

Talk-through:

- Talk through why capturing pupil voice is important and how this might be achieved within a school.

Key readings and university sessions:

- Look back at the university sessions and key readings as part of reflective practice
- Part 1 of [Keeping Children Safe in Education](#) (DfE, 2025)
- [Deployment of Teaching Assistants](#) – EEF Report (2025)
- [Teaching and Learning Toolkit](#) – EEF (2018)- *parental engagement*

Prompt questions for observing expert colleagues:

- How do expert colleagues work alongside other adults in the school to support with pupil progress (i.e. additional adults, SENCO)?
- How do expert colleagues engage with parents to support pupil progress?
- How does the school engage with research to make decisions around pedagogical approaches?
- How are you contributing the wider networks in schools through staff meetings and discussions?

Prompt questions when being observed or evaluating your practice:

- How do you ensure your engagement with parents is effective and supports pupil progress?
- How have you used research and learning from university sessions to support your critical reflection?
- Which other professionals in the school can support you in helping you to understand more about children with particular needs?
- How is your developing identity as a teacher supporting children's learning? What conscious decisions are you making to role model effective behaviours to pupils?
- How does collaboration with other staff support your role?

Key reflective question: **How has your understanding of your 'professional teacher identity' developed?**