# \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\thumbnail.jfif Weekly Meeting Record

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| **Name: Student Teacher** |  |
| **Subject** |  |
| **Name: Co-tutor** |  |
| **School** |  |

## Week 24

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| **Date of meeting:** |
| **Wk24 w/c 10 February 2025****Weekly Focus: Preparation and self-awareness**CARD B Professional Behaviours and Values (B) CCF5 (S8, PPC) |
| (key points from response to Student Reflection prompts and observation(s)):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, AND 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, including philosophies of teaching and behaviour expectations and policies.
	+ Your developing role; for example, more teaching, expectations about liaison with parents/carers; working with TAs and involvement in wider school activities.
 |
| **Summary of Discussion Points in the meeting:****Talkthru 24:** Safeguarding. Talk us through your understanding of the safeguarding policies in this school and the roles of key staff for safeguarding. (PPC) |
| **Review of Progress:** Identify strengths, linked to CARD

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| F: Assessment  |  |

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| **Records up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?**  |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 26

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| **Date of meeting:** |
| **WK 26 w/c 24 February 2025****Weekly Focus: Planning and sequencing learning**CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):During 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 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 maximise learning opportunities, and how you intend to break complex ideas into appropriate steps. (Articulating how relevant theoretical perspectives inform your thinking). *(D9)* |
| **Summary of Discussion Points in the meeting:****Talkthru 26:** 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. How do you make decisions about levels of exposition, modelling, questioning, steps, practice, recall etc. and consider the implications for learning and workload? |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 27

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| **Date of meeting:** |
| **Wk27 w/c 3 March 2025****Weekly Focus: Working with pupils who have Special Educational Needs and/or Disabilities**CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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)* |
| **Summary of Discussion Points in the meeting:****Talkthru 27.1**: 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 27.2**: 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. |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan+ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 28

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| **Date of meeting:** |
| **Wk28 w/c 10 March 2025****Weekly Focus: Shaping the curriculum**CARD B (E) Curriculum CCF3 (S3) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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?
 |
| **Summary of Discussion Points in the meeting:****Talkthru 28:** Curriculum planning. Talk us through your understanding of our department’s curriculum design and review process; how will this inform your planning? (E1, E2) |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 29

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| **Date of meeting:** |
| **WK29** **w/c 17 March 2025****Weekly Focus: Use of data**CARD B (F) Assessment CCF4 (S6) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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)
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| **Summary of Discussion Points in the meeting:****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).What different ways do you provide specific actionable feedback to pupils that is manageable and effective?) |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 30

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| **Date of meeting:** |
| **WK33 w/c 24 March 2025****Weekly Focus: Behaviour management**CARD B (C) Behaviour and Relationships CCF1 (S1) and (C) Behaviour and Relationships CCF1 (S7) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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 1) and their relationship with Adaptive Teaching (CCF 5).*Prompts** What challenges do you encounter when seeking to establish and maintain a positive learning environment, which includes consistent classroom routines that also encourage effort and learning from mistakes? E.g. Low-level disruption and disengagement can be the most difficult behavioural challenges – how do you use intentional and consistent language to communicate shared values of high expectations?
	+ We can sometimes slip into unproductive pupil deficit model to ‘explain’ challenging behaviours rather than retaining professional responsibility and devising appropriate actions; reflect on your previous lesson evaluation with this in mind?
* Behaviour management is an integral element of practice rather than a separate skill; how does task selection and instructions relate to pupil engagement, and how does this contribute to a culture of mutual respect?
* Challenging behaviour is best dealt with objectively and calmly. However, it is difficult not to react emotionally and/or feel personally judged (by other pupils, peers or colleagues) when there is misbehaviour in your classroom. Has this been an issue for you? If so, what have you done about it?

Pupil emotions (self-regulation), motivations and perceptions of success can all affect pupil engagement and behaviour, and hence learning. What do you do to understand these aspects of pupils that you teach, and how do you take these into account when planning? |
| **Summary of Discussion Points in the meeting:****Talkthru:** 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) |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 31

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| **Date of meeting:** |
| **WK31 w/c 31 March 2025****Weekly Focus: Professional Noticing and Assessment for Learning**CARD B (F) Assessment CCF4 (S6) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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.PromptsRead, 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? |
| **Summary of Discussion Points in the meeting:****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. |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

## \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfifWeek 32 **Interim report due this week**

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| **Date of meeting:** |
| **Wk 30 w/c 7 April 2025** **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) and (E) Curriculum CCF3 (S3) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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 had a chance to record? For example:
	+ How have you contributed to the wider school culture – maybe now is the time to look beyond your department?
	+ Liaison with parents/carers?
	+ Work alongside TAs or other additional adults.
* What actions will you take:
	+ To address areas for development/elements not yet met.

To build on your strengths?  |
| **Summary of Discussion Points in the meeting:****Talkthru 32:** Talk us through how you plan for improving pupils’ literacy, including oracy and domain specific language. Discuss how scaffolds can be provided to support the rigor of pupil talk and domain specific reasoning. |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk35 w/c 28 April 2025****Weekly Focus: Understanding prior learning**CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):Back in week 26, 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 identify and address misconceptions, plug gaps and build more sophisticated understanding.
* Schools have different policies regarding grouping pupils at a class level linked to prior attainment - think about what you have noticed about the impact of grouping pupils in different ways (see wk37).

Pupils from disadvantaged backgrounds tend to do less well in school - this is still the case when prior attainment is taken into account. What barriers might these pupils face, and how might these be ameliorated (research shows ‘good teaching’ has a positive effect on life chances, especially for those from low socioeconomic backgrounds)? (D19) |
| **Summary of Discussion Points in the meeting:****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)* |
| **Review of Progress:** Identify strengths, linked to CARD.

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan+ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk36 w/c 5 May2025****Weekly Focus: Professional Behaviours**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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. |
| **Summary of Discussion Points in the meeting:****Talkthru 36:** 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) |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk37 w/c 12 May 2025****Weekly Focus: Stretch, challenge and adaptive teaching.**CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):Over the next two weeks, we would like you to reflect on one of the most difficult aspects of teaching: adaptive teaching. 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, aiming to adapt teaching and learning so that every pupil experiences stretch and challenge, including barriers to adaptation and how they can be addressed.
* What roles can questioning take to stretch and challenge pupils – what types of questions can be used? Greater pupil elaboration aides both learning and assessment of understanding – how do you encourage this?
* What is the role of collaborative activities and classroom talk in developing understanding and supporting progress for all?

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? |
| **Summary of Discussion Points in the meeting:**Talkthru 37: 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)* |
| **Review of Progress:** Identify strengths, linked to CARD

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk38 w/c 19 May 2025****Weekly Focus: Diversity and Inclusion**CARD B (E) Curriculum CCF3 (S3) and (C) Behaviour and Relationships CCF1 (S1) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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 pupils with ‘low social standing’ tend to be received less positively, hence they find it harder to engage). Also, pupils 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. in appropriate 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) – and the reverse: how high-quality teaching could raise expectations for all.
* 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. |
| **Summary of Discussion Points in the meeting:****Talkthru 38**: 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. |
| **Review of Progress:** Identify strengths, linked to CARD

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| Curriculum Area: (highlight) | (Specifics if appropriate) |
| B: Professional Behaviours and Values |  |
| C: Behaviour and Relationships |  |
| D: Pedagogy |  |
| E: Curriculum |  |
| F: Assessment  |  |

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk40 w/c 9 June 2025****Weekly Focus: Your well-being as a professional**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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. |
| **Summary of Discussion Points in the meeting:****Talkthru 40:** Talk us through how you have and will maintain a healthy work/life balance, your time management strategies and how you manage stress. |
| **Review of Progress:** Identify strengths, linked to CARD

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| Curriculum Area: (highlight) | (Specifics if appropriate) |
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| C: Behaviour and Relationships |  |
| D: Pedagogy |  |
| E: Curriculum |  |
| F: Assessment  |  |

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk41 w/c 16 June 2025****Weekly Focus: Transitions**CARD B (C) Behaviour and Relationships CCF1 (S7) (E) Curriculum CCF3 (S3) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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 many 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 is your shift from thinking about what you are going to do as a teacher to how pupils are going to experience ‘the outcome’ of your actions in terms of individual learning opportunities. These last few weeks are an opportunity to 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 sharing pupil reasoning and stimulating thinking and reflection (including identifying and addressing points of confusion).
* 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  |
| Summary of Discussion Points in the meeting:**Talkthru 41:** 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? |
| **Review of Progress:** Identify strengths, linked to CARD

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| D: Pedagogy |  |
| E: Curriculum |  |
| F: Assessment  |  |

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |

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| **Date of meeting:** |
| **Wk42 w/c 23 June 2025****Weekly Focus: Teacher identity**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Student Reflections** (key points from response to Student Reflection prompts and observation(s)):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. |
| **Summary of Discussion Points in the meeting:****Talkthru 42:** Talk us through your strengths and successes and what you think you will need to focus on at the start of next year. |
| **Review of Progress:** Identify strengths, linked to CARD

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| E: Curriculum |  |
| F: Assessment  |  |

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| **Eportfolio up to date?** (Weekly meeting record, Focused Obs, Lesson Plan, evaluation +ERF per week) | **Yes** | **No** |
| **Attendance ?/5 Absence procedure followed?** |
| **Targets:**  | **Strategies for meeting targets:** |