# Learning Timetable – Summer

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

* The RPT builds up to teaching around the equivalent of **four days per week by the end of term, taking on the role of a teacher**
* All school-based tasks\* are completed as these form an essential part of the programme’s curriculum and support the Teachers’ Standards

The table below gives an overview of progression during the term and is designed to be flexible but build up the RPT’s teaching skills and pedagogy. The progression of learning is designed to meet our curriculum expectations and will enable the RPT to focus on refining specific elements of practice and preparing for their transition into their ECT induction period.

**The main focus of the placement is to take on the full role of a teacher, including managing behaviour, planning, teaching, assessing and all transitions and responsibilities that come with the role.**

**Planning –** for the entire placement, RPTs should co-plan alongside their mentor/class teacher, drawing upon existing school schemes and proformas. RPTs should continue to check planning with their mentor and are not required to use the UoR Lesson Design sheet unless agreed by tutor and mentor.

**NB Please check the SBTs for the guided placement and ensure that you have completed the English, Mathematics and Foundation Subject tasks, completing any remaining tasks this term to ensure full coverage.**

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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 1**, especially if there are any subjects outstanding.  Schedule in your pathway tasks / look to see if you have any General ones left to complete.  **Planning –** for the entire placement, RPTs **should co-plan alongside their mentor, use existing school schemes and proformas**. RPTs should continue to check planning with their mentor and are **not required to use the UoR Lesson Design** sheet unless agreed by tutor and mentor. | | |
| **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:   * Rules and routines and how these are consistently implemented * Transitions – how these are managed within lessons and between lessons / parts of the day * Adaptive teaching, including meeting the needs of children with SEND, learning through EAL, or those requiring particular stretch and challenge | Induction 1 and 2 | **Behaviour Management**  Understanding how to manage the whole class and where to go for support as a trainee and ECT |
| **Week 2** | RPTs should teach **at least:**  2 x English / literacy  2 x Mathematics  1 x Science / Understanding the World  1 x Foundation subject of choice  If in a special or EY setting, RPTs should teach the equivalent if an alternative curriculum is being taught.  Work with your mentor to ensure your teaching timetable is varied and covers approximately **50% of your timetable (2.5 days)** | Standard 2: Task 2  Fundamental Skills: Maths  Pathway: 3-7 / SEND | **Early reading and writing:** Understanding progress dependant on key stage and how to impact learning, including interventions and their impact / timetabling  Prepare for placement tutorial next week (1 hour online) |
| **Week 3** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **60% of your timetable (3 days)** | Standard 2: Task 1  Standard 5: Task 1 | **Out of class learning:** How homework is set, assessed and managed considering workload and impact  **Pedagogy: How breaking** down learning into small steps supports sequences of planning, how identifying barriers to learning can support learning and inform steps |
| **Week 4** | RPTs are to focus on completing their ITaP during this week (4 days), although the school-based activities are flexible.  There is no suggested teaching timetable for this week to ensure the activities can be completed. | Standard 4: Task 1  Standard 2: CASE | **ITaP Review** |
| Half Term | | | |
| **Week 5** | RPTs are to focus on completing their ITaP during this week (3 days), although the school-based activities are flexible.  There is no suggested teaching timetable for this week to ensure the activities can be completed. |  | **ITaP Review** |
| **Week 6** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **80% of your timetable (4 days)** | Standard 6: Task 1 | **Assessment and groupings:**  How grouping can impact the learning of children in different subjects and their behaviour |
| **Week 7** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **80% of your timetable (4 days)** |  | **Wider curriculum:** How to manage a full timetable and ensure good subject knowledge of all foundation subjects |
| **Week 8** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **80% of your timetable (4 days)** |  | **Wider role of the teacher**: Understanding the wider role and additional responsibilities such as reporting progress to parents / carers and gaining feedback for all teachers on children’s learning  **Prepare for final Progress Review next week** |
| **Week 9** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **80% of your timetable (4 days)** |  | **Managing workload and timetabling**: How to organise timetabling and lesson content to support marking and workload  **Prepare for final progress review next week** |
| **Week 10** | Work with your mentor to ensure your teaching timetable is varied and covers approximately **80% of your timetable (4 days)**  If the RPT has their final Progress Review in week 9, they should continue teaching 80% as noted above. |  | Final Progress Reviews / time in a different year group if needed for compliance (must spend time working with groups and in the role of the teacher)  **Planning for ECT and beyond:** How to identify targets and strengths for future CPD |