University of Reading

Secondary ITE

Target and Strategy Bank

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| **University of Reading Secondary ITE Assessment Framework** | | | | |
| **ITE CURRICULUM STRAND A. Demonstrating professional behaviours and becoming an ethical community participant** | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
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| Participation in university sessions and following mandatory instructions (e portfolio / WRoPs) | *Ensure you fully participate in university sessions and respond to instructions* | *Each week, spend at least one hour updating your WRoPs and e-Portfolio so that you are reflecting systematically on the effectiveness of your lessons and approaches to teaching* | *Ask your university tutor for a model WRoP for you to review so that the quality of your weekly reflections is deepened* | *Use Student Support Services at University to support your organisational skills so that you meet the professional expectations of your e-Portfolio* |  |
| Engagement in department / school policies | *Establish a presence in the department and build knowledge of school policies* | *Read your school/department policies (e.g. behaviour policy) so that you have professional regard for them and integrate them into your own practice as demonstrated in an upcoming lesson observation* | *Be aware of the whole school priorities for the year and ensure that your lessons address and support these foci.* |  |  |
| Involvement in extracurricular activities | *Establish a presence in extracurricular activities* | *Select a club or competitions to take part in or lead so that you make a positive contribution to the wider life and ethos of the school, building stronger relationships with colleagues and students.* | *Help to supervise an extracurricular school trip. Talk to the lead teacher about the safety assessments they have had to make and take an active part in helping keep students safe.* | *Support the whole school production or a transition event (e.g. by supervising backstage; being part of the lighting team; supervising front of house or refreshments; leading an activity at a transition event)* |  |
| Engagement with tutor group / time | *Build relationships with your tutor group* | *Speak to at least 3 students in your tutor group who may have barriers to learning and find out more about them so that you can further engage and support them in their personal and academic life.* | *Lead a tutor session, following the daily schedule, so that you develop knowledge of effective use of tutor time* | *Attend tutor team meetings to understand the data and training that underpin the role of tutor.* |  |
| Engagement with parents’ evening / assemblies | *Build engagement with parents at parents evening* | *Attend parents’ evening and shadow an experienced colleague so that high quality communication about pupil achievement and wellbeing with parents is modelled for you before embarking independently.* | *Shadow a teacher that you work with at parents' evening and make notes on how they convey information professionally to the parents. Actively engage in two or three meetings, taking the opportunity to feedback to parents on their child's progress.* | *With other RPTs in school, offer to lead an assembly on the University's climate change programme.* |  |
| Utilising expert colleagues such as SENCO, TAs, specialist colleagues | *Respond to advice from expert colleagues* | *Speak to the SENDCo about a SEND student you teach to draw on advice and specialist support so that you can use approaches which enable the pupil to be taught effectively.* | *Make time in a lesson to speak to the TA about a SEND student so that you build up a more secure understanding of how to adapt your teaching.* | *Spend a lesson in the alternative provision or pastoral hub for your school to understand the emotional and social support that schools offer students.* |  |
| Contact with parents | *Develop a relationship with parents by contacting them* | *Send a positive email to a parent of a student who has improved their attitude to learning or demonstrated good progress so that you build positive relationships with students and parents using the behaviour policy for praise.* | *Script and rehearse before you make a phone call with your mentor so that you feel confident about the content of the phone call* | *Shadow your mentor or tutor group mentor in parental meeting or phone call so that you learn ways to approach difficult meetings* |  |
| Engagement in professional studies programme and beyond ITE curriculum | *Respond to learning in professional studies* | *Lead or contribute to a discussion point in professional studies to demonstrate your awareness of the content or how you have applied it in your lessons.* | *Refer to PS in your lesson planning and WROPs to demonstrate your engagement in the ITE curriculum* | *Ask you department subject lead for time in a department meeting to share an item discussed in professional studies so that your engagement is obvious* |  |
| Acting as an employee e.g. punctual, attire | *Ensure your conduct is professional by acting as an employee* | *Commit to a morning duty, shadowing an experienced colleagues so that you can begin to understand the wider role of a teacher* | *Review the dress code policy at your school and ensure your choice of clothing is appropriate; ask for advice from another trainee or colleague at your school if you are unsure* | *Attend all after school meetings that a normal teacher is required to attend and make an active contribution, especially in department and tutor meetings.* |  |
| Teacher identity around the school site | *Develop your teacher identity across the school* | *Converse with students and colleagues as you walk around the school so that you start to build your presence as a teacher in your school.* | *Buy lunch from the main school canteen and engage in a conversation with students you teach so that students see you as a part of the wider school community* | *Shadow duties with experienced colleagues to observe out of lesson interactions so that you gain confidence in tackling out of lesson behaviour.* |  |
| Confidence and assurance when teaching | *Build your confidence and classroom presence* | *Use scripts to rehearse beginnings or transition points in lessons with your mentor or video yourself so that you can review your tone of voice and develop inner confidence.* | *Audit your subject knowledge for each SOW you teach and address gaps in knowledge.* | *Know where each SOW fits in the overall curriculum so you can confidently test prior knowledge and build on foundational content.* |  |

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| **University of Reading Secondary ITE Assessment Framework** | | | | | |
| **B. Show high expectations and getting to know all pupils** | | | | | |
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| **ITE CURRICULUM SUB STRAND** | **TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?** | **STRATEGY: What actions/tasks will enable your trainee to achieve the target?** | | |
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| Conversations with tutors and colleagues demonstrate high expectations of behaviour | *Develop high expectations of behaviour* | *Engage in a purposeful dialogue with your mentor explicitly focusing on high expectations for behaviour so that you can demonstrate your awareness of behaviour expectations* | *Experiment with non-verbal cues so that you demonstrate your high expectations and inclusive practice* | *Discuss behaviour expectations with your Head of Year to gain a pastoral perspective on behaviour expectations* |
| Using a variety of methods to motivate pupils e.g. nonverbal cues demonstrating high expectations | *Establish a variety of methods to motivate students* | *Review strategies such as* [*Pasture's Perch*](https://researchschool.org.uk/durrington/news/reflecting-on-my-experience-of-instructional-coaching#:~:text=Pastore%E2%80%99s%20Perch%20is%20an%20approach%20where%2C%20when%20you,students%20will%20be%20in%20your%20field%20of%20view.) *to enable you to have a nonverbal influence on behaviour so that students are visibly shown your high expectations* | *Wait for silence. Don't speak until you get it and don't raise your voice over noise so that students have clarity regarding your behaviour expectations* | *Meet and greet students at your classroom door so that you are visual to students, and they are aware they are entering your teaching space so that your behaviour expectations are visible from the outset.* |
| Learning about pupil backgrounds and barriers to learning | *Learn about pupil backgrounds and barriers to learning* | *Adapt lesson plans before the lesson, based on feedback from your Mentor so that you can demonstrate an awareness of pupil background which may lead to barriers to learning* | *Seek advice from a TA/SENDCo about a pupil and trial the strategies they suggest in your lesson plan so that barriers to learning are reduced as a result of your strategies.* | *Seek advice from relevant professional regarding individual SEND pupils and discuss with your Mentor how you will develop your planning so that you reduce barriers to learning.* |
| Learning objectives are used to help plan lessons and measure success of lessons | *Learn how to curate learning objectives when planning lessons* | *Give pupils shared purposeful objectives for the lesson with scaffolding so that you can measure the success of the lessons by judging progress against objectives* | *Be clear with the pupils about how each task/activity links to their learning/the aims so that students keep on track with their learning, and you can measure success of objectives.* | *Use learning objectives which include skills, or key vocabulary words relevant to the lesson so that you can demonstrate your ability to craft your own challenging learning objectives* |
| Awareness of what motivates and engages pupils | *Understand what motivates and engages pupils* | *Use real life examples of context (e.g. link to own  life or news stories) so that students are motivated by the relevance of what they are learning.* | *Plan tasks which promote curiosity (e.g. independent work, homework tasks where pupils are finding out about a topic for themselves/researching) so that students are motivated and engage in their learning* | *Take responsibility for showcasing and celebrating students' work in a classroom display.* |
| Questioning is used on a wide range of pupils to show high expectations | *Embed questioning into lesson delivery, targeting a wide range of pupils* | *Try ‘*[*cold calling*](https://www.innerdrive.co.uk/blog/guide-to-cold-calling/#:~:text=Cold-Calling%20is%20the%20opposite%20of%20self-selection.%20It%20consists,not%20monopolised%20by%20the%20loudest%20or%20quickest%20students.)*’ questioning strategy to assess pupil understanding so that student engagement is high in anticipation of being asked a question.* | *Use* [*pose, pause, pounce, bounce questioning*](https://my.chartered.college/research-hub/pose-pause-pounce-bounce-a-deep-thinking-questioning-technique/) *for AfL on a wide range of students so that you can assess progress and provide immediate verbal feedback.* | *Experiment with '*[*hinge' questions*](https://edu.rsc.org/ideas/how-to-use-hinge-point-questions-effectively/4011966.article) *at key learning points so that you are confident of levels of student knowledge before moving on to more challenging concepts.* |
| Recognises when it’s necessary to adapt practice during lessons | *Adapt lesson plans and approaches during lessons* | *Observe an expert colleague with a class you teach so that you can recognise how they adapt their teaching 'in the moment' and 'off-plan' so that learning progresses in the lesson.* | *Discuss with your mentor common strategies that teachers use to respond to unanticipated pupil struggle so that you develop strategies for lesson adaptation.* | *Observe how another teacher adapts their original explanation to ensure all pupils understand so that you recognise the importance of* [*high-quality explanation*](https://teacherhead.com/2013/02/13/great-lessons-6-explaining/)*.* |
| Lessons are made accessible by breaking down content | *Learn how to break down content to make lessons more accessible* | *Break down an activity with step-by-step instructions, clearly displayed on slides to enable pupils to complete it independently.* | *Use a* [*live-modelling*](https://my.chartered.college/impact_article/modelling-examples-under-the-visualiser/) *task in one lesson this week focused on the process of responding to an exam/reasoning question so that all students are able to access challenging content through careful scaffolding.* | *Complete a long answer task stage by stage with the class using am ‘*[*I do, we do, you do’*](https://my.chartered.college/early-career-hub/modelling-in-a-pe-lesson/) *approach FOR EACH STAGE of the response so that challenging extending writing in broken down making it accessible for all.* |
| Articulating how they have planned to create safe and stimulating environments for pupils | *Understand how to create a safe and stimulating environment for pupils* | *In subjects which require specific health and safety considerations, ensure these are explicitly referred to on lesson plans so that you demonstrate knowledge of safe learning environments* | *Take ownership of a classroom display to create stimulating environment reflecting your personality.* | *Experiment with a range of activities to engage students (e.g. drama, hot seating, mini whiteboards, videos etc.)* |

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| **University of Reading Secondary ITE Assessment Framework** | | | | | |
| **C. Taking responsibility for behaviour management** | | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
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| Using names of pupils to address students | *Ensure you use student names when addressing pupils* | *Ensure you have seating plan ready to view/learn names so that you build relationships with individuals to involve and motivate them.* | *Develop strategies to help with using students' names - use annotated seating plans so you can identify students; use a random name sort so that a variety of students are targeted.* | *Change the seating plan of a class you teach so that you can demonstrate an understanding of individual students' personalities and learning habits.* |  | |
| Using seating plans to promote desired behaviour, creating a safe learning environment especially for those with SEN | *Ensure you use seating plan to establish and promote desired behaviour* | *Ensure you have seating plan ready with SEND / PP identified so that you can engage and support all learners, creating a safe environment for all.* | *Review and reflect on the success of your seating plans and seek advice from colleagues who teach the same groupings to work towards promoting desired behaviours of learners* | *Respond to recommended changes to seatings plans from SEND teams / HoY / tutors in a timely manner to support the learning environment of students.* |  | |
| Making use of non-verbal communication and strategic verbal communication | *Learn how to embed non-verbal communication and strategic communication in your lessons* | *Connection before correction - engage with a pupil and recognise effort on task before correcting so that students feel their effort has been noticed* | *Review strategies such as Pasture's Perch so that you can further understand nonverbal communication and its influence on behaviour* | *Wait for silence. Don't speak until you get it and don't raise your voice over noise so that students read your non-verbal cues.* |  | |
| Observing a range of teachers inside and outside of departments, articulating the methods of behaviour management they have seen | *Embed successful behaviour management observed from expert colleagues into your own lessons* | *Ask your mentor / learning and Teaching Lead on suitable expert colleagues to observe and explicitly share you observation in intention on behaviour so that you develop your repertoire of strategies for behaviour management access of range of subjects* | *Observe a practical / theory-based subject depending on your subject specialist so that you can assess how behaviour can change according to environment* | *Shadow a student across a range of different lessons to see how different teachers manage more difficult behaviour needs.* |  | |
| Managing behaviour outside of their learning environment e.g. corridors and outdoors | *Develop confidence in behaviour management outside of your learning environment* | *Challenge behaviour outside of lessons when shadowing duties following the school behaviour policy so that students see your application of policy as consistent* | *Actively seek out a break time duty so that you can engage in informal conversations with pupils* | *Know how to follow up on behaviour incidents in the corridor to ensure that students know you will follow through on corridor and playground behaviour (positive and negative)* |  | |
| Learning and using the school behaviour policy consistently | *Learn and implement the school behaviour policy* | *Ensure praise and sanctions are implemented in line with school policy by awarding merits and sanctions consistently so that students see you as a 'fair' teacher.* | *If pupils are not meeting your expectations, stop the class and remind them of your expectations so that you ensure consistency in your approach* | [*Narrate the positive*](https://teachlikeachampion.org/blog/simple-tools-ben-katcher-uses-to-keep-the-big-group-on-task-so-he-can-work-with-a-small-group/) *behaviours you want to see rather than pointing out the negative behaviour so that there is a balance between positive reinforcement and sanctioning.* |  | |
| Lesson planning to encourage appropriate behaviour | *Adapt lesson plans for positive behaviour outcomes* | *Ensure a starter (hook) task is provided for pupils on arrival/at the start of lessons to engage pupils from the beginning and activate their interest and prior learning.* | *Outline the relevance of what your pupils are learning to them in order to engage them with the content of the lesson…what is the 'why' behind the learning in a view to encouraging appropriate behaviour.* | *Scaffold all tasks to enable all pupils to access the learning and reduce the risk of disengagement through inability to access learning so that all learners are able to progress* |  | |
| Using a praise, positive reinforcement and school rewards | *Embed regular praise and positive reinforcement in your lessons* | *Explicitly recognise and reward effort on challenging tasks to encourage students to learn from mistakes so that you use the full range of school rewards* | *When praising students, be explicit about what they have done that has impressed you so that students see your comments as meaningful* | *Use the 3:1 praise to sanction ratio - for every 1 sanction comment, ensure that you make 3 praise comments to raise the expectations for behaviours in class.* |  | |
| Planning classroom routes appropriate for age and stage | *Establish classroom routines appropriate for age and stage* | *Share classroom expectations with pupils at the start of your next lesson and model then repeatedly and consistently so that learners of all key stages are aware of routines and they become second nature to them.* | *Adapt your expectations for KS4 and KS5 to ensure your expectations are suitable for their age and stage.* | *Make use of 5-1 countdown if seen used successfully, reflect on the effectiveness with different age and stage so that you can adapt your routines for different year groups.* |  | |
| Using school sanctions and contacting parents where appropriate | *Respond to challenging behaviour using school sanctions and contacting parents where appropriate* | *Consistently uses notes in planners / school systems to sanction and communicate with parents to develop a supportive dialogue with parents and carers* | *Email home after students are removed from a lesson to ensure that parents are aware of their child's behaviour* | *Always ensure that you follow through on sanctions so that students know you have firm boundaries.* |  | |
| Deliberately starting afresh with previously sanctioned pupils | *Ensure you start afresh with previously sanctioned pupils* | *Use verbal praise when students meet or exceed your expectations to demonstrate early in the following lesson (after previously sanctioned behaviour) so that there is a clear message to the pupil that this is a new lesson and a chance to reset.* | *Set up a restorative meeting with previously sanctioned pupils, with the help of an experienced colleague so that expectations can be re-set and clarify what you expect pupils to do.* |  |  | |

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| **D. Building knowledge of their subject and critiquing curricula choices** | | | | | |
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| **ITE CURRICULUM SUB STRAND** | **TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?** | **STRATEGY: What actions/tasks will enable your trainee to achieve the target?** | | |
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| Collating and building subject and subject pedagogy from a range of sources | *Establish and build subject knowledge and subject pedagogy from a range of sources* | *Use exam board websites to develop subject knowledge about GCSE and A-Level content* | *Use resources such as* [*Massolit*](https://massolit.io/)*,* [*FutureLearn*](https://www.futurelearn.com/)*,* [*Jstor*](https://www.jstor.org/) *or* [*Subject Specific Networks*](https://www.subjectassociations.org.uk/the-cfsa-directory/) *to extend subject knowledge* | *Visit the* [*Chartered College of Teaching*](https://chartered.college/) *website to research different articles written by teachers to develop understanding of pedagogy and practice.* |
| Participating in conversations about the curriculum and common challenges and misconceptions for pupils in each year group | *Develop your awareness of the curriculum and common challenges for pupils in each year group* | *Contribute to department meetings by asking questions about curriculum quantity and the challenges of meeting curriculum assessments so that you demonstrate an active interest.* | *Discuss, in pastoral meetings, the misconceptions about yr7 or yr12 students and challenges regarding transition so that you show awareness of common struggles of certain year groups* |  |
| Asking questions about curriculum selection and sequencing | *Understand how the curriculum is selected and sequenced* | *In department meetings or mentor meetings discuss the curriculum map/plan for the year or Key Stage so that you question the rationale for decisions made* | *Explore one different exam board to the one the department uses so that you can consider the selection process* | *Discuss with mentor about interleaving strategies or recall at GCSE and A-Level so that you are deepening your awareness of the exam content courses.* |
| Using subject and curriculum knowledge fluently by producing cue cards, work sheets, exemplar resources or presentation slides | *Develop resources for lessons using subject and curriculum knowledge* | *Share new resources with colleagues via sharing platforms such as SharePoint or present your resources in department so that you demonstrate your creativity and fluency in your subject area* | *Experiment with AI to help produce subject and phase appropriate worksheets* |  |
| Modelling examples of what is expected from pupils' work and supporting the transfer of knowledge to a new unfamiliar context | *Embed modelling into lesson delivery to support transfer of knowledge to a new unfamiliar context* | *Use strategies such as* [*I do, We do, You do*](https://www.sec-ed.co.uk/content/best-practice/i-do-we-do-you-do-learning-more-with-metacognition) *to support modelling scaffolds from guided to independent work* | *Use* [*visualiser*](https://www.juliangirdham.com/blog/using-a-visualiser-in-the-english-classroom) *to model exemplar paragraphs/answers and verbally articulate the thinking behind the answer so that students are aware of what is expected of them* |  |
| Recognises and discusses the importance of promotion of literacy and reading, showing an awareness of strategies to improve pupils' reading development | *Embed literacy into lessons* | *Create a reading corner or display in the classroom highlighting passion for reading so that you promote the importance of literacy and reading.* | *Add favourite subject specific reading to e-mail signatures so that students can see you passion for reading* | *Discuss different reading strategies such as skim and scan or use of highlighting or prereading with SENDCo or Literacy coordinator to show an in-depth awareness of reading development* |
| Working with experienced colleagues to critique and develop the existing curriculum | *Develop and evaluate the existing curriculum with expert colleagues* | *Discuss with colleagues changes made to curriculum units and tweaks that may be made for the following year so that you are involved in critiquing the existing curriculum.* | *Discuss with Key Stage coordinator planning considerations for non-examined content such as speaking and listening coursework or portfolios so that you develop an in-depth knowledge of curriculum.* |  |

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| **University of Reading Secondary ITE Assessment Framework** | | | | |
| **E. Planning and teaching appropriate, ambitious lessons** | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
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| Discussing involvement in lessons in advance of lessons | *Ensure involvement in lessons is clarified to class teacher in advance* | *Ensure all lesson plans are submitted to give colleagues enough time to give feedback before teaching so that you can adapt and understand feedback before teaching your plan.* | *Use your planner to map out your teaching commitment for all the classes you teach so that you can see where you need to plan/observe lessons and so that communication with colleagues is timely especially with shared classes.* |  |  |
| Planning uses University proformas consistently | *Ensure university proformas are used* | *Submit university proformas along with any teaching tools/resources such as PowerPoints so that your mentor/observer has a clear idea of your lesson intentions.* | *Ensure all of the UoR lesson planning proforma is completed including 'obstacles'/ 'solution/strategies' sections so that you are showing awareness of the need to adapt planning within a lesson.* |  |  |
| Planning uses or tweaks effective department lesson resources and explanations articulate decisions for adaptions | *Adapt department lesson resources and explain you reasoning in lesson plans or notes* | *Use 'WHY' part of the UoR lesson plan to show thinking about lesson resources/tweaks so that your rationale of your plan is clear and your mentor/observer can give you more specific feedback* | *Use the notes section on PowerPoint to articulate adaptations to existing resources* |  |  |
| Delivering small sections of lessons. Linking new content to prior learning and including high quality lesson talk. | *Learn how to link new content to prior learning by developing high quality lesson talk* | *Plan to explicitly explain how new content in lesson links to previous lessons so that you can show an understanding of how previous learning has an impact on a sequence of lessons.* | *Plan for recall activities such as quizzing/definitions test to link prior learning so that you can assess students' retention of information or adapt learning if recall shows gaps in learning.* | *Use* [*Harkness*](https://www.teacher.org/blog/what-is-the-harkness-discussion-why-ive-embraced-this-method-and-how-its-worked-for-me/) *techniques to develop student talk and independence in lesson so that more time is spent listening to students learning and observing what they can/can't do.* |  |
| Reflections on lessons show understanding of how learning was achieved/progressed | *Understand how learning progressed in the lesson in lesson reflection* | *Write specific details on WRoPs or discuss in mentor meetings of how learning was achieved in lessons. Avoid vague ideas 'It went well…' so that high quality reflections are evident* | *Use space on UoR lesson plan for reflection/evaluation to explicitly show thinking.* |  |  |
| Planning is coordinated with mentor | *Ensure you coordinate planning with your mentor* | *Bring draft lesson plans or upload draft lesson plans to e-Portfolio so that planning is discussed in mentor meetings* | *Upload lesson plans to a shared drive and give supporting teachers access to enable collaborative planning* |  |  |
| Strategies of how to promote love of learning and inspire student curiosity | *Develop strategies of how to promote love of learning and inspire student curiosity* | *Challenge student thinking in lessons with opening the lesson with a question/*[*thunk*](https://www.independentthinking.co.uk/resources/all-the-thursday-thunks/) *e.g. There is no such thing as democracy-discuss so that student curiosity is encouraged.* | *Develop open-ended questions: 'To what extent is France a democracy?' instead of 'is France a democracy?' so that you allow for students to demonstrate a wider depth or breath of their knowledge.* |  |  |
| Feedback is responded to and evidenced in subsequent planning and teaching. | *Ensure feedback is responded to and evidenced in subsequent planning and teaching* | *Upload reflections next to lesson plan and observation on e-portfolio so that reflections are directly linked to feedback* | *Use 'for next lesson I will' space on UoR lesson planning proforma so that being a reflective practitioner becomes a habit you complete naturally after most lessons taught* |  |  |
| Discussions with mentor about planning and other resources that are not currently on department system | *Develop new resources and lesson planning sequences* | *Ask why some subjects use booklets and others don't so that you can develop your understanding of subject specific pedagogy* | *Discuss different types of medium and long term planning e.g. word document tables and 'road maps' so that you start to understand how units fit into year plan or Key Stage schemes* |  |  |

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| **University of Reading Secondary ITE Assessment Framework** | | | | |
| **F. Adapting practice in response to learners' needs** | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
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| Observations of other colleagues show awareness of a range of adaptive approaches and why different approaches may be used for SEND students | *Understand a range of adaptive approaches and why different approaches may be used for SEND students* | *Consider what teachers do for dyslexic students by reviewing SEND documents and utilise this in an upcoming lesson so that you demonstrate adaptive practice* | *Consider where SEND students sit in seating plan and ask why so that you develop your understanding of the abilities of the students in your lessons.* |  |  |
| Data and student information is gathered to best inform and implement different adaptive strategies | *Understand student data to best inform and implement different adaptive strategies* | *Use a range of questioning including open and* [*cold call*](https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/) *to gather feedback on students learning to so that you are informed about pupil progress and how best to adapt future learning.* | *Consider what recall quizzing shows about student learning retention so that you can consider reteaching/reframing more complex content, demonstrating adaptive practice* |  |  |
| Adaptions are made in the lesson in response to behaviour/actions of students | *Adapt lessons in response to the behaviour and actions of students* | *Make time in lessons to observe students' independent work to best assess learning so that you are gaining as much feedback on your students in your lessons.* | *Use questioning or* [*mini-whiteboards*](https://www.youtube.com/watch?v=9OxEZRQu3NI) *or* [*think/pair/share*](https://www.innerdrive.co.uk/blog/think-pair-share/) *to get student feedback so that you can see how different methods gain different feedback results* |  |  |
| Planning, teaching and reflections show evidence of considering student access to lesson and challenge | *Develop challenge in planning and teaching and ensure all students can access your lessons* | *Use student initials on UoR lesson plans to show you are thinking about individual students and how they will access the lesson* | *Use pre-reading for home learning to help students access more complicated ideas before the lesson so that you can challenge students in the following lesson* | *Consider groupings of students to aid access or add challenge to lessons. Give able students more challenging roles in group tasks so that its clear you are considering student challenge.* |  |
| Awareness of applied cognitive science such as cognitive overload is used to explain adaptive practices | *Understand cognitive overload and use this to explain adaptive practices* | *Consider how much text versus icons/diagrams are on resources so that you show an awareness of cognitive overload on students* | *Consider how best to combine verbal instructions with written information on worksheets/booklets/PowerPoint slides so that you can demonstrate an understanding of the learning needs of the students in your lessons.* |  |  |
| ITAP on Being an Inclusive and Adaptive Teacher shows building relevant knowledge about supporting all students | *Ensure your ITAP on Inclusive and Adaptive Teaching demonstrates you are building relevant knowledge about supporting all students* | *Ensure you have completed all the ITAP requirements on Being an Inclusive and Adaptive Teacher so that you are building knowledge and applying it to lessons.* | *Focus on a particular student or subgroup with barriers to learning so that you build up knowledge about to support them* |  |  |

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| **University of Reading Secondary ITE Assessment Framework** | | | | |
| **G. Enabling pupil progress on different time scales** | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
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| Discussion with department about different learning outcomes. Observations of a range of teaching shows why different activities and outcomes are used. | *Understand why different activities and outcomes are used* | *Observe a student across a range of subjects to reflect on how teachers adapt learning for a student you know well.* | *Observe two teachers teaching the same content/lesson to different ability groups so that you can develop your understanding of students' abilities and learning habits in different lessons.* |  |  |
| Activities and outcomes are aligned with aims and linked to prior learning. Opportunities to practice and consolidate learning are identified. | *Understand how to align activities and outcomes with aims which are linked to prior learning* | *Ensure activities account for content knowledge and building skills. E.g. providing time in the lesson to check knowledge of a set GCSE text for English, but also explicitly teach writing skills required for essays so that you show a greater understanding of the demands of curriculum* | *Use* [*low stakes testing*](https://educationendowmentfoundation.org.uk/news/eef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom) *to consolidate prior learning so that you can identify misconceptions* |  |  |
| Activities and outcomes achieve intended learning objectives | *Ensure activities and outcomes achieve intended learning objectives* | *Ensure timings on UoR lesson plans account for time needed for students to exemplify what they have learnt so that you show you are considering pace of learning and time required to fully show a skill* | *Consider how much time in lessons is spent on students having to think hard so that you develop your understanding of student engagement in lesson* | *Provide time in lessons for students to go through* [*WAGOLL*](https://alexquigley.co.uk/what-should-we-do-with-wagolls/) *or exemplars so that expected outcomes are clear* |  |
| Discussions of planning and teaching show consideration of students' long-term and working memory | *Understand how a students' long term and working memory operate* | [*Recall activities*](https://teacherhead.com/2017/09/09/teaching-fundamentals-checking-for-recall-and-understanding/) *such as quizzing/low stakes testing are used to test students' long-term memory so that you develop your understanding of the importance of interleaving material and its effect on working/long term memory.* | *Beginnings of lessons could be used to recall learning before introducing new content so that older material is reviewed before new material is introduced.* |  |  |
| Willingness to experiment with different activities and outcomes. WRoPs and discussion in mentor meeting show reflections | *Develop and reflect on a range of different activities and outcomes* | *Take risks with pedagogy so that you begin to craft your own bank of successful approaches for different teaching groups* | *Experiment with pair and group work so that you demonstrate a willingness to trial different activities* |  |  |
| Progress across whole lesson is planned. Discussions with mentor as to how students make progress across the curriculum | *Ensure progress across a whole lesson is planned* | *Build from micro elements such as vocabulary/definitions, to sentence level, to whole text level in a lesson so that pupil progress can be clearly identified against set criteria* | *Review the mid- and long-term curriculum for your subject area so that you are aware of progression through the curriculum, articulating this to students in your lesson* |  |  |
| University subject sessions are used to inform thinking about different ways that students can make progress in their subject. | *Learn about the different ways students can make progress in your subject* | *Incorporate University and PS content into your lesson pedagogy so that you demonstrate a willingness to explore different ways students make progress in your subject* | *Review the assessment objectives for your subject area and cross -check termly assessment to learn how student progress is measured over time* |  |  |

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| **University of Reading Secondary ITE Assessment Framework** | | | | | |
| **H. Using assessment for formative and summative purposes** | | | | | |
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| **ITE CURRICULUM SUB STRAND** | ***TARGET (using a verb) - what is the intended learning? What kind of target is it, knowledge or skills? How long will the target last?*** | **STRATEGY (XXXXX so that…): What actions/tasks will enable your trainee to achieve the target?** | | |
|  | |
| Discussion with department about different assessment approaches. Observations of a range of teaching shows why different assessment approaches are used. | *Understand why different assessment approaches are used in a variety of different lessons* | *Compile a list of* [*AfL*](https://www.cambridgeinternational.org/Images/271179-assessment-for-learning.pdf) *strategies observed in lessons & evaluate their effectiveness so that you can use the most effective methods in your own teaching.* | *Observe practical and non-practical lessons so that you see a variety of verbal and nonverbal feedback* |  |  | |
| Lesson planning shows where student understanding will be checked | *Embed assessment of student understanding into lesson planning* | *Create points at the beginnings of lessons to* [*check student understanding*](https://www.tes.com/magazine/teaching-learning/general/checking-for-understanding-how-to-use-classroom-rosenshine-principles) *before moving onto new content, so that students’ working memory is not overloaded* | *Annotate lesson plans to pinpoint check points. What is being assessed? How is this happening and what happens next so that there is clarity in where you will check student understanding within lessons.* |  |  | |
| Questioning sequences within lessons are planned | *Ensure questioning sequences in lessons are planned* | *Consider which students in the lesson would benefit from 'low stakes' questioning and when open questioning to the whole class would be beneficial so that you adapt your teaching for a variety of learning needs* | *Provide scaffolds for students to question each other about their work or their thinking so that students take ownership of their own learning* |  |  | |
| A range of questioning approaches are evidenced in teaching and planning and reflected on. | *Establish a range of questioning approaches in your teaching and planning* | *Plan to use cold call to select specific students so that participation or motivation of students is increased* | *Develop the use of open questions to promote discussion, where appropriate so that you demonstrate an awareness of a range of different questioning approaches* |  |  | |
| Lesson plans show formative assessment and subsequent teaching action implemented from data gathered | *Embed formative assessment in your teaching to ensure subsequent lesson planning is informed by progress data* | *Consider on lessons plans what action is going to be taken from gathering feedback from questioning. Plan for students not understanding and having misconceptions so that data informs your approach to AFL.* | *Ensure each lesson plan specifies clear, measurable learning objectives and corresponding success criteria, so that you can define what students should achieve and provides a framework for formative assessment.* |  |  | |
| From students written and verbal work, outcomes are analysed. Discussions with colleagues and mentor about how outcomes affect subsequent planning. | *Respond to written and verbal students’ outcomes in subsequent planning* | *Consider a range of online tools such as* [*Kahoot*](https://kahoot.com/)*/*[*Seneca*](https://senecalearning.com/en-GB/teachers) *which have adaptive questioning built in, so that you can gain feedback on students' progress and use this to inform planning.* | *Plan strategies for formative assessment opportunities to include specific moments in the lesson where formative assessments (e.g., questioning, quizzes, mini-whiteboard activities) are used to check understanding, so that these moments allow you to gather real-time data on student progress.* | *Detail on lesson plans how you will adapt instruction based on assessment results, including plans for* [*addressing misconceptions*](https://evidencebased.education/misconception-banks/) *and extending learning, so that you ensure that formative assessments directly inform teaching and address students' needs. e.g. If* [*exit tickets*](https://thirdspacelearning.com/blog/exit-ticket/) *reveal confusion about simplifying fractions, plan for a quick reteach at the start of the next lesson using visual fraction models.* |  | |
| End of term assessments/tests are assessed. Small samples of students work are moderated with experienced colleagues. | *Learn how to mark end of term assessments and test with experienced colleagues* | *Attend department standardisation meetings or use online standardisation such as* [*ExamPro*](https://www.exampro.co.uk/) *to understand the different grades/levels associated with exam criteria.* | *Attend moderation of GCSE/A level coursework with experienced colleagues so that you build confidence in applying exam assessment criteria* |  |  | |