# Primary PG School based tasks: special school setting

These tasks are compulsory for all RPTs and contribute to your entitlement as set out within the Core Content Framework. They form an integral part of your training, and a link between what you will learn about in school and through university training. You should plan them carefully with your mentor to ensure they take place within the timescale indicated below at a time that is appropriate for your own context in school.

## Autumn term

### Induction (Strand E)

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|  | **Focus** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| 1 | This task will allow you to find out about and be able to implement key school policies in order to fulfil your professional duties and keep children safe | Read the school prospectus and key policies, including those stated within the induction list.  When reading, note how the policies might influence the way you work within the school.  There is no need to photocopy the policies.  **You must complete the induction section on Section B2 ‘Safeguarding and induction records’ of your e-portfolio** | Provide your RPT with access to the policies  Support them to arrange their inductions with the appropriate members of staff  Discuss how your RPT will **LHT8f:** *“Build effective working relationships by contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school. And LHT8l: l)Knowing who to contact with any safeguarding, or any pupil mental health concerns.”* | **1.2** Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  **1.4** Setting clear expectations can help communicate shared values that improve classroom and school culture.  Background on what policies a school has to have can be found at <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts>  **You must ensure that you have read Keeping Children Safe in Education at:** [**https://www.gov.uk/government/publications/keeping-children-safe-in-education--2**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) | Week 1 of every placement |  |
| 2 | This task will help you to learn how understanding pupils’ different circumstances and what they bring to learning is an essential part of teaching. | Sit down with the class teacher and talk through the class list. Observe the class being taught and spend time with them outside of the classroom for example at break time. Draw and annotate a class plan to help you learn names and key information and start to notice how the teacher meets the needs and sets goals for individuals. | Through informal discussions, support your RPT to notice, reflect on and start to practice:  ***LHT1b:****Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.*  ***LHT1a****: Using intentional and consistent language that promotes challenge and aspiration.*  ***LHT1c:*** *Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine* | **1.3** Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  Read the following article from the Chartered College for new teachers exploring how beginning teachers can get to know the children in their class: <https://my.chartered.college/early-career-hub/send-and-the-art-of-detection-an-evidence-based-approach-to-supporting-learners/>  NB do not upload confidential information/annotated room plan to e-portfolio. | Week 1 of every placement |  |

### Strand A: High expectations and managing behaviour

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| 1 | This task will help you to establish a basic understanding of the underlying structure of behaviour management in your school. | Observe behaviour management strategies that your class teacher uses. Find out about basic **organisation, rules and routines** within the class and complete your behaviour log in the e-portfolio and again at the end of your placement, reflecting on your progress | Provide RPT with an opportunity to observe you and a copy of your behaviour policy / class routines or rules.  Discuss how your RPT will***LHT1f:*** *teach and rigorously maintain clear behavioural expectations (e.g., for contributions, volume level and concentration) and* ***LHT1g:*** *Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate.* | * 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.   2. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).   Ensure this forms a focus for discussion within your mentor meetings. Reflect on your notes in the light of the taught input and also the behaviour policy of your school. | Week 2 of placement |  |

### Strand B: Pedagogy

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| 1 | This task will help you to understand how to match task selection to learning intentions and ensure children have opportunities to practise and consolidate learning. | Work with your mentor to co-plan a specific activity with a focus on linking the supported/independent activity to the input. Consider:   * How will your input specifically model the supported/independent task using interactive and multi-sensory strategies? * What opportunities will children have to practice and consolidate their learning? * What concrete resources /apparatus or visual images and hooks will be used that link different parts of the activity? * What will success look like? | Encourage your RPT to ask questions about how you match opportunities and practice to learning intentions and input.  Talk through how expert colleagues:  ***LHT4e:*** *“break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes)* and  ***LHT4d****: Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.”* | **4.2** Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied.  **4.3** Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible  **4.8** Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  NB in some special settings, opportunities to practice are likely to embedded within continuous provision. Ask your mentor to talk through with you how teacher-led input and continuous provision are planned. | Week 4 of placement |  |
| 2 | This task will enable you to understand the role of a SENDCo and how the school supports children with SEND. | Read the school’s SEND /Inclusion policy.  Consider:  What are the aims and objectives of the policy?  What systems are in place for evaluating the impact of the additional support pupils in your class receive.  Have a meeting with the SENDCo lead. Find out how the SENDCo role and the class teacher’s role interact. | Share the relevant policies with your RPT. Share with the RPT the importance of **LHT5d and 5c**: *Working closely with the Special Educational Needs Co-ordinator (SENCO) and other SEND specialists or expert colleagues and Working closely with the Designated Safeguarding Lead.”*  And **LHT5o:** *Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.”* | **5.3** Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  **5.1** Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success  **5.4** Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.  Read the guidance on supporting SEND children in mainstream schools from the EEF: [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send**](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | Week 3 of placement |  |

### Strand C: Curriculum

#### Teaching early reading (applies across the primary age-range) – leads towards TS3.4

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| 1 | This task will help you to understand the importance of stories to language development and how reading aloud to children provides an opportunity for language to be modelled and a broad and rich vocabulary introduced. | Identify opportunities for the pupils to experience storytelling. For some pupils, this may include sensory stories, use of puppets, drama or audio/visual modes.  Record the stories shared in a bibliography of your own design within your portfolio or physical teaching folder. | Timetable opportunities for the RPT to explore books and storytelling with the pupils.  Discuss with your RPT *“how to promote reading for pleasure (e.g.,* ***LHT3r:*** *Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils).* | **3.10** Every teacher can improve pupils’ literacy, including explicitly teaching reading…  Read the review of current policy related to the teaching of early reading:  [The reading framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy) | Week 1 of placement |  |
| 2 | This task will support you in linking the theory of good phonics instruction with what it looks like in practice and support your own development into a teacher of systematic synthetic phonics. | Arrange to observe a **Phonics / early literacy** lesson or activity. Make notes on what the *structure and stages* are within the lesson. Additionally, select three children at random and note down what things they achieve well at and any misconceptions or difficulties they have. You could also note what learning behaviours they show at different stages (e.g., listening, participating, visibly learning, distracted, watching, etc). Reflect on which children learned well and why. | As a follow up, discuss your observations with the teacher focusing on a) how effective the structure was and b) what difficulties the children encountered and c) how the teacher responded to these.  Discuss with the RPT the importance of **LHT3n**: *“Demonstrating a clear understanding of systematic synthetic phonics, and the necessary prerequisite knowledge, particularly if teaching early reading and spelling.”* | **3.4** Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.  **3.9** To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  Ensure you have read and discussed the school’s reading policy with your mentor prior to your observation | Week 7 of placement, however may be earlier if phonics is explicitly taught in classroom |  |

#### Teaching mathematics (leading towards TS3.5)

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| **1** | This task will help you incorporate the use of mathematical language and vocabulary into your teaching. | Observe mathematics teaching and/or interactions with children within continuous provision, focusing on the use of mathematical language. Note how the teacher uses action songs and rhymes to aid the retention of mathematical language in addition to games and activities which promote use of positional language, recognition of similarities and differences and language associated with the passing of time. | Explicitly draw your RPT’s attention to how talk is used within your mathematics lessons.Support them to use accurate mathematical vocabulary and combine verbal explanations with representations of the same concept or process.  **LHT3t** Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught  **LHT4g** Starting expositions at the point of current pupil understanding. | **ITTECF LT 4.7** high-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary  Analyse:   * How is talk used within the lesson, and by whom? * How does questioning support and prompt the use of language? * What mathematical vocabulary is used? How is this taught, reinforced and appropriate for the age range?     What is the role of silence and independent thinking time within mathematics lessons?    Listen to this NCETM podcast: [Maths vocabulary | NCETM](https://www.ncetm.org.uk/podcasts/maths-vocabulary/) | Bring notes to mathematics session on 27/09/24 |  |
| **2** | This task will help you to analyse how expert colleagues break down explanations and modelling to make them accessible and logically sequenced. | Observe a mathematics lesson / activity with a focus on how the teacher models and explains a new mathematical idea or process.  Teach a follow-up lesson or activity, taking responsibility for modelling / explaining key ideas and seeking feedback. Use interactive modelling using multisensory strategies and aids appropriate to the needs of the class. | In a planning meeting, talk through exactly how you would model the key idea or process in a mathematics lesson. Provide opportunities for the RPT to observe how you structure your explanations, including:   * *How scaffolds are gradually reduced* * *How children have opportunity to consolidate and practise applying their knew knowledge/skills*   LHT 4i Narrating thought processes when modelling to make explicit how experts think  LHT4g Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.  LHT 4k Exposing potential pitfalls and explaining how to avoid them | **4.2** Effective teachers introduce new material in   steps, explicitly linking new ideas to what has   been previously studied.  **4.3** Modelling helps pupils understand new processes and ideas; Good models make abstract ideas concrete and accessible.    Ask your mentor to observe you or even better, record your modelling so that you can watch it back.    Remember your reading on **Rosenshine’s Principles of instruction:**    4. Provide models to help students learn to solve problems faster.    Rosenshine, B. (2012). Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x> | Bring notes to session on 22/11/24 |  |
| **3** | This task is designed to help you understand the role of resources and representation in mathematics teaching and learning. | Observe a lesson or series of teaching activities in which concrete resources, images and/or textbooks (where appropriate) are used to support and extend children’s learning.  Use the Structural Learning teachers’ guide to support this:  <https://www.structural-learning.com/post/multisensory-learning-in-the-classroom-a-teachers-guide> | Talk to your RPT about how different representations are chosen. Explain why you use particular resources and representations and reject others, and how resources are used to link and build understanding over time.    LHT4h Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, manipulatives for counting, examples and non-examples).  LHT 3e Working with colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations  LHT 3f Using resources and materials aligned with the school curriculum | **LT3.7** … pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.    Make notes on:   * How resources, representations and images are selected (and rejected) * Who uses them, and when * What is the role of resources in supporting conceptual or procedural understanding | By the end of the autumn term placement. |  |

#### Science

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|  | **Focus** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  **(ITTECF ‘learn that’ referenced for each task)** | **Timing** | **Date completed (insert evidence where appropriate)** |
| 1 | This task will enable you to identify possible misconceptions in science and how these can be addressed within a lesson. | Based on a topic you are teaching or introducing, research common misconceptions as well as researching practical ideas for how to effectively introduce or teach the topic. Make notes on the key questions listed. | Arrange a time for the RPT to observe you teach the topic if possible. If Science or the equivalent area is not being taught this term, please ensure the RPT still completes the task on a later topic and give them the opportunity to observe and teach the subject in yours / another year group.  **LHT6e**: Using assessments to check for prior knowledge and pre-existing misconceptions and **LHT6h:** Monitoring pupil work during lessons, including checking for misconceptions.**LHT3e:** Being aware of common misconceptions and discussing with experienced colleagues how to help pupils, master important concepts. | **3.2** Secure subject knowledge helps teachers to motivate pupils and teach effectively.  Make notes on the following:   1. Science topic and year group 2. What is the essential subject knowledge that the pupils need to gain? 3. What misconceptions might arise relevant to the age range/developmental stage?   This book is available online via the reading list. Read the relevant chapter to help anticipate any misconceptions.  Allen, M. (2020) *Misconceptions in Primary Science* | Week 7 of placement |  |

#### Foundation subjects

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
|  | This task is designed to help you develop your subject, pedagogical and curricular knowledge and understanding of curriculum design in each of the curriculum areas.  **Links to Strand C** | Meet with the subject leads of the different subjects / areas in your school and ask the questions listed: (If in EY, meet with the Early Years lead and ask the same questions about your EY curriculum):  How is your subject designed across the key stages or developmental stages?   1. Are there any schemes that you use and how are they implemented? 2. How do you assess children’s progress in your subject (this may be through the Engagement Model for pupils with SLD/PMLD)? 3. What are the challenges and rewards to teaching your subject?   If setting used an EY curriculum, talk to the curriculum lead to discuss the following for the design of the curriculum:   1. How is the EY curriculum designed? 2. Are there any schemes that are utilised within EY? 3. How are the different areas / children assessed? 4. What are the challenges and rewards of teaching this area of the curriculum in the EY? | Facilitate an opportunity for your RPT to meet with the appropriate subject leads  Encourage your RPT to reflect on how the foundation curriculum is delivered and carefully sequenced by **LHT3f**: *“Support pupils to build increasingly complex mental models by discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.”*  ***LHT3b:*** *“Deliver a carefully sequenced and coherent curriculum by ensuring pupils’ thinking is focused on key ideas within the subject.”*  ***LHT3h:*** *“Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples”* | **3.1** 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.  Keep notes on each subject at the start of that subject’s section in your Subject Knowledge Development File. Add to your notes with any INSET you attend and notes from central training sessions. | Before the taught session for each curriculum area |  |

### Strand D: Assessment

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| **1** | This task will support your understanding of assessment and how to track the progress of children. | In consultation with your mentor, choose two children of varying attainment or need.  Observe your mentor teaching a lesson and make notes on the children’s progress using the questions as prompts.  Following the meeting, teach a lesson of your own. Discuss the same questions with your mentor following the lesson, reflecting on your role in the children’s learning. | Meet with your RPT following the lesson and share your role in supporting the progress of the children e.g. how do you know they made progress? How did you support / scaffold them? Where would you take the learning next / support them further? Have any previous assessment informed your planning / prior learning?  Support the RPT in: **LHT6a:** *“Planning formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).”*  *And*  ***LHT6g:*** *“Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.”*  *Explain how you:* ***LHT6i:*** *“Focusing on specific actions for pupils and providing time for pupils to respond to feedback.”* | **4.4** Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases.  **5.3** Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  **6.2** Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.  **6.3** Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.  **6.4** To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect    **Question prompts:**   1. What progress the child has made against the Learning Objectives for that session 2. How do you know that the child has made progress; what are your assessments telling you? 3. What was your role in facilitating that child’s progress? | Week 9 of placement |  |

## Strand E: Professional behaviours and wellbeing

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  Including ITTECF learn that… | **Timing** | **Date completed (insert evidence where appropriate)** |
| **1** | This task will help you to understand the approach to Climate and Sustainability Education (CASE) in your own setting | Find out who is responsible for leading CASE in your school. Ask if you can meet with them to understand whether and how CASE is taught within the school curriculum and/or whether there are any extra-curricular activities or clubs.  If possible, observe a lesson or activity focusing upon CASE.  **If this is not possible in your setting, make a note to complete this in the Spring placement.** | Facilitate an opportunity for your RPT to meet with the leader or whoever has responsibility for climate education / the environment / sustainability in your school.  **LHT3f** Encourage your RPT to reflect on how CASE is integrated into your curriculum by discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation. | **LT3.1** 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.  You could explore the Green Schools Project website to prompt reflection on what is happening in your school: <https://www.greenschoolsproject.org.uk/> | Week 10 of placement |  |

# Pathway School Based Tasks

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|  | **Focus and link to ITE Curriculum Strand** | **What you are asked to do** | **Mentor role**  Including ITTECF learn how to… | **Background information and notes**  **(ITTECF ‘learn that’ referenced for each task)** | **Timing** | **Date completed (insert evidence where appropriate)** |
| **SEND** | This task will enable you to understand the importance of building trusting and positive relationships with children through gaining knowledge and working with additional adults | Reflect how additional adults are utilised in the setting within class and outside.  Consider their knowledge of the children and their needs and make notes. Speak to the staffing lead / mentor with discussion points in the next column. | Share with the RPT the following: - How are adults timetabled and utilised within class to support specific children?  What training have they had to support any complex needs?  How is cover organised on a daily basis?  How does the class teacher plan for and utilise these adults?  How are the needs of the children communicated with all adults?  How are the children assessed, and give a full induction into the assessment system  -How is the wellbeing of the children prioritised?  - How is the wellbeing of the staff supported?  **LHT8g:** *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.*  ***LHT8i:*** *Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.*  **LHT8f:** *Building effective working relationships by contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.*  ***LHT8n****:Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND).* | **8.3** Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.  **8.4** Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success.  **8.5** Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.  **8.6** SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.  **8.8** Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. | Week 1 of placement |  |