# Learning Timetable - Spring

During the Spring term, RPTs’ learning timetables will be created alongside their mentor to ensure a bespoke training and learning plan. The RPT will share their AoP 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 / training context**. The RPT and mentor should plan this together to ensure that:

* The RPT builds up to teaching / in the role of the teacher for around the equivalent of **four days per week by the end of term – this is new to 2024-2025.**
* 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 and is only a suggestion** but build up the RPTs teaching skills and pedagogy. The progression of learning is underpinned by Rosenshine’s principles of instruction and will enable the RPT to focus on specific elements of practice.

**The main foci of the placement are as follows:**

* To observe how rules and routines are implemented in a setting / key stage different to their Autumn placement, with a specific focus on understanding and managing behaviour
* To begin to take responsibility for tracking the progress of the children they teach
* To ensure they adapt their teaching, while understanding the needs of individuals and groups of children – making their teaching age stage appropriate
* To build curriculum and subject knowledge in the key stage / setting they are in
* To understand how to deploy and work effectively with support staff

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|  | Teaching / Planning / Observations | | School based Tasks (see SBT document for more detail) | Mentor Focus for Weekly Meeting |
| **Across the placement, ensure you timetable in and complete SBT Foundation Subjects task and manage your Breadth of Curriculum Tracker**  **Schedule in your pathway tasks / any non-time specific tasks (Strand C1, English 1 & 2, Maths 1 & 2)**  **PLEASE USE THIS TIMETABLE AS A SUGGESTION AND GUIDE ONLY** | | | | |
| **Week 1 -**  **Induction period** | 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.  RPT’s should complete focused observations of their mentors / another class teacher in the following areas:   * Deployment of support staff (including how they are planned for, communicated with, their role in assessment and other areas of their role) * Rules and routines and how these are consistently implemented * How the children are involved and motivated through the design and teaching of the curriculum | | Strand E Task 1  Strand E Task 2  Strand E Task 3  Strand E Task 4 | **Induction - Building relationships:** Get to know the students including individual needs / barriers to learning, share school policies, and initial needs document |
|  |  | Subject specific |  |  |
| Week 2 | **RPT’s should teach whole lessons** according to the Subject specific column. The aim is for RPTs to understand progression and how to adapt their following lesson after assessing the one they have planned and taught already.  **RPTs will co plan their lessons together and alongside the mentor / class teacher.** | RPTs should teach at least:  2 x English / literacy  2 x Mathematics  1 x Foundation  **The RPTs should aim to be in the role of the teacher for the equivalent of one day this week.** | Strand E Task 5  Strand A Task 1 | **Behaviour Management:** Understanding the reasons behind behaviour I and outside of the classroom and how to use additional adults to support behaviour  **Preparing for placement tutorial next week** |
| 3  Placement Tutorials | Work with your mentor to ensure your teaching timetable / teaching role is varied and covers approximately **one and a half days.**  RPTs should contribute towards the medium-term plan for after half term | Strand B Task 1  Strand C Task 2 | **AfL:** How to assess the progress of children and  How this affects groupings of children  **Completing placement tutorial online and reviewing progress / setting targets for remainder of placement against Strands**  **Agree timetable for reminder of placement with tutor and mentor** |
| 4 | RPTs will be completing their ITaP this week and therefore do not have a set teaching timetable.  If they are not completing the M level part of the course, they will stay in school on that day and agree their timetable with their mentor. | | | **ITaP: Adaptive teaching for inclusion**  Reviewing the week and activities and sharing reflection with mentor  Preparing activities for ITaP for first two days back after half term |
| Half Term | | | | |
| **5** | RPT’s should teach whole lessons according to the Subject specific column.  RPTs will co plan their lessons alongside the mentor / class teacher. | Work with your mentor to ensure your teaching timetable is varied and covers approximately **two days.**  This should include 2 x science / Understanding the World, with a focus on progression, assessment and adapting teaching. |  | **ITaP: Modelling to show progress over time**  Reviewing the week and activities and sharing reflection with mentor |
| 5 | Work with your mentor to ensure your teaching timetable is varied and covers approximately **two and a half days.**  The main focus this week should be planning and teaching a whole sequence of English / literacy / equivalent, focusing on progression, assessment and adapting teaching. |  | **Age appropriate learning:** Identifying where the children are coming from and aiming for in contrasting phases and how to plan generally for these |
| 6 | Work with your mentor to ensure your teaching timetable is varied and covers approximately **three and a half days**  The main focus this week should be planning and teaching a whole sequence of Mathematics / equivalent, focusing on progression, assessment and adapting teaching.  **Lead Partner route, contact your main school this week to arrange joining them for PPA next week.** | Strand E Task 6  Strand D Task 1 | **Assessment: Tracking progress:** understanding their role in children’s learning and how to adapt sequences of lessons to meet the needs of children.  **Lead Partner route, prepare for Spring Progress Review next week with mentor** |
| 7 | Work with your mentor to ensure your teaching timetable is varied and covers approximately **four days if on the Lead Partner route, and three and a half for University recruited route.**  If on LP route, this week, you should spend half a day with your main school for PPA and complete your spring progress review. Agree teaching timetable for next week with your main school, to refamiliarise yourself with the children. | Strand D Task 1 | **Workload and wellbeing:** Reviewing assessment and workload strategies when adapting plans. Reviewing learning of groups and whole classes of children  **University recruited, prepare for your spring Progress review next week with mentor.** |
| 8 | LP recruited are back in main school this week.  University recruited route will stay in Spring school, and teach approximately four days and complete Spring progress review. |  | **Reflection and review:** How to prepare for final placement and strengths / targets |