# School Based Tasks: Summer

These tasks are compulsory for all RPTs and contribute to your entitlement as set out within the Initial Teacher Training Early Career Framework (ITTECF). 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 at the most appropriate time within your placement and note that some are tied in with specific university taught sessions.

## Induction: Standard 7 (Manage behaviour effectively), Standard 8 (Fulfil wider professional responsibilities) and Part 2

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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 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 your 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  ***LHT 1c****: Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine* | **1.2** 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)  **ITTECF1.3** Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. | Week 1 of each placement |  |
| 2 | This purpose of this task is to broaden your knowledge and understanding of behaviour management by comparing and contrasting policies and implementation. | If in a new placement, observe behaviour management strategies that your class teacher uses. Find out about **organisation, rules and routines** within the class and complete your behaviour log (tab 5e) in the e-portfolio  If you have returned to a prior placement, review any changes to the policies and meet with your mentor to discuss how the class is supported with behaviour. | Provide RPT with an opportunity to observe you and a copy of your behaviour policy / class routines or rules.  Discuss how your RPT will***LHT 1f****: “teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration)* ***LHT 1g****: and apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.” (ITTECF)* | ITTECF Learn that:   * 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).   If in a new placement / class, reflect on your observations in the light of the taught input at University and also the behaviour policy of your main school. Identify:   * How are the policies between the two schools similar, and how do they differ?   What are the consequences for being in a different age / development stage for my approach to behaviour management strategies? | Week 1 |  |

## Standard 2 ( Promoting good progress) and 3 (Demonstrate good subject and curriculum knowledge)

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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)** |
| Maths | This task will support you to understand types of mathematical knowledge (declarative, procedural and conditional knowledge) and how this knowledge is applied in the mathematics classroom. | Observe a lesson or short sequence of lessons. Note the core mathematical facts, concepts, methods and/or strategies that children are being taught and how this teaching is sequenced. Note how pupils may need to work for longer at the concrete and pictorial stage of mathematical learning, practising key skills more frequently.    Plan and teach your own sequence of lessons, highlighting the progression in teaching key mathematical skills and how these are applied. | **Plan opportunity for your RPT to observe and teach mathematics or the equivalent area of your curriculum.**    Provide opportunities for your RPT to practise, receive feedback and improve at:  **LHT4l** Planning activities around what you want pupils to think hard about.  **LHT4j** How to make the steps in a process memorable and ensuring pupils can recall them | **LT4.2** Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned**,**  **LT4.3** Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible    Look at the Ofsted Research Review series mathematics report at <https://www.gov.uk/government/publications/research-review-series-mathematics> focusing on the section on types of knowledge (I know that, I know how, I know when)    Analyse sample children’s work for these lessons. Highlight how children have displayed knowledge of facts, methods or procedures as evidence of meeting your learning intentions. | Week 3 |  |
| English | This task will build your confidence in how writing is assessed, including statutory assessment requirements, and support your reflection on how well learners apply knowledge in different contexts. | Explore how writing and SpAG are assessed, tracked and monitored against the EYFS, NC or SEND-appropriate curriculum expectations. Find out through expert input how to draw conclusions about what pupils have learned by looking at how well they are applying the underpinning elements of SPaG. This is likely to be observed through a range of activities such as: sentence completion, word/picture sorting, matching sentence parts, preposition /conjunction games and verb tense games.  Select a child, look at a range of evidence and assess that child’s current attainment in letter formation / writing / fine motor skills / early skills as appropriate to setting, using the school’s approach (for example, emerging/expecting/exceeding against stage / age-related expectations / EY framework).  Share your assessment with your mentor and ask for feedback. | Share assessment data with the student and enable them to make necessary observations of a child in a SEN or EY setting if needed.  Share assessment strategies, statements and systems with the RPT.  *Plan effective lessons,*  *and following expert input - by taking opportunities to practise, receive feedback and improve (****LHT 4a and 4e****) (ITTECF)*  *Avoid common assessment pitfalls* ***(LHT 6a and 6c)*** *(ITTECF)* | **ITTECF 3.8, 6 and 8.2 in ITTECF**  Specifically:  6.**1**: Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  **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.  Use the following document for support if teaching children with ASD: [Strategies for improving literacy for students with ASD](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/asd_literacy_strategies_with_color.pdf) | Week 2 |  |
| **Foundation Subjects** | 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. | Using your Breadth of Curriculum tracker, ensure you meet with any subject / area leads still outstanding from your ‘buckets’.  Meet with the subject / area lead and ask the following questions listed:   1. How is your subject designed across the key stages or developmental stages? 2. Are there any schemes that you use and how are they implemented? 3. How do you assess children’s progress in your subject? (this may be through the Engagement Model for pupils with SLD/PMLD) 4. What are the challenges and rewards to teaching your subject?   Make a note on your Tracker of when you met with the subject lead. **You need to ensure you cover all remaining subjects / areas not covered in the first two placements.** | 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 **LHT 3f:** *“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.”*  ***LHT 3b:*** *“Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.”*  ***LHT 3h:*** *“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” (ITTECF)* | **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 end of placement |  |
| **Climate and sustainability education (CASE)** | This task will help you to be able to embed climate and sustainability education into your curriculum within and/or beyond the classroom | Carry out a small ‘project’ to incorporate climate and/or sustainability into your ‘curriculum’. This might be:     1. Incorporating a focus on CASE within your teaching of any curriculum area; or 2. Addressing an aspect of sustainability with your class, within or beyond the school classroom; or   carrying out or supporting a project already in progress at your placement school | Discuss opportunities with your RPT as part of discussing the medium-term planning;  Introduce them to anyone leading on climate and sustainability within your school community.    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.  LHT3l Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject. | LT3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.    Consider how CASE links with knowledge and understanding gained in each curricular area.    Look at the session slides from all CASE sessions and associated resources for the links and materials to support this task.    Save examples of anything you do with the children in your teaching file e.g., lesson plans, displays, children’s work, photos etc. | Before your final Progress Review |  |

## Fundamental Skills

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|  | What you are asked to do | Background information and notes | Timing | Date completed (insert evidence where appropriate) |
| 1 | Answer a series of questions relating to a data set exploring trends over time. | See separate fundamental skills task for full notes and guidance.  Data is taken from the TIMSS study:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941351/TIMSS_2019_National_Report.pdf> | Before your interim progress review |  |
| 2 | Hold a meeting with your class teacher/or mentor to interrogate your class data, drawing conclusions on patterns, targets and outliers and discussing the accuracy of your interpretation with your mentor. | See separate fundamental skills task for full notes and guidance. | Before your interim progress review |  |

## Standard 4 (Planning and teaching well structured lessons)

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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 help you learn how to ensure effective use of lesson time for the particular age/stage of development. | Now you should have experienced observing and teaching the whole curriculum, observe and record the structure of two contrasting lessons in your new year group (e.g., mathematics and art, or English and PE, different areas of learning, or communication and cognition). Remember to take into account specific barriers to learning which may impact pupils’ ability to access certain activities.  Compare this with your previous placement and identify what is the same and what differs in the lesson structure. | Talk through with RPT how your lessons are structured and sequenced to meet the needs of the children at this age/stage of development.  *Share LHT 4e: how you 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 deconstructing this approach. (ITTECF)* | **4.9** Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  **4.10** How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.    Consider:   * The balance/timing/sequence of whole-class input, shared/guided group work, independent working opportunities * When and how children have opportunity to recall, practice and apply their knowledge, understanding or skills. * How grouping is adapted prior and within lessons to support learning and the impact on progress | Week 4 |  |

## Standard 5 (Adapt Teaching)

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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 understand how external factors can impact a child’s learning and how you can address these. | Request to arrange a meeting with the SENCo to discuss barriers to learning: (‘unseen children’, children receiving FSM, pupil premium). Discuss the provision for the children in your class as well as the benefits and challenges of providing an inclusive environment for such children.  Note that for pupils with SLD/PMLD their specific needs will be met through individual, tailored support and evidenced-based interventions. Discuss what these are and how the interventions contribute towards progress. | Support RPTs in meeting the additional adults and ensure all data is provided that the RPT needs. If you are in a special setting, you may have all this information already.  Discuss and share what provision you are making in your class to support the children.  *ITTECF:LHT 5o: Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.* | **TS 5.1, 5.3, 5.4 in the ITTECF**  **Additionally:**  **2.1** Learning involves a lasting change in pupils’ capabilities or understanding  **7.7** Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.  Ensure you file your notes confidentially and not on your portfolio. | Week 3 of placement |  |

## Standard 6 (Make accurate and productive use of assessment)

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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 understand how to take on the full role of the teacher with assessment and planning your timetable and how to report and feedback on your children at the end of the academic year | Over the course of the placement, track the progress of your class through a system of your choice (you can utilise the same systems you used in the spring if you wish, or use the school’s; assessment system learning journeys etc).  For those pupils who have an EHCP, are working below the standard of national curriculum assessment and are not engaged in subject specific study, use the **engagement model** as an assessment tool. The five areas for assessment are: **exploration, realisation, anticipation, persistence and initiation.**  Alongside your mentor, choose 3 children of various attainment / need and complete their end of year report using the school’s format and your assessments. Consider what barriers to learning the child may have and identify next steps to address these that you could pass on to their next teacher. Make notes from the background ‘information column’ to pass on to their next teacher and share in your final progress review. | Support the RPT in using the school reporting and assessment procedures and that they have all the data needed to make appropriate judgements and comments.  Support RPT in organising a handover meeting and support RPT in feeding back about the children.  Help RPTs identify appropriate ways to manage assessment that supports workload, including: **LHT 6c:** *Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments, and* ***LHT 6b****: Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.* (ITTECF)  Also: **LHT 7i**: Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. | Alongside their report, make notes on your 3 children for their next teacher, including the following:   * Their assessment data and what progress they have made * Next steps for learning, addressing any specific needs * Groupings for behaviour or attainment and what is appropriate / strategies that could help   **ITTECF 8.7** Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.  **4.10** How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation  **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.  If you are in an EY setting, please ensure you work with the teachers to utilise the appropriate assessment data and curriculum along with learning journeys / Tapestry observations etc.  For special settings, look at the different areas of your curriculum and what progress has been made / what key information needs to be handed over. | In the last 3 weeks of placement |  |

## School Based Tasks: Pathway (Summer)

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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** | **Date completed (insert evidence where appropriate)** |
| **SEND** | This task will support you in understand how pupils are supported between settings and how additional adults such as parents. Carers and SENDCOs work together. | Arrange a meeting with the SENCo/Inclusion Manager. Ask the SENDCo/Inclusion Manager to identify a child who has spent time in mainstream and special school, or who might be transitioning between these settings in the near future. How are the child’s needs addressed? What are the benefits and challenges of managing transitions between settings? How is the family supported?  If a child cannot be identified, ask the SENCo what provision they have in place for those transitioning between settings. | Support the RPT in organising meeting the SENCo.  Ensure the RPT understands how to 7l: *Discuss and analyse with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations, and 7o: how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school (ITTECF).* | **ITTECF 7.7:** . Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.  **7.5** Building effective relationships is easier when pupils believe that their feelings will be considered and understood.  **7.2** A predictable and secure environment benefits all pupils, including younger pupils, but is particularly valuable for pupils with special educational needs.  Ensure you save your notes somewhere secure, and not on your portfolio. |  |