## Target Bank: BA Primary Education Year 1

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| **Strand A** | | |
| To get to know the children in their class | By learning their names and talking to them to find out more about them whilst remaining professional | |
| To learn about the children’s backgrounds | By asking questions, reading paperwork and observing in class | |
| To learn that an understanding of a child’s background can change how you make decisions in the classroom | By observing key adults and discussing with them adaptation to teaching and how Behaviour Policies are adopted. | |
| Develop a strong classroom presence | By observing how adults use their voice and body language | |
| Develop a strong classroom presence | By videoing yourself teaching and identify how you change your tone of voice or use gestures to maintain a teacher stance. | |
| Understand the importance of professional boundaries | By observing adults at playtimes looking at how they balance positive interaction whilst maintaining control of the children and not being over familiar | |
| Maintain professional boundaries | By thinking about language that you use and appropriate points for discussion | |
| Understand the professional boundaries of your school | By reading the school/Trust Code of Conduct | |
| Develop good behaviour management skills | By reading the School Behaviour Policy and observing them in practice. | |
| Develop behaviour management strategies | By positively reinforcing good behaviours | |
| Develop behaviour management strategies | By knowing when a consequence is required and when it isn't. | |
| Follow the school Behaviour Policy | By knowing when there is a need to inform parents about a behaviour issue to build up trust and communication | |
| Find ways to gain the children’s attention | By observing teachers “attention gaining strategies” and trying out some of their own. | |
| Understand the importance of setting expectations | By setting out clearly at the beginning of the lesson what these are with regards to: behaviour, good learning, completion of independent work etc | |
| **Strand B** | | |
| To teach parts of a lesson or a short sequence. | By ensuring planning is in place prior to the lesson with required resources. | |
| To contribute with ideas to engage pupils linked to children’s interests (demonstrating knowledge of the class). | By attending team planning meetings and getting to know class. | |
| To be able to identify lesson timings in their planning and reflect on appropriateness/effectiveness for class. | By observing experienced colleagues and reflecting on learning outcomes in relation to timings. | |
| To clearly structure explanations at the start of a lesson. | By observing experienced colleagues and how learning is presented and how children respond. | |
| To break down sequence of learning into manageable steps to support the learning. | By identifying the sequence and responding appropriately / gauging understanding | |
| To investigate prior learning of the class | By contextualising learning for pupils from evidence gained through talking to class teacher/ looking through previous work or assessment/ NC. | |
| To begin to model learning with individuals and small groups. | By observing experienced colleagues and how learning is presented and how children respond; going on to include in planning. | |
| To begin to develop questioning skills when working with individuals and small groups. | By observing experienced colleagues and how questioning is used as well as how children respond; going on to include in planning. | |
| To ensure lesson time is focused on the LO. | By making reference to the LO throughout the lesson and within post-lesson evaluation. | |
| To show professional curiosity with regard to children’s attainment and additional needs within the class. | By looking through individual assessments/ support plans/knowledge of NC and through discussion with class teacher. | |
| To plan with a clear focus on children’s learning. | By reflecting on strategies used to ensure learning progress and through discussion with class teacher. | |
| **Strand C** | | | |
| To teach parts of a lesson, individual lessons or small group sessions (in a restricted range of subjects) taking responsibility for planning specific aspects of the lesson. | | By co -planning with an awareness of long and medium-term plans/ NC requirements and referring to ‘primary good practice guides’.  By receiving significant guidance/modelling from class teacher in making content decisions and pitching the learning. | |
| To find out about children’s prior knowledge | | Ask questions, talk to class teacher and look at previous planning | |
| To ensure a solid understanding of relevant subject knowledge. | | By becoming familiar with material and resources within school to support subject knowledge/ talking with or observing subject leads. | |
| To use correct subject -specific vocabulary | | By being aware of subject specific vocabulary through awareness of school’s long-term planning ‘NC requirements/ ‘primary good practice guides’. | |
| To show professional curiosity as to what prior knowledge the children have within a subject including misconceptions. | | By observing experienced colleagues and discussing children’s learning over time. | |
| To provide opportunities within lessons for children to extend their language skills (oral, written or digital). | | By observing experienced colleagues and identifying opportunities for children to extend their language skills within the lesson or in post-lesson reflection. | |
| To use Standard English when speaking to pupils | | By listening to a recording of an input and correcting non-standard instructions in future lessons. | |
| **Strand D** | | |
| To identify AFL strategies within a lesson. | Observe mentor teaching and note AFL strategies within the lesson.  In discussion identify AFL strategies /opportunities within planning/ lesson. | |
| To recognise the purpose of AFL within a lesson. | Observe lesson and be able to discuss how strategies used enable learners to move forward with their learning. | |
| To be able to identify examples of AFL which support learning development. | Lesson observation-talk about AFL strategies used within the lesson and articulate how these were used to support the learning. | |
| To be able to identify prior learning within planning/lesson. | Examine planning in preparation for lesson observation of experienced teacher. Highlight prior learning within planning and observe within observed lesson.  Follow up discussion- be able to identify and talk about prior learning within lesson; role, effective use… | |
| Demonstrate effective use of AFL within small group setting.  To use AFL strategy with small group. | Engage in reflective discussion post lesson in relation to assessment strategies used and pupil’ learning. | |
| To proactively support learning during independent learning time. | Supporting individual children and providing feedback in relation to their learning development. | |
| To read and understand the school policy.    Be able to identify examples of the school policy in practice within a lesson.    Give oral feedback to learners in line with school’s policy. | Read school policy.    During post lesson observation discussion talk about examples of school policy demonstrated within lesson. Identify impact on learning within lesson.  Co plan lessons incorporating key aspects of school policy.  Demonstrate within lesson interactions with learners that support learning.  Reflect and articulate how oral feedback in lesson demonstrated school policy. | |
| Demonstrate an understanding of LO when engaged in written marking. | Observe mentor teach and during post lesson discussions explain how marking reflected LO.  Talk through LO as part of co planning. | |
| To be able to talk about how learners have met LO within a lesson. | Through supported co planning identify the LO.  Observe lesson-focus on LO throughout lesson.  Be able to talk through LO in relation to lesson. Impact on learning/how LO met. | |
| To actively mark within lesson. (small group initially) | Identify through co planning potential marking opportunities within the lesson. | |
| **Strand E** | | |
| Develop an appropriate relationship with the children | By balancing the professional role with warmth and interest in the children. | |
| Show an interest in the children | By listening to children’s views and opinions, allowing to express their own ideas. | |
| Foster an acceptance of all ideas, including unfamiliar ones | By encouraging all children to accept and consider views other than their own. | |
| Establish routines | By observing and embedding class routines as your own. | |
| Support the school’s ethos or vision | By observing and replicating the language and ideas throughout the day. | |
| Ensure you fulfil your general duties | By following the direction of the adults in school. | |
| Follow the directed time for you school | By being punctual and attend all sessions where possible. | |
| Ensure you are up to date with plans for the parts of the lesson you are responsible for | By organising the plans in good time before the teaching (as agreed with mentor). | |
| Build a relationship with support staff | By getting to know their names and talking to them about their roles and the children they work with. | |
| Contribute to the wider life of the school | By attending staff and team meetings. | |
| Contribute to the wider life of the school | By shadowing playground duty or an after-school club you are interested in. | |
| Show respect for all stakeholders in the school | By showing courtesy and listening politely. | |
| To understand the School Safeguarding Policy | By reading the Safeguarding Policy and understanding the reporting system in school | |
| Behave in a professional manner | By following the school dress code, behaving appropriately and using appropriate language | |
| Behave in a professional manner | By being aware of the school Code of Conduct | |
| **Phonics and Early Reading** | | |
| To be familiar with school’s scheme for Phonics. | Look at school phonics scheme and research associated terminology.  Locate school/class phonics resources. | |
| Demonstrate an understanding of how phonics is taught in the school. | Observe phonics teaching and identify through reflections/discussion how it impacts on the teaching of fluent decoding. | |
| Teach phonics to a small group from shared planning. | Coplan a phonics lesson from school’s planning for a small group.  Identify terminology to be used within teaching input.  Gather/prepare supporting resources.  Deliver planned lesson to a small group During post lesson feedback/discussion explore the impact on learning. | |
| Confidently listen to children read and proactively use phonics knowledge to support the decoding of text. | Observe an experienced member of staff hearing a child read.  Articulate how the adult supported decoding through phonics. | |
| Develop an awareness of the application of phonics knowledge within learning activities across the curriculum. | Observe English lesson (or other curriculum areas as appropriate) focusing on the use of phonics to support learning.  Articulate observations during post lesson discussions, identifying impact of phonics knowledge on learning outcomes. | |
| **Early Maths** | | |
| To co plan/deliver modelling within lesson introduction. | Observations of modelling with lessons.  Identify through co planning examples of modelling within lesson introductions.  Think through what resources will be required to support modelling and prepare prior to lesson. | |
| To incorporate appropriate resourcing to support LO in the planning. | Become familiar with the mathematical resources available within class/school.  Resources explicitly identified within planning through co planning.  Discuss how chosen resources will support the LO. | |
| Use resources effectively to support learning within the introduction of the lesson. | Prepare resources for use within lesson.  Be able to explain resource choices in feedback | |
| Identify mathematical vocabulary in planning. | Look at examples of planning.  Become familiar with school’s maths planning and schemes with a focus on mathematical vocabulary.  Observe lesson noting use of mathematical terminology and how this supports learning. | |
| Use mathematical vocabulary within small group learning activity. | During co planning identify mathematical vocabulary to support learning and explore how this will be verbalised clearly within the lesson to support learning.  Demonstrate using this vocabulary to support learning with a small group of learners.  Discuss impact during feedback session. | |
| Be able to identify when learners recall of facts in a lesson link to LO. | Observe lesson with the focus of learner recall.  Talk about and reflect on examples observed within the lesson when learners recall facts and discuss the impact on learning/achieving LO. | |
| Demonstrate an understanding of how learning tasks are developed from the LO. | Look at and become familiar with class planning.  Lesson observations focused on LO development through the lesson. *(guided and independent task)* | |
| To be able to confidently talk about and reflect on how new learning is introduced/consolidated within a lesson. | Identify and discuss strategies during co planning.  Focus for observed lesson and follow up discussion. | |