Discuss a lesson that they will be teaching next week get

them to explain what they are doing and its link to how

pupils learn

•

Discuss a learning activity that they have observed that

week. What made it an effective learning activity? What

other ways could it have been done.

•

Discuss an activity that you have done this week. Explain

your reasons for choosing this activity.

Australian Education Research Organisation, How students learn best An overview of the learning process and the

most effective t

eaching practices,

(

September 2023)

[Available Her](https://www.edresearch.edu.au/sites/default/files/2023-11/how-students-learn-best-aa_0.pdf)

[e](https://www.edresearch.edu.au/sites/default/files/2023-11/how-students-learn-best-aa_0.pdf)

Assessment for learning/Formative Assessment

**Observation Reflection**

**Focus of observation:** AfL/ Formative You have explored Assessment for Learning and have read some of the key texts. Here you are assessment focussing on the application of assessment to

planning and decision making, alongside how to

What strategies do you notice the provide high-quality feedback to pupils. Reflect on:

teacher use to check for understanding

* How assessments can be linked to teacher’s

during the lesson? decision making, and the complexities involved.

What role(s) do you think questioning

* What are key features of high-quality

played in the lesson? feedback? Drawing on example(s) from your

observation(s)/teaching, consider some or

What different ways of providing all of: *(F4)* feedback (e.g., verbal, written) do you ▪ Evidence of how written and/or verbal

feedback has contributed to pupil

notice and what types of opportunities learning *(F5)* did/might the pupils have to respond. ▪ How opportunities for pupils to respond productively to feedback can

*(F2, F4, F5)* be generated.

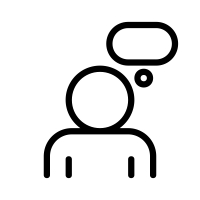
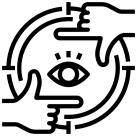
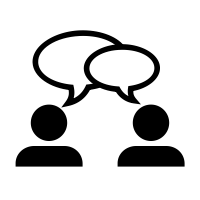
*Over time,* how pupil monitoring and selfregulation could be facilitated *(F5)*

# WEEK10

**Talkthru**

**Talkthru 10.1:**

Talk us through the strategies you noticed teachers used to check for understanding during the lesson, and what you took from this in terms of how you might plan for assessment*. (F4)*



Assessment for learning/Formative Assessment **WEEK10**

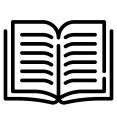
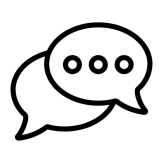
**Prompts for discussion in your weekly**

**meeting**

**Notes**



**Further Reading and Resources**



During

lesson

observations,

student

teachers

should

consider

how

assessment

opportunities

and

feedback

can

be

planned

and

used

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The

Core

Content

Framework

suggests

that

assessment

should

inform

teachers’

decision

making,

and

that

feedback

can

be

written

or

verbal,

as

long

as

pupils

can

act

on

that

feedback

in

a

productive

manner

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Also,

questioning

has

many

roles,

including

the

assessment

of

prior

knowledge

and

understanding

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During

this

time,

reflect

on

your

lesson

observation(s)

of

expert

colleagues

and

your

own

teaching

;

consider

what

decisions

might

have

been

better

informed

through

the

planned

use

of

assessment

and

what

high

-

quality

feedback

looks

like

;

discuss

and

analyse

with

your

co

-

tutor

in

your

weekly

meeting

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Co

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tutors,

make

pedagogical

decisions

more

visible

;

how

do

you

choose

questions/

decide

on

a

method

of

feedback,

for

example?

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*F2, F4, F*

*5)*

•

How do you know that students are making progress in your

subject?

•

How do you decide on what questions to ask students in a

lesson?

•

How do you decide on what method of feedback to use with

the students?

Scott, I.M., 2020. Beyond ‘driving’: The relationship between assessment, performance and learning.

*Medical*

*education*

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*54*

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[https://pubmed.ncbi.nlm.nih.gov/31452222](https://pubmed.ncbi.nlm.nih.gov/31452222/)

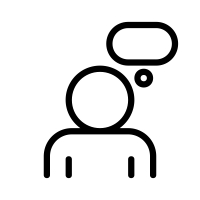
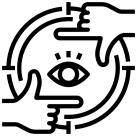
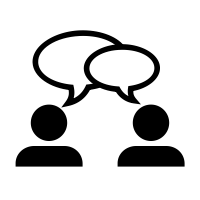
[/](https://pubmed.ncbi.nlm.nih.gov/31452222/)

## Behaviour and Relationships

**Observation Reflection**

**Focus:** Routines and Motivation Consider:

What routines do you notice the • What does Bennett (2019) mean by teacher has established to maximise proactive behaviour management and time for learning? (Look hard, as if well- routines? To what extent have you been able to implement proactive and reactive established there may be little or no



behaviour management strategies so far in

overt teacher action). this placement?

How are routines reinforced? • Why is it important to know a school’s

Motivation: Analyse interactions sanction and reward systems before you start through an intrinsic/extrinsic lens and teaching? What rewards, consequences and sanctions do you consistently use to support reflect on the possible implications. positive behaviour?

*(C7)*

• What behaviour management targets do you see as a priority for the remaining weeks of this placement, and how might you address these, and what are the key takeaways for

Phase B? *(C1-C9)*

# WEEK11

**Talkthru**

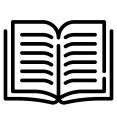
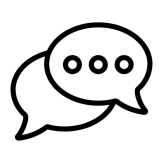
**Talkthru 11.1:**

Talk us through an example of when you drew on the school policies to support behaviour management. How successful do you think your actions were and what might you do in future to lessen the requirement for direct intervention? *(C1- C6)*

## Behaviour and Relationships

### Notes

Reflect on behaviour management, rules and routines. Student teachers should consider progress in establishing proactive and reactive behaviour management strategies, and what the next steps will be for the second half of the practicum. The Core Content Framework suggests that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils, and by establishing and reinforcing routines, including through positive reinforcement, teachers can help create an effective learning environment*. (C1-C9)*



### Further Reading and Resources

Bennett, T. (2019) [*Beginning teacher’s behaviour toolkit*.](https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf)

EEF guidance report on improving behaviour.

[https://educationendowmentfoundation.org.uk/education-evidence/guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)

# WEEK11

## Prompts for discussion in your weekly meeting

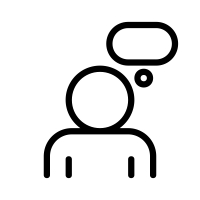
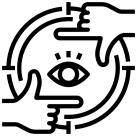
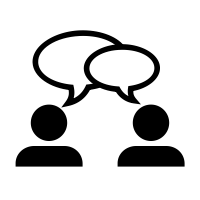
* How to maintain a positive learning environment?
* What impact does a negative learning environment have on learning?
* What is low-level disruption and what impact does it have on learning, routines and classroom expectations?
* In the weekly meeting, discuss the importance of having a positive learning environment and how this impacts on learning and pupil outcomes. In particular, discuss how to improve/retain consistency whilst practicing other techniques such as low-level intervention, de-escalation & restorative practices

[-reports/behaviour](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)

Connecting planning and Assessment

**Observation Reflection**

Teachers are likely to be continually In a previous week you considered lesson structure assessing throughout a lesson, from and you reflected on assessment for learning, both planned key questions to intuitive from a perspective of observing others. In this interpretation of body language, some of second half of your placement, now consider which you are unlikely to notice. The same planning and assessment in relation to your lessons, is true of a teacher’s response; they may have changed the next question or as well as those of others. Consider: introduced a task in a different way based • How has your planning developed*? (D9)* on their assessment of pupil



understanding; these shifts are unlikely to • What types of ‘in-lesson’ assessments have you be obvious. So: planned, and how have you used information

generated – e.g., have you adapted that lesson,

Observe as closely as you can the evidence available regarding pupil followed up in subsequent lessons?

understanding (details about what is said, • Have you used summative information, if so, written, done is useful here). At intervals, how? *(F2)* write down your interpretation of pupil

understanding and what options you How have you provided feedback to students that is effective but also time efficient? *(F4)* could consider taking (there are no right or wrong answers – the idea is to practise

‘in-lesson decision making’). *(F4)*

# WEEK12

**Talkthru**

## Talkthru 12.1

Talk us through an example of how summative data has/could inform your teaching *(F2)*

*NB this supports Fundamental Mathematics (required for QTS) on CARD A.*

## Talkthru 12.2

Talk us through an example of when you have planned ‘in lesson’ assessment and have responded based on information generated. *(F4)*

## Connecting planning and Assessment

### Notes

Reflect on planning and assessment, considering how to integrate these elements of teaching. The Core Content Framework suggests that you can avoid common assessment pitfalls by planning formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding and that you can draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments *(D9, F4)*

### Further Reading and Resources

Revisit or extend prior reading as appropriate.

EEF guidance report on feedback (and their 6 recommendations).

[https://educationendowmentfoundation.org.uk/education-evidence/guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)

# WEEK12

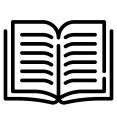
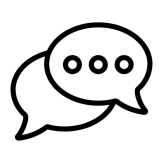
## Prompts for discussion in your weekly meeting

In the weekly meeting:

* discuss and analyse your planning and assessment
* how the department uses summative assessments and their use in relation to classes taught.

Also, please discuss the effectiveness of the student teacher’s planning in relation to linking learning objects with assessment opportunities, and action to take to have a positive impact on learning opportunities for pupils.

How are formative assessments linked to your departments summative assessments? [-reports/feedback](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback)



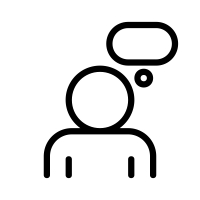
## Adaptive Teaching WEEK13



**Talkthru**



**Observation**



**Reflection**

**Focus of observation: High**

**Expectations**

If

possible,

and

if

appropriate,

find

out

what

different

levels

and

type

of

support

might

be

needed

.

How has the teacher adapted the

lesson, whilst maintaining high

expectations for all, so that all pupils

have the opportunity to engage with

the learning intentions?

What types of barriers exist that make

it more difficult for some pupils to

access the curriculum that others

• What role can teachers’

expectations play in limiting some

pupils’ access to the full curriculum

• What additional or adapted support

have you provided for pupils, and how

did you make those decisions.

*(D17)*

**Talkthru**

**13.1**

Talk us through what you

have done to find out about, and

understand, what different types of

support some students in your classes

might need. How have you sought to

adapt lessons accordingly.

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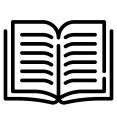
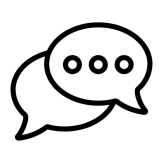
*D12,D*

*17)*

## Adaptive Teaching

### Notes

Next week, reflect on adapted planning and teaching strategies, such as questioning and dialogue and consider whether planning supports all the pupils in each class. If there are some gaps, who can you talk to and what can you do to ensure your teaching is more inclusive? The Core Content Framework states that pupils are likely to learn at different rates, have different levels of prior knowledge, require different levels and types of support, and will benefit from teachers who seek to understand these differences at the start of a topic or lesson (5.1-2). For some pupils, such as those with SEND, there may be specific school information that you could draw on, but for other pupils the situation might be less clear. For example, social exclusion by peers can make it difficult for pupils to engage in lessons. In your weekly meeting review how you have been able to adapt your lessons.



During the week share some of the strategies used to understand these differences and the support provided for students who make progress at different rates. Please arrange a weekly observation that would allow the student teacher to consider how a lesson might be adapted to provide different levels and types of support. *(D17 )*

**Further Reading and Resources**

# WEEK13

## Prompts for discussion in your weekly meeting

* Discuss a lesson that you will be teaching this week. What different levels of support will students need? How do you know what are the different levels of support they will need?
* In your observation what strategies did you see that show how the teacher adapted their teaching for different levels of types and support?
* How can student teachers get support in making their teaching more inclusive?
* You may discuss specific students they will be teaching and what needs they might have.

EEF guidance report on special education needs in mainstream schools (and their five recommendations) <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Curriculum

**Observation**

**Focus of observation:** good examples and models.

Gaining access to key concepts, ideas and principles of a subject is often far from straight forward, with examples and models offering a ‘way in’ to more complex, interconnected or abstract notions. So:

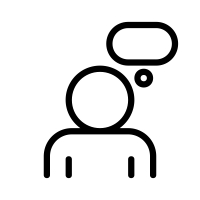
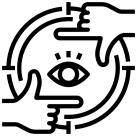
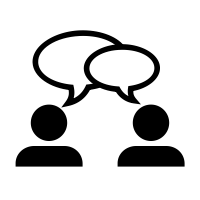
* What examples and models were used in the lesson?
* How were these related to the lesson objective/key ideas?
* Did the examples/models have any limitations?

*(E4)*

**Reflection**

The role of subject knowledge, pedagogical content knowledge and curriculum knowledge is widely discussed (with other terminology and categorisations used). By drawing on particular examples, consider:

* Have there been occasions when your good subject knowledge did not appear to translate into sound pedagogical knowledge – what happened and why? *(E2)*
* It is possible to fall into the trap of planning activities for pupils to complete without thinking through how the activity relates to essential concepts, knowledge, skills and principles of the subject. Review a few recent classroom activities and consider how well articulated these key ideas are in your planning. Do you have evidence of pupil engagement with the tasks led to them ‘thinking hard’ about those key ideas? *(E4)*



* Supporting pupils to build increasing complex coherent mental model of our subject requires time and careful sequencing. Do you think your sequencing of lessons provided this support? *(E4)*

# WEEK14

**Talkthru**

## Talkthru 14.1

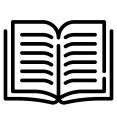
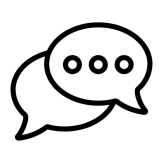
Talk us through a ‘good’ example or model that you have used and why it was a powerful one to use. *(E3)* **Talkthru 14.2**

Talk us through how we might check that our curriculum provision, examples, models etc. provide a fair representation of all in society *(E8)*

## Curriculum

### Notes

Next week, reflect on subject and curriculum knowledge, considering how to accumulate and refine powerful analogies, illustrations, examples, explanations and demonstrations for your subject. The Core Content Framework suggests that a carefully sequenced and coherent curriculum requires the identification of key concepts, knowledge, skills and principles of the subject couple with ways to ensure that pupils’ thinking is focussed on these key ideas. During this week, engage with the department’s approaches to curriculum design to consider how you can develop approaches that help pupils access these key ideas, whilst also considering common misconceptions and how this might be resolved.



*(E1, E2, E3)*

**Further Reading and Resources**

# WEEK14

## Prompts for discussion in your weekly meeting

* What are the key ideas in your subjects curriculum?
* Curriculum purposes – why are the topics contained in your subjects curriculum? What are the outcomes and objects for your subjects curriculum and how does it link to the wider school curriculum?
* Who decides the curriculum in your subject?
* How can teachers find powerful analogies, illustrations, examples, explanations and demonstrations for your subject?
* What is your departments approach to curriculum development.

Mark Priestley, Curriculum: Concepts and Approaches, *Impact,* (6), May 2019. [Link here](https://my.chartered.college/impact_article/curriculum-concepts-and-approaches/) This is taken from a longer article [found here](https://mrpriestley.wordpress.com/2019/01/04/curriculum-concepts-and-approaches/)

Priestley, M. and Xenofontos, C. (2021) ‘Curriculum making: Key concepts and practices’, in Biddulph, J. and Flutter, J. (eds) *Inspiring Primary Curriculum*

*Design*. London: Routledge. [Available here](https://ebookcentral.proquest.com/lib/leicester/reader.action?docID=6225681&ppg=12)

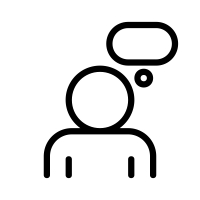
## Reflective ability and teaching practice WEEK16



**Talkthru**



**Observation**



**Reflection**

Your choice of focused observation based on

targets.

Your weekly meetings will allow you to reflect on

your first school practicum. The Core Content

Framework argues that “reflective practice

supported by feedback from and observation of

experienced colleagues, professional debate, and

learning from educational research, is likely to

support improvement”. Draft out responses to the

following questions:

1.

How have observations, professional debates

and research informed your reflective practice?

2.

What evidence do you have that your reflective

practice has supported improvement?

3.

What do you see as the opportunities or

challenges inherent in attempting to engage in

reflective practice?

**Talkthru**

**16.1**

–

review process. Talk us through

your key strengths, where you have made

significant progress and what areas need further

development. (B1, B2)

# WEEK16

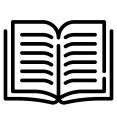
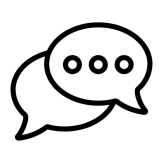
**Prompts for discussion in your weekly**

**meeting**

**Notes**



**Further Reading and Resources**



**Supporting reflective practice**

This week and next week, in your the final meetings, consider the role of reflection in a

learning journey. Review the ‘

Talkthrus

’, and the wider curriculum trajectory, to

demonstrate understanding of learning and developing practice. The Core Content

Framework argues that reflective practice supported by feedback from and observation

of experienced colleagues, professional debate, and learning from educational research,

is likely to support improvement.

Also consider why it is important to draw on educational research during teaching

practice. This is the end of the ‘Setting the Foundation’ practicum so ensure you

understand as fully as possible the feedback from your co

-

tutor as this will be the

starting point for the next school practicum. (B1, B2)

•

How do you use research in your teaching?

•

What’s the difference between reviewing a lesson and

reflecting on a lesson?

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What is the difference between reflective practice and

Ward, J.R. and McCotter, S.S. (2004) ‘Reflection as a visible outcome for preservice teachers’,

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