

# Master Prompts: Phase B Practicum

These are the Student Reflection prompts, observation foci, focused activities and Talkthrus for the Phase B 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 Focussed Observations.

Each week there is a focus – **Student teachers:** **you may need to adjust the order to fit in with school calendars, timetables and other activities. Please see this as part of your professional responsibilities to look ahead and prepare.**

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.

**SR:** Student Reflection: weekly entries by the student teacher; the responses to these prompt questions help the student teacher prepare for the weeks and appear in the Weekly Meeting record.

**Notes:** a guide to the week’s theme with some suggestions for discussion

**FO/ FA:** Weekly Focussed Observations/Activities: Intended to offer evidence from outside the student teacher’s classroom on the focus for the week, or on a focus agreed with the co-tutor based on individual targets.

**TT:** Talkthrus are part of the weekly meeting and should enable the student teacher to prepare for a professional discussion with their co-tutor, an expert colleague.

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

## WK24 (w/c 12 February 2025)

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| **Wk24 w/c 10 February 2025**  **Weekly Focus: Preparation and self-awareness**  CARD B Professional Behaviours and Values (B) CCF5 (S8, PPC): | |
| Student reflection | Starting Phase B is a useful moment to reflect on your own progress as a professional.  Think back to your experience of initial orientation in Phase A, and consider:   * Your level of confidence and understanding as you begin Phase B – for example:   + What has your time in Phase A taught you to notice (or to look for) as you walk around the school for the first time?   + Are you better at asking useful questions and seeking out key information? Give some examples. * Your persona as a professional   + How you enact the standards set out in Part 2 of the Teachers’ Standards   + How others might interpret your actions. * Your time and task management skills   + Now you are moving into a higher teaching load, what approaches and skills can you bring to Phase B to support work-life balance and wellbeing   Think about the differences and similarities between your Phase A and Phase B schools - especially:   * + Overall culture and approach.   + Philosophies of teaching and learning.   + Behaviour expectations and policies. |
| Notes | **Supporting Reflective Practice**  ***During the initial few days, use the orientation pack on Blackboard to guide you.***  Understanding of the school’s Safeguarding Policy from arrival, is crucial.  During the first few days, reflect on the progress made so far as professionals, and consider how understanding of expectations and school environments has been enhanced by the Phase A teaching practicum. The support provided by the routine of weekly meetings, Talkthrus, Focussed observations and emails are familiar to student teachers; **the order can be adjusted if needed.**  Please discuss departmental/school practices on shared approaches to planning, access to resources and support systems (e.g., classroom management, wellbeing) in support of student teachers’ task and time management.  You will know that the CCF asks that student teachers have the opportunity to ‘discuss and analyse with expert colleagues’ and ‘observe how expert colleagues … and deconstruct this approach’. This requires full preparation by student teachers for meetings, observations and activities to make the most of expert colleagues’ time. Take the time to discuss observation protocols before observations of expert teachers takes place. *(B1)* |
| FO | **Focus of observation:** The art of observation  The CCF says you should have opportunities to ‘observe how expert colleagues … and deconstruct this approach’. Classrooms are dynamic environments, with many interactions and implicit as well as explicit communication. This makes observation a complex undertaking, especially if you wish to make inferences about learning, which cannot be seen directly. Review different ways of observing, such as: reconstructing a lesson plan, a close focus on a small group of pupils, noting in detail what is said/done, completing work set, focussing on a particular aspect such as questioning, remembering what you focus on changes what you notice. With you co-tutor’s agreement, design a lesson observation approach that you think will provide evidence about pupil learning, then undertake and discuss. |
| TT | **Talkthru: Safeguarding.** Talk us through your understanding of the safeguarding policies in this school and the roles of key staff for safeguarding. *(PPC)* |

## WK26 (w/c 24 February 2025)

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| **WK 26 w/c 26 February 2025**  **Weekly Focus: Planning and sequencing learning**  CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) | |
| Student Reflection | During the Phase A practicum, your planning was probably more focussed on the detail of individual lessons. In Phase B, you should be working to manage your pupils’ learning development across a longer period. The Core Content Framework (CCF p.11) guidance on How Pupils Learn indicates that you should take Cognitive Load Theory and memory into account, and ensure that you sequence your teaching to reflect pupils’ level of prior knowledge (or schemas). When taking over new classes, understanding what pupils already know and understand, as well as where they are likely to struggle, can be key to effective planning and sequencing. *(D1, D2)*  *Prompts*  Refresh your memory of the CCF pages 11-12 ‘How Pupils Learn’ and of Cognitive Load Theory. Write about:   * How you have sought, recorded and interpreted information about your classes’ subject knowledge relevant to the topics you will be teaching – (e.g., asking the usual class teacher, observing lessons, scrutiny of pupils’ work); * How you intend (with some examples) to organise and sequence your lessons in a way that should maximises learning opportunities. (You should be articulating how relevant theoretical perspectives inform your thinking). *(D9)* |
| Notes | **Supporting Reflective Practice**  Detailed guidance for each week’s focussed observation of an expert colleague, connected to reflective prompts in weekly meetings, were provided in Phase A. The reflective prompts will continue, and we will provide a weekly topic to discuss at your co-tutor meeting, but in Phase B, there is the expectation that student teachers will take more control over their own development.  During weekly meetings, identify areas for further development and aspect of others’ teaching that it will be most useful to focus on, and shape the experience so it best meets the developmental needs identified.  This week, the focus is on how learning is planned and sequenced drawing on theories of learning. Consider how this happens at a ‘micro’ level within individual lessons and how that fits into pupils’ medium-term and long-term development. *(D4)* It would also be helpful to look at how teachers contextualise current learning with what has been covered and what is planned, to create a longer narrative for pupils. *(D5)*  In your weekly meeting, discuss the school and department’s approach to organising pupil learning, and consider how continuity with previous learning can be ensured by the planning and organisation of teaching, in preparation for taking over classes.  ***Settling In Report due Friday 28 February*** |
| FO | **Focus of observation:** Sequencing.  Reconstruct the sequence of the lesson. Drawing on relevant theoretical perspectives, articulate how tasks relate to key ideas and assessment (inc. 'starting points' for lessons/ activities) *(E4)* |
| TT | **Talkthu:** Sequencing. Talk us through your understanding of how lessons are sequenced, based on articulated pedagogical principles, giving examples from your own planning and/or from what you have observed. |

## WK27 (w/c 3 March 2025)

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| **Wk27 w/c 4 March 2025**  **Weekly Focus: Working with pupils who have Special Educational Needs and/or Disabilities**  CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) | |
| Student Reflection | The CCF statement on Adaptive Teaching identifies some key ways teachers should support pupils with Special Educational Needs and/or Disabilities.  N.B. **It is offensive and ableist to refer to pupils with SEND as ‘SEND pupils’ or ‘SEND students’.** However, regarding specific disabilities or learning needs, there is disagreement about whether ‘person first’ or ‘identity first’ language is more appropriate. You can read more about this in relation to autism here: <https://doi.org/10.1007/s10803-020-04858-w>  *Prompts*  In relation to your own current placement, write about:   * The range of identified needs you encounter in the groups you are or will be teaching; * Differences between types of SEND e.g., physical disabilities, neurodiversity, learning disabilities, psychological conditions – and why it is not helpful to treat pupils with SEND as a group with a single shared identity; * Any subject-specific issues you have noticed in relation to SEND (this might relate to teaching and/or learning); * How you seek and act on specialist advice in order to apply the school’s SEND policies in your teaching – and any challenges you face when trying to ensure all pupils are equally included in learning *(D17)* |
| Notes | **Supporting Reflective Practice**  This week’s focus is on SEND and Adaptive Teaching. During the week, it is important to understand SEND policies for the school, and key staff roles for SEND support. Working with the SENCO and/or other experts, discuss the range of SEND needs across the school, and think about how – and why – patterns of SEND need may vary from school to school. Also discuss how the school makes explicit links between interventions delivered outside of lessons with classroom teaching.  For this week’s focussed observation. it may be worth choosing a teacher who is especially skilled in this area, or a class/group that includes particularly interesting pupils with SENDs.  In your weekly meeting, discuss pupils with SENDs in your classes, focussing on these pupils’ specific needs, and how lessons have to be adapted to meet them. Discuss how this can be achieved without creating unreasonable workload for teachers and TAs. Also consider how to prepare TAs for lessons, including how lesson outcomes can be shared and lessons planned so that TA support is additional to teacher support (not a replacement). Consider whether subject specialism is especially challenging for pupils with particular SENDs, and how that is addressed in the school. *(D17)* |
| FO | **Focus of observation:** Adaptive teaching; What do you notice about adaptations or strategies the teacher has put in place to meet the needs of specific learners? If applicable, how were Additional Adults deployed? *(D16, D17)* |
| TT | **Talkthru A:** Adaptive teaching; Talk us through how you have adapted (and/or will adapt) lesson plans or the way you teach lessons to meet the needs of specific learners in your classes. If applicable, how have TAs been included in planning. *(D17)*  **Talkthru B**: 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. |

## WK28 (w/c 10 March 2025)

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| **Wk28 w/c 10 March 2025**  **Weekly Focus: Shaping the curriculum**  CARD B (E) Curriculum CCF3 (S3) | |
| Student Reflection | You need to understand the shape of your subject curriculum so that every lesson you prepare and deliver can contribute logically to medium and long-term learning intent. It is also important to understand the school’s overall approach to curriculum planning and delivery. As the CCF (3.1 – p. 13) points out: ‘A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.’  *Prompts:*   * In planning the overall curriculum across all subjects, how does the school seek to respond to local needs as well as national expectations? * Do you have a clear understanding of the philosophy behind the school’s approach to curriculum planning? * Write about how the curriculum **for your subject** in your placement school: * Reflects, and fits into, the whole-school curriculum? * Develops skills and knowledge within each key stage? * Builds from each key stage to the next, (not forgetting development from KS2 to KS3)? * Explicitly teaches essential skills and knowledge? * Forms a rational structure that begins with foundational knowledge and develops pupils’ ability to express complex, critical thinking? *(E1, E2)* * Most educationalists agree that curriculum planning should aim to develop pupils’ broader knowledge and skills within each subject, and not just train them narrowly to pass examinations. However, we owe it to pupils to give them access to the next stage of education (through exam success) and all schools are judged on their results.   + How does your placement department’s curriculum address the potentially difficult relationship between teaching a subject and ensuring exam success? |
| Notes | **Supporting Reflective Practice**  This week, think closely about overall curriculum design in the school. Read and discuss the school’s overall school policy on curriculum. What are its principles? How are they applied in daily teaching?  At the weekly meeting, discuss the process (and annual cycle) of curriculum development in the subject department – how do subject teachers plan curriculum for the coming year?  Some other possible discussion questions:  How does the department articulate their shared vision of curriculum aims? How has that been shaped; for example, is there an agreed set of principles explicitly stated or are principles an implicit part of practice? How does it respond to external change (e.g., National Curriculum, Exam Boards)? What are the practical limitations on the subject curriculum? How does it develop through a series of Key Stages (including transition from KS2 if the school has a Y7)? What are the local needs of the school population, and how does the subject curriculum respond to them? |
| FA | **Focus of activity:** Curriculum planning  Interrogate a section of the department’s curriculum resources. How does the overall curriculum design translate into year/focus/class level plans, and in particular how is content sequenced? Look for and identify some ‘powerful’ examples, models, analogies, illustrations or demonstrations that you could draw on to connect learners to key ideas. *(E4, E5)* |
| TT | **Talkthru:** Curriculum planning. Talk us through your understanding of our department’s curriculum design and review process; how will this inform your planning? *(E1, E2)* |

## WK29 (w/c 17 March 2025)

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| **WK29** **w/c 17 March 2025**  **Weekly Focus: Use of data**  CARD B (F) Assessment CCF4 (S6) | |
| Student Reflection | This week, we are asking you to think about the use of data.  *Prompts:*   * How well do you understand the data measurements used in your school to track pupil progress? What information are these measurements based on? What do they show, and what do they predict? * How does your school collect ongoing data about pupil progress? * What kinds of discussions and actions typically occur in the school in response to data about pupil progress? *(F2)* * What other kinds of information should you take into account before associating crude large-scale statistics (e.g., Progress 8 data or other forms of GCSE prediction) with the progress of an individual pupil in your class? *(F1)* * What forms of data do *you* collect in your daily work with pupils?   + How do you keep and track such data?   + How does it help you understand individuals’ progress and make decisions about how to support and guide them?   + Think broadly about this – data is much more than a mark book. As a teacher, you will draw on qualitative as well as quantitative data, collected both formally and informally. *(F2)* |
| Notes | **Supporting Reflective Practice**  The focus this week is on data of all kinds. Next week, discuss the knowledge garnered from colleagues about the main forms of progress data that are used in the school – and how they are used. This could include Progress 8, target grades, expected grades, and also teachers’ own tracking data – mark books, homework tasks etc. Also ‘qualitative’ progress data, which may not be recorded, such as pupils’ response to questioning, class contributions or discussion of feedback.  In your meeting, consider the way data is used to monitor student progress. What are the limitations of statistics when it comes to working with individuals? How do they fit with the teacher’s professional judgement of pupils’ progress? Is tracking data useful in your subject specialism? Do teachers in school have to supply data on progress at key points in the year? What is done with this information? What other use (if any) is made in the department of shared data about pupils?  **NB This week’s focus supports Fundamental Mathematics (needed for QTS) on CARD B** |
| FO | **Focus of observation:** Formative assessment.  What do you notice about how the teacher assesses understanding and progress in the lesson? *(F4)* What feedback is given to pupils in the lesson and consider how this might provide opportunities for pupils to develop self-regulation? *(F5)* |
| TT | **Talkthru:** Data. Talk us through your understanding of what data is provided to teachers in this department, how it is used to inform planning, and what data teachers are expected to generate, efficiently record and share *(F2)* |

## WK30 (w/c 24 March 2025)

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| **WK30 w/c 24 March 2025**  **Weekly Focus: Behaviour management**  CARD B (C) Behaviour and Relationships CCF1 (S1)  (C) Behaviour and Relationships CCF1 (S7) | |
| Student Reflection | By now, your relationships with your classes should be well-established, including your behaviour management expectations and routines. There are, however, still likely to be at least some challenges for you to deal with. This is a good moment to consider the CCF expectations about ‘Managing Behaviour’ (CCF 7) and their relationship with Adaptive Teaching (CCF 5).  *Prompts*   * What challenges do you encounter when seeking to establish and maintain consistent classroom routines? * Low-level disruption and disengagement can be the most difficult behavioural challenges for a teacher to manage. What are your strategies for preventing these problems arising in the classroom? * Behaviour management is an integral element of practice rather than a separate skill; how does task selection and instructions relate to student engagement, and how does this relate to the development and maintenance of professional relationships with pupils? * Challenging behaviour is best dealt with objectively and calmly. However, it can be difficult not to react emotionally and/or feel personally judged (by other pupils and by colleagues) when there is misbehaviour in your classroom. Has anything like this been an issue for you? If so, what have you done about it? * We can sometimes slip into unproductive pupil deficit model to ‘explain’ challenging behaviours rather than retaining professional responsibility and devise appropriate actions; has this happened to you? |
| Notes | Phase B Interim Report (CARD B Interim) is due by Friday 4th April  This week’s focus for student teachers is on behaviour management. Many student teachers over-emphasise this aspect of their development, or treat it as a separate skill, rather than an integral element of practice. By now, they should be less worried about it, and have begun to see how it interacts with all the other elements of their teacher identity and their developing professional relationships with pupils. Student teachers, discuss with your co-tutor your identity in the classroom – the relationship between your persona as a teacher and your approach to managing pupil behaviour. Discuss elements of your experience that you find difficult or worrying, but also aspects of your practice that you feel have become stronger since Phase A. Some possible discussion points include:   * The particular challenges of dealing with low-level disruption and disengagement * How easy or difficult you find it to implement the school’s standard behaviour systems * How you handle difficult or confrontational situations without becoming emotionally engaged (whilst still retaining professional responsibility rather than adopting a pupil deficit model) |
| FO | **Focus of observation:** Behaviour management.  What strategies do you notice the teacher uses to pre-empt any poor behaviour, and responses to any off-task behaviour in order to maximise time for learning? (Look hard, as if routines are well-established there may be little or no overt teacher action). How are positive behaviours and routines reinforced? (C1)  Motivation: Analyse interactions through intrinsic/extrinsic lenses and reflect on the possible implications. |
| TT | **Talkthru 26:** Behaviour management. Talk us through how you have applied the school’s behaviour management policy. Outline the behaviour management strategies you have developed (drawing together the strands of routines, relationships and responses to pre-empt or respond to challenges) and any challenges you have encountered with your classes. How do you communicate high expectations? (C1-5) |

## WK31 (w/c 31 March 2025)

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| **WK31 w/c 31 March 2025**  **Weekly Focus: Professional Noticing and Adaptive Teaching**  CARD B (F) Assessment CCF4 (S6) | |
| Student reflection | During Phase A, we encouraged you to focus on very detailed step-by-step planning of lessons. This is essential when you lack experience. As you develop expertise, however, you also develop the ability to respond ‘live’ to your reading of pupils’ responses. At that point, your lesson planning can, and should, become much more open than it was at first. This week, we want you to reflect on the relationship between lesson planning and adapting to pupil need while you teach, and to consider your own current level of attentional skill.  *Prompts*  Read, and reflect on, ‘The role of attention in expert classroom practice’ Ainley J. and Luntley M. *Journal of Mathematics Teacher Education* 2002-02, Vol 10(1), pp.3-22  Available at <https://link-springer-com.ezproxy4.lib.le.ac.uk/article/10.1007/s10857-007-9026-z>  Consider:   * What do you understand by the ‘attentional skill’ of expert teachers? * In your scheduled observations have you seen expert teachers adapt in ways like those described in the article? * Can you think of occasions when you have adapted your teaching like this? * How does the idea of using your attentional skills in this way fit with the principles of Assessment for Learning? * How well developed do you think your skills are in this area? * Do you feel confident in going ‘off script’ and retaining control over the structure and direction of the lesson? * How do you balance attention to individual pupils’ needs with attention to the class as a whole? |
| Notes | **Supporting Reflective Practice**  At this point in the practicum, student teachers are growing in independence and skill so there should be a clear movement away from detailed step-by-step lesson planning towards a more ‘attentional’ and flexible approach. Every student is different, and the pace of progress will vary considerably. By now, however, there should be less dependence on meticulously scripted, resource-heavy or PowerPoint-driven lessons.  This week, think about responses to pupil need in the classroom, and the adaptation of lessons ‘in-the-moment’. This attention to pupil activity and the teacher’s response is a key part of formative assessment. In your meeting, reflect upon the skills needed to do that? How can reliance on scripting lessons be reduced in favour of more open, flexible planning? *(F4)*  During the focussed observation, look at how an expert colleague uses attentional skills to modify the lesson. Perhaps you can agree to make ‘attentional, flexible skills’ a focus for the lesson observation ERF this week. What attentional skills (i.e., the skills of noticing and responding to pupils’ learning during the lesson) are currently demonstrated? How could those skills be enhanced? |
| FO | **Focus of observation:** Adapting lessons ‘in-the-moment’. Look for moments in the lesson where the teacher responds to the learners by adapting, changing or going back over tasks, and addresses misconceptions. These moments might be hard to spot as experienced teachers will make these types of adjustments automatically, so also select moments and ask yourself “what have I noticed and what would I do now”. *(F4)* |
| TT | **Talkthru:** Adapting lessons ‘in-the-moment’. Talk us through how you have, during a lesson, changed or adapted your plan in response to what you noticed, and how you are building flexibility into your lesson plans whilst retaining key elements. |

## WK32 (w/c 7 April 2025)

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| **Weekly Focus: Setting priorities for the final weeks**  CARD B \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfif(B) Professional Behaviours and Values CCF5 (S8, PPC)  (E) Curriculum CCF3 (S3) | |
| Student Reflection | The Easter break provides a natural breathing space in the Phase B practicum. This is an excellent time to reflect on your progress so far, and to set your priorities for the weeks leading up to final assessment of the PGCE. Therefore, this overarching review will be the main focus this week. You will be responding to your Interim Report.  *Prompts:*  Write about:   * What you have achieved. What are the strengths on which you are going to capitalise? (It is most important not to see your progress as just a series of deficits to remedy!) * Where are your areas for development? Places where your performance has not been so strong? * What have you not yet done – or not yet had a chance to record? * What actions will you take:   + To address areas for development/elements not covered   + To build on your strengths? * Do you need to change anything after the holiday? * Will it be useful to set yourself some specific time-limited targets? |
| Notes | The main focus for this is for you to take stock of your progress and to set priorities for the final stretch of the PGCE. However, we would also like you to review one specific element of your practice, namely literacy, oracy and the use of domain specific language as addressed in the Talkthru *(E6, E7)*  This week, the main focus will be the Interim report with review of progress and the setting of their priorities for the final part of the PGCE. Please use your meeting to identify key areas for development, and to identify specific actions to take during the coming weeks. However, we are also asking student teachers to review one specific element of their practice, namely literacy, oracy and the use of domain specific language as addressed in the Talkthru |
| FO | **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful.  The planning and execution of this activity should include the rationale that will underpin your analysis and deconstruction of your observations. (For example, if you were to look at ‘scaffolding’ you might review Wood and colleagues six areas of: recruitment; reduction in degrees of freedom; direction maintenance; marking critical features; frustration control; demonstration. This is also a good opportunity for you to reflect on the first two stages of your ‘noticing skills’ (attend to, interpret, respond) without the pressure of teaching (enacting the response)). |
| TT | **Talkthru:** Adapting lessons ‘in-the-moment’. Talk us through how you have, during a lesson, changed or adapted your plan in response to what you noticed, and how you are building flexibility into your lesson plans whilst retaining key elements. |

## WK35 (w/c 28 April 2025)

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| **Wk35 w/c 28 April 2025**  **Weekly Focus: Understanding prior learning**  CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) | |
| Student Reflection | Back in week 21, we asked you to reflect on your estimation of your groups’ prior learning as you began planning your programme for the placement. By now, you should know your pupils well, and have developed a much clearer sense of how you can build on their existing schemas.  *Prompts*  Write about:   * How you have used a range of strategies (e.g., questioning, written work, dialogic teaching etc.) to establish an understanding of prior knowledge – and where there are gaps. *(D4)* * What you are doing – through planning, delivery and direct response to pupils – to address misconceptions, plug gaps and build more sophisticated understanding. |
| Notes | The focus this week is on the importance of understanding (and making use of) pupils’ prior learning. Here are a few suggestions for further thought and discussion. When teaching, do you test, discuss and reinforce prior knowledge during most lessons? What strategies do you employ to manage prior learning and how do you build on existing schema? Do you feel confident with all your classes that you understand of the range of prior learning across the class, and can you take differences in current pupil understanding into account through adaptive teaching? *(D5)*  In the weekly meeting, you can discuss all these elements of your practice, and consider the impact of prior learning across different age ranges within the school. Have your expectations about prior learning changed through the experience of teaching? What are the challenges involved in dovetailing new lessons with pupils’ existing knowledge and/or skills? *(D4)* |
| FO | **Focus of observation:** Observe how the teacher checks current pupil understanding and how this is built on in the lesson. What techniques does the teacher use – e.g., Exposition, Questioning, Modelling, Linking, Steps, Retrieval practice, Spacing, Interleaving, Variation (Rosenshine); consider how support and challenge are matched with pupils. *(D2)* |
| TT | **Talkthru:** Talk us through how you have gauged pupils’ current understanding, the techniques you have selected to use in your teaching and how you decide on the level of challenge in your lessons. What pedagogical perspectives inform your planning? *(D4, D7)* |

## WK36 (w/c 5 May 2025)

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| **Wk36 w/c 5 May2025**  **Weekly Focus: Professional Behaviours**  CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) | |
| Student Reflection | CCF 8 (pp.29-30) identifies the following aids to effective professional development:   * expert support or coaching and opportunities for collaboration * reflective practice * feedback from and observation of experienced colleagues, * professional debate * learning from educational research   CCF 8 goes on to suggest Professional Behaviours that would typically fall outside your usual subject teaching. For example:   * Engaging in wider school activities/events, contributing to school culture * Engaging in school training opportunities * Working with parents, carers and families * Doing structured work with TAs * Working with SENCOs, pastoral leaders, careers advisers and other non-curriculum specialists * Participating in wider networks (e.g., subject associations)   *Prompts*   * Reflect on how you have engaged with these professional aspects of teaching so far. * Explore your immediate, medium-term and longer-term priorities for development in these areas. |
| Notes | This week you should focus on Part 8 of the Core Content Framework: ‘Professional Behaviours’. Student teachers should collect and read any school documents relating to professional expectations and codes of conduct. Also, the school’s CPD and professional development review plans and policies.  There are certain core professional expectations that apply to all teachers in every institution, but others will vary considerably from school to school. Obvious examples here are dress codes and teachers addressing each other as ‘Miss’ or ‘Sir’. Discuss the differences you might encounter in professional cultures. Sometimes, a teacher’s personal life (and social media presence) might be treated as an extension of professional responsibility. Do you feel this is acceptable? Should what you do at home have any bearing on your career?  The CCF emphasises developmental aspects of professional behaviours. These are:   * interaction with mentors [co-tutors], CPD and engagement with expert colleagues * relationships with parents and carers * work with other specialists in the school (TAs, SENCOs, pastoral leaders) * contribution to wider school life (culture of shared responsibility e.g., pastoral roles)   How much has the student teacher done so far to engage in these aspects of professional life? While it might not be possible to cover all of them during the placement, it will be useful to look at ways these might be integrated into the coming weeks’ experience |
| FO | **Focus of observation or activity:** Professional Behaviours – within this broad area, a free choice this week. Choose an activity or focussed observation that you will find useful that is not part of your day-to-day routines.  If the opportunity arises, observe (and deconstruct) how experts communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling |
| TT | **Talkthru:** Talk us through your professional identity and how you separate work and personal life. Talk about the experience you have had communicating with colleagues with different roles in school and how you have and/or will communicate with parents and carers. Explain how you have met the Personal and Professional Standard for teachers (PPC) |

## WK37 (w/c 12 May 2025)

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| **Wk37 w/c 17 May 2025**  **Weekly Focus: Stretch, challenge and adaptive teaching.**  CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) | |
| Student reflection | Over the next two weeks, we would like you to reflect on one of the most difficult aspects of teaching: adaptive teaching learning. The CCF advises against creating different resources for different pupils, or setting ‘lower expectations’ for some. Rather you should provide ‘targeted support to pupils who are struggling’. The aim is that you should apply ‘high expectations to all groups’, and ensure ‘all pupils have access to a rich curriculum’.  This means that every pupil – and not just those designated as higher or lower attainers – should be stretched and challenged with learning tasks that enable them to develop.  *Prompts:*  Write about:   * Your experiences in the classroom, trying to adapt teaching and learning so that every pupil experiences stretch and challenge. * Your observations of expert colleagues’ adaptation strategies. * Barriers to adaptation and how they can be addressed. * Your placement school’s approach to setting/mixed attainment, and/or in-class grouping. What motivates this approach, and what strengths and weaknesses have you observed? |
| Notes | This is the first of two weeks during which we will ask you to think about adaptive teaching and learning.  In recent years, the DfE and Ofsted have moved their expectations from ‘differentiation’ to ‘adaptation’. Do you understand what that means in practice?  The CCF makes strong statements against two relatively recent trends: differentiated resources and ‘learning styles’. Do you understand why these practices are now being rejected?  When thinking about how you adapt your teaching, please give particular consideration to the idea of stretch and challenge at all levels of attainment. During your focussed observation, you can watch for strategies that ensure, as far as possible, every pupil in the class is working towards the highest end of his or her capabilities but without unnecessary workload (e.g., without separate tasks)*. (D17)*  It is especially important to think about the needs of pupils in the middle of the attainment range, since too often adaptation is focussed entirely on those at the ‘top’ or ‘bottom’ of the group. In your meeting this week, consider how you deal with compliant, middle-attaining pupils, and how their tendency neither to present problems nor draw attention to themselves can – if the teacher is not careful – render them invisible. *(D19-25)* |
| Obs | **Focus of observation:** Make notes on how the teacher ‘aims high’ for all learners; how do they communicate expectations and provide opportunities for all pupils to work at their highest capabilities? |
| TT | **Talkthru:** Talk us through what you understand by ‘stretch and challenge’ for all levels of attainment, and how you have planned for this in your teaching. Give an example of three individual students, at different prior attainment levels, and how you have planned for them to work at their highest capabilities, meeting their needs without unnecessary workload. *(D17)* |

## WK38 (w/c 20 May 2025)

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| **Wk38 w/c 19 May 2025**  **Weekly Focus: Diversity and Inclusion**  CARD B (E) Curriculum CCF3 (S3)  (C) Behaviour and Relationships CCF1 (S1) | |
| Student reflection | This week, we would like you to continue reflecting on adaptive teaching – this time with a focus on inclusion.  Adaptation is the recognition of differences within the group. Whilst prior attainment is one form of difference, your pupils will differ from each other in many other significant ways – for example, culturally, socio-economically, experientially and/or ethnically. All these factors intersect with their experience of learning, of school, and of each other. (For example, contributes from students with ‘low social standing’ tend to be received less positively, hence they find it harder to engage). Also, students with EAL have a wide variety of skills and differing needs. A teacher’s failure to pay attention to the range of differences can mean that some pupils are less included in the lesson than others, and some may even feel excluded from it. However, assumptions and expectations about particular groups of pupils can lower outcomes (e.g., assumptions about low prior attaining pupils can lead to lower outcomes).  *Prompts:*  Write about:   * The range of socio-cultural identities and backgrounds that you have seen in your placement school. * Whether this range has any relationship with attainment, either generally or in your subject (e.g., white working-class boys often underachieve compared to other groups). * How adaptions intended to support lower attaining pupils might inadvertently communicate lower expectations (which can lower outcomes) * Forms of less visible difference that you might not see – and how you could try to deal with them.   How your placement school, subject department, and you as a teacher, have sought to create inclusion. |
| Notes | In your second week on adaptive teaching and learning, we would ask you to explore aspects of difference between pupils beyond attainment measures. If co-tutors have data on the socio-cultural mix and in your school, please share it with your student teacher. Similarly, please look at EAL information. Discuss the ways in which pupils’ backgrounds can affect their sense of inclusion in classroom activity, and the various ways the school tries to overcome (or avoid) exclusion from learning. For example, through choice of resources that more closely reflect the life experiences and backgrounds of pupils.  If the school has identified any socio-economic or socio-cultural groups with a marked pattern of underachievement or who show other evidence of feeling excluded from learning, talk about ways in which interventions have been attempted to address the issue, how they have affected your subject, and the degree of positive outcome. |
| FA | **Focused Activity.** Look at school data on the socio economic and cultural background of the pupils in the school. Make notes on how this can inform or influence your teaching. Taking into account how pupils differ in your classes, identifying some particular activities likely to arouse interest and engagement. |
| TT | **Talkthru A:** Talk us through how you have sought to ensure that all pupils are included in your lessons and how you have selected materials and resources to meet their needs and interests, giving specific examples.  **Talkthru B:** How does your subject incorporate Climate and Sustainability Education (CaSE) into the curriculum? Talk about subject based activities in CaSE that you have carried out or plan to carry out. |

## WK40 (w/c 2 June 2025)

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| **Wk40 w/c 2 June 2025**  **Weekly Focus: Your well-being as a professional**  CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) | |
| Student Reflection | Teaching is a demanding career, with high professional expectations and significant levels of responsibility for young people’s futures. People are often drawn to teaching because they care about making a difference; for many of us it is much more than just a job. All of this and more makes managing your mental health and wellbeing an important consideration.  *Prompts:*  Write about   * Any times during the PGCE year when you have found it difficult to maintain a good work/life balance, and how you might deal with similar situations in future. * How you might use support networks (colleagues, peers, friends, mentors and others) at times when the job becomes more pressurised. * The aspects of being a teacher that you find most difficult, and how you intend to manage or mitigate them. * The aspects being a teacher that you find most rewarding, and how you intend to make the most of them. |
| Notes | **The Phase B Final report (CARD B Final) is due on Friday 23rd May**  This week, looking ahead to the first year in the profession, we are asking student teachers to think about their experiences so far of the pressures and responsibilities of teaching. With a focus on their future well-being, stress management and good mental health, they should consider how they have dealt with the ups and downs of the year, and how they will maintain a good work/life balance in future.  Co-tutors, please review your school’s stress and workload policies with your student teacher, and discuss the various ways the school can support its staff to minimise their stress. Ask your student teacher to talk about instances of stress during the PGCE and explore ways such situations might be avoided or made less difficult in future. Discuss how team working, time management, clear communication with colleagues and support from others can all make aspects of the job more manageable.  It is also important that student teachers understand the potential effects of pressure and stress on pupils, especially as examinations loom. Discuss the difference between positive and negative motivational strategies and their impact on young people. |
| FO | **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful |
| TT | **Talkthru:** Talk us through how you have and will maintain a healthy work/life balance a, your time management strategies and how you manage stress. |

## WK41 (w/c 9 June 2025)

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| **Wk41 w/c 9 June 2025**  **Weekly Focus: Transitions**  CARD B (C) Behaviour and Relationships CCF1 (S7)  (E) Curriculum CCF3 (S3) | |
| Student Reflection | In these final weeks, we are asking you to reflect on your professional persona, that of being a teacher, and to look forward to becoming an Early Career Teacher. Whilst you will be preparing your ECT Transition Profile, we also want this to be a prompt for you to think deeply about key issues.  We have identified aspects of **transition** as an important topic for this stage of your course but you may want to supplement this with issues of your own. *(E8)*  (i) Year group transitions: Transitions are part of everybody’s educational journeys and, at this time, pupils are also moving towards their own transitions. Whilst may pupils look forward to these changes, some find these transitions more difficult than others, and there is evidence that the move between primary and secondary school is associated with dips in attainment. These last few weeks are also an opportunity for you to consider transitions from a pupil perspective and, where possible, contribute to any school transition preparations.  (ii) Pupil Involvement: One key transition your shift from thinking about what you are going to do as a teacher to how pupils are going experience ‘the outcome’ of your actions in terms of individual learning opportunities. These last few weeks are an opportunity review your activities through the eyes of the pupils; are you leaving them in a better position to shape their own learning? Notions such as self-regulated learning, metacognition and independent learning skills are used to discuss how a pupil’s active involvement in learning strategies is an essential part of academic achievement (e.g., Zimmerman and Moylan, 2009). So, have you ‘faded’ your scaffolding and planned opportunities for pupils to review, understand and take ownership of their learning so they can develop self-regulation?  *Prompts:*  Write about:   * Key aspects of transition from the pupil perspective   + What are key barriers for some pupils, and what can the teaching profession do to ameliorate some of these issues? * How your school and department plan for transition * The types of ‘scaffolding’ you have employed, and how successful, or otherwise, you think you have been in ‘fading’ the support so pupils can undertake activities independently in the future. * The contribution that classroom talk and collaboration can play in stimulating thinking and reflection. * Your understanding of self-regulated learning and its role in education   Jindal‐Snape, D. and Cantali, D., 2019. A four‐stage longitudinal study exploring pupils’ experiences, preparation and support systems during primary–secondary school transitions. *British Educational Research Journal*, *45*(6), pp.1255-1278.  Hebron, J.S., 2018. School connectedness and the primary to secondary school transition for young people with autism spectrum conditions. *British Journal of Educational Psychology*, 88(3), pp.396-409.  Panadero, E. (2017). A Review of Self-Regulated Learning: Six Models and Four Directions for Research. *Frontiers in psychology,* 8, 422.  Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: Where metacognition and motivation intersect. In D. J. Hacker, J. Dunlosky & A. C. Graesser (Eds.), *Handbook of Metacognition in Education* (pp. 299-315). New York: Routledge. |
| Notes | Over these final weeks, we are asking student teachers to reflect on their professional persona, that of being a teacher, and to look forward to becoming an Early Career Teacher. Student teachers will be compiling their ECT Transition Profile; co-tutors, please support them with this process and provide feedback/suggest target (but this is intended to be a self-directed activity)  In terms of topics, we are asking student teachers to focus on two aspects of transition in particular, though they can include other areas as well.  Over the next two weeks consider (i) year group transitions, such as primary to secondary school and (ii) pupil involvement, and in particular independent learning skills and self-regulation.  This week (i) find out about your school and department’s approach to primary/secondary transition (or other school transition points if you are a setting without KS3). Please discuss how pupils are supported with school moves, and any additional support offered to particular pupils. |
| FA | **Focused activity:** Find out about transition arrangements (talk to the member of staff responsible for this). What arrangements are in place to ensure a smooth transition to Year 7? (If you are in an educational setting with no KS3, e.g., a 6th form college or upper school, find out about transition arrangements for students joining from feeder schools.) What data or information is shared in terms of pupils’ prior attainment and curriculum?  If possible, visit a feeder school in these last weeks (or at some point during this practicum) to observe pupils in Year 6, making notes about the differences you notice in routines and expectations from Year 7.  Curriculum: Look at your department’s curriculum plans. How does these build on the previous Key Stage (normally KS2)? Are there particular transition activities? If appropriate, contribute to the development of these resources. |
| TT | **Talkthru:** Talk us through your understanding of key issues related to school transition, and actions schools can take to support all pupils make a successful transition. What has the school put in place for your subject in terms of sharing the curriculum and pupils’ outcomes from KS2? |

## WK42 (w/c 16 June 2025)

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| **Wk42 w/c 16 June 2025**  **Weekly Focus: Teacher identity**  CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) | |
| Student Reflection | Teacher identity: As you approach your first year as a qualified teacher, what sort of teacher have you become? How have you changed during this year? You should be looking forward (after the summer break) to beginning the Early Career Teacher process. With your final report complete and your ECT Transition Profile about to be completed you can take stock and set some priorities for the next stage of your development. Read back through your reflections throughout the course, so you have a sense of how far you have come.  *Prompts:*   * Taking into account the feedback you have received, your own previous reflections and your final Phase B report, write about the kind of teacher you are now, and the kind of teacher you want to become over the next two years as an ECT.   Remember the key concepts underpinning our course: ‘Knowing, Doing, Being’  If you have a job for next year, consider what you know about the school, and the department, you are joining.   * You have joined, albeit temporarily, two schools this year. Reflect on what you have learned about joining and understanding different schools and departments and write about how this will inform your first weeks and months in your new school. |
| Notes | This week student teachers will be thinking about your first teaching post. In order to make a successful transition from initial teacher education to becoming an ECT, you need to think about your strengths and areas for development as you enter the teaching profession You will be supported by the Early Career Framework, which sets out what early career teachers are entitled to learn about and learn how to do. It underpins an entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits. It is aligned to the Core Content Framework and has been used to structure your ECT Transition Profile, so you will recognise the content and expectations. <https://www.gov.uk/government/publications/early-career-framework>  This is your final week in school so you need to complete your ECT Transition Profile, save it in your Eportfolio and email it to the Secondary PGCE office.  You also need to make sure you deal with any outstanding marking, return any school resources and equipment and ensure that you do not take any pupil data with you. We will see you next week for the final week of the course.  Co-tutors-this is our final Friday email of the course. Thank you for your support, which has been critical to your student teacher’s success on a challenging, complex course. We hope you have found the experience of being a co-tutor rewarding, and that our weekly email guides have helped you to shape useful conversations with your student teacher. We look forward to working with you again. |
| Obs | **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful, possibly based on your areas for development in your ECT transition document. |
| TT | **Talkthru:** Talk us through your strengths and successes and what you think you will need to focus on at the start of next year. |