## Learning Timetable – Autumn

During the Autumn term, RPTs’ learning timetables will be created alongside their mentor to ensure a bespoke training and learning plan. The RPT will share their Initial Needs Document to assist with this and their detailed weekly timetables will be shared on the weekly portfolios.

We do not dictate a week-by-week task-list or teaching timetable as this should be bespoke to the individual student / pair and training context. Instead, you will find **suggested** subject specific teaching groups and lessons to complete. The RPT and mentor should plan this together to ensure that:

* The RPT builds up to working in the role of the teacher around the **equivalent of two days per week by the end of term**
* All school-based tasks\* are completed as these form an essential part of the programme’s curriculum

The table below is designed to be flexible but build up the RPT’s teaching skills and pedagogy. The progression of learning is underpinned by Rosenshine’s principles of planning and will enable the RPT to focus on specific elements of practice using mentor / class teacher’s plans before planning their own lessons.

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|  |  | School based Tasks (see SBT document for more detail) | Mentor Focus for weekly meeting / Mentor Training |
| Week 1 - Induction periodW/C 16th September | RPT should spend this week observing, working with groups, accessing policies etc. settling in, reading stories, doing the register.RPT should complete Induction School Based Tasks as listed in portfolio / handbook alongside mentor / class teacher, including the safeguarding activities.  | Strand E: Induction 1Strand E: Induction 2Strand C: Curriculum: English 13-7 and SEND Pathway task | **Induction: Getting to know the RPT and the RPT getting to know the class**Get to know the students including individual needs / barriers to learning, share school policies, and initial needs document**Using Mentor Curriculum script in handbook to support – Mentor Curriculum 1.3** |
|  | Teaching / Planning / Observations | Subject specific |  |  |
| Week 2W/C 23rd September | RPT’s should work with groups focusing on the following:* Learning hook / activating prior learning/ questioning
* Developing explanation and modelling
* Planning specific tasks / task selection / assessment

The RPT should not be planning themselves this week, however **they should use the mentor / class teacher’s plans.** They will complete the UoR lesson proforma to focus on the specific element of the lesson they are teaching, whether that be a pedagogical focus, or a micro teach e.g., starter or plenaryRPT’s should complete observations of Foundation stage subjects | Group work should be completed in the following subjects:EnglishMathsScience equivalents | Strand B: Behaviour 1Strand B: Pedagogy 2Strand C: Curriculum: Maths 1 | **Behaviour Management**Becoming familiar with behaviour strategies, rules and routines of the class. How to implement these when listening to children read / supporting phonics.**Meet with ITTCo – Mentor Curriculum 1.4**  |
| Week 3 W/C 30th September ITaP | RPT’s should focus on the ITaP: Building professional relationships | Group work should be completed in the following subjects:EnglishMathsScience equivalents |  | **ITaP Review**  |
| Week 4W/C 7th October And Week 5W/C 14th October | RPT’s should continue to work with groups as above, and begin to teach the whole class with the **following foci:*** Establishing rules and routines (transitions, break, assemblies, whole class reading,
* Managing class discussions
* Mini plenaries (assessment, workload, questioning, observing, modelling)

The RPT should not be planning themselves this week, however **they should use the mentor / class teacher’s plans.** They will complete the UoR lesson proforma to focus on the specific element of the lesson they are teaching, whether that be a pedagogical focus, or a micro teach e.g., starter or plenary. **RPT’s are not to plan and deliver whole lessons at this point.** RPT’s should complete observations of Foundation stage subjects | Group work / whole class foci should be completed in the following subjects:EnglishMathsSciencePhonics | Strand B: Pedagogy 1Strand C: Curriculum: Maths 2 | **Pedagogy**Support the RPT in becoming familiar with the schools plans and schemes, and breaking down lessons with different foci. Specific discussions surrounding assessment, questioning and modelling  |
| Week 6W/C 21st October | RPT’s should focus on the ITaP: Using modelling to inform progress over time, and the potential visit windowPreparing for your Interim Review**RPT’s should begin to co teach whole lessons** according to the Subject specific column. They may also continue to work with groups and micro teach as before – this counts as teaching time. **RPTs will use mentor’s / class teacher’s plans for whole lessons and adapt / add to them accordingly.**  | Co teach one English, Phonics and Mathematics or the appropriate equivalent in EYFS or school curriculum *If in KS2, you will need to visit KS1 to ensure you are able to observe and teach phonics* |  | **ITaP Review****Preparing for visit****Mentor Curriculum 1.6 – Face to Face visit** |
| Half Term |  |  |  |
| Week 7 W/C 4th NovemberAndWeek 811th November | RPT’s should focus on the ITaP: Anticipating disruption, and the potential visit windowPreparing for your Interim Review**RPT’s should begin to co teach whole lessons** according to the Subject specific column. They may also continue to work with groups and micro teach as before – this counts as teaching time. **RPTs will use mentor’s / class teacher’s plans for whole lessons and adapt / add to them accordingly.**  | Co teach one English, Phonics Mathematics and Foundation subject that they have observed previously*If in KS2, you will need to visit KS1 to ensure you are able to observe and teach phonics* | Strand C: Curriculum: English 2Strand C: Curriculum: Science 1 | **Mentor Curriculum 2.1 – Implementing the ITE Curriculum: Target Setting and observing** **Review and support RPT with target setting for weekly planners following training, completing AoP with RPT** |
| Week 918th November | **RPT’s should begin to teach whole lessons** according to the Subject specific column. They may also continue to work with groups and micro teach as before – this counts as teaching time. **RPTs will use mentor’s / class teacher’s plans for whole lessons and adapt / add to them accordingly.**  | Co teach two English, Phonics Mathematics and Foundation subjects that they have observed previously | Strand D: Assessment 1Strand C: Curriculum: Maths 3 | **Assessment**Understanding what this looks like in foundation subjects, including misconceptions and how to assess progress within and following lessons**Mentor Curriculum 2.2** – The Reflective Cycle |
| Week 10W/C 25th November | **RPT’s should begin to co teach whole lessons** according to the Subject specific column. They may also continue to work with groups and micro teach as before – this counts as teaching time. **RPTs will co plan their lessons together and alongside the mentor / class teacher.**They should aim towards teaching 40% of the timetable between them / shared with the mentor/ class teacher.  | Co teach two English, Phonics Mathematics and Foundation subjects that they have observed previously | Strand E: Professional behaviours 1 | **Assessment**Understanding what this looks like in all subjects, including misconceptions and how to assess progress within and following lessons  |
| Rest of placement | RPT’s should teach whole lessons according to the Subject specific column. They may also continue to work with groups and micro teach as before – this counts as teaching time. RPTs will co plan their lessons together and alongside the mentor / class teacher. They should aim to teach a selection of lessons without their partner, **but must still receive planning support.** They should aim towards teaching 40% of the timetable between them / shared with the mentor/ class teacher. Preparing for your Progress Review and final Placement TutorialPotential Enrichment week in W/C 16th December | Work with your mentor to ensure your teaching timetable is varied and covers the allocated percentage. It should include at least:Three English, Phonics Mathematics and Foundation subjects that they have observed previously |  | **W/C 9th December – Mentor Curriculum: Placement Tutorial (online meeting with tutor)** |