## Target Bank: BA Primary Education Year 2

|  |  |  |
| --- | --- | --- |
| **Strand A** | | |
| Create an atmosphere of trust | By building on relationship devices used in Year 1 and developing positive relationships | |
| Have high expectations of pupils’ roles in their own learning | By modelling and/or talking about their own learning experiences | |
| Help pupils understand the role they have in their learning | By providing high quality feedback and encouraging them to be aspirational | |
| Develop a positive classroom presence | By using a range of visual and non-verbal clues to set high expectations of behaviour | |
| Demonstrate high expectations of behaviour | By setting and following through on those high expectations | |
| Develop strategies for smooth transitions | By having clear routines in place, setting expectations for how they move around the school and ensuring they follow them effectively | |
| Administer the school Behaviour Policy | By following its guidance and seeking help if needed. | |
| Administer the school Behaviour Policy | By balancing the need for positive reinforcement with the requirement for a consequence when necessary. | |
| Take responsibility for handling incidents | BY following the Behaviour Policy and adhering to its guidance showing respect for all. | |
| Understand the link between pupil well-being and behaviour | By adapting behaviour strategies and teaching according to need without lowering educational standards. | |
| Understand the link between pupil well-being and behaviour | By talking about children with colleagues and making adaptations where necessary to ensure their behaviour does not impede their learning. | |
| **Strand B** | | |
| To teach individual lessons or a short sequence of linked lessons. | By ensuring planning is in place prior to the lesson with required resources. | |
| To teach weekly sequences of lessons in one of the core subjects. | By referring to school’s long-term planning, linking lessons together with a sense of purpose and clear learning goals. | |
| To plan and clearly structure inputs and explanations at the start of a lesson. | By developing appropriate responses to children’s leaning needs at the start of lessons. | |
| To break down sequence of learning into manageable steps with an awareness of possible misconceptions. | By identifying the sequence and discussing common misconceptions with class teacher. | |
| To begin to take risks in lesson structure. | By exploring techniques (which may include investigative, dialogic and drama-based) when engaging learners. | |
| To use questioning throughout the lesson to gauge learning. | By planning key questions and developing these within the lesson to support the learning. | |
| To reflect on the learning achieved through questioning; leading to adapting next steps/groupings. | By assessing individuals’ responses to questions and planning next steps as a result of these. | |
| To deliberately push learning on through use of challenging questions. | By planning key questions to develop learning further within the lesson to support the learning. | |
| To suggest and begin to implement suitable scaffolds within lessons. | By observing how experienced colleagues use scaffolding within a lesson and by co-planning with class teacher; being aware of scaffolding resources. | |
| To create opportunities for greater depth learning within lesson planning with support. | By observing how experienced colleagues push learning on / by identifying greater depth learners through discussion and observation/ being aware of next steps within NC. | |
| To make reasonable suggestions as to how to support learning for EAL and SEND pupils | By consulting with SENDCo, class teacher and other relevant professionals; being aware of individual support plans where provided. | |
| To reflect on the effectiveness of planning and teaching within a lesson with reference to pupils’ progress. | By delivering an observed lesson focused on pupils’ progress and through professional reflection, being able to articulate how it could be adapted further to improve progress. | |
| To ensure that pupils generally make good progress within lessons. | By planning with a clear focus on learning outcomes and adapting where appropriate. | |
| **Strand C** | | | |
| To teach individual lessons as well as short sequences of linked lessons, exploring all curriculum subjects. | | By co -planning with an awareness of long and medium-term plans/ NC requirements and referring to ‘primary good practice guides’.  By responding as directed to focused co-planning support when pitching learning expectations. | |
| To pitch learning expectations appropriately within a lesson for the class. | | By responding as directed to focused co-planning support when pitching learning expectations. | |
| To plan sequences of learning showing evidence an awareness of curriculum design factors (such as concept building and revisiting learning..). | | By playing an active role in co-planning and suggesting how medium-term sequences could reflect various curriculum design factors. | |
| To be pro-active in planning and making links between NC requirements and the needs of learners in the class. | | By drawing explicitly from the NC and research topics prior to lesson planning. | |
| To be prepared/able to foster conversations which extend the learning. | | By thoroughly researching topics to be covered and being aware of next steps and potential further questions. | |
| **Strand D** | | |
| Identify the assessment opportunities *(name specific/link to school policy as appropriate)* within planning for… | In planning include questions within tasks and plenaries.  Link assessment opportunities across lesson.  Be able to articulate how assessment opportunities within lesson have impacted on the learning. | |
| Demonstrate AFL strategies within lessons to gauge progress of learners. | Plan and proactively use AFL strategies within lesson.  Post lesson be able to identify impact on learning.  Talk about adaptations for next lesson. | |
| To incorporate AFL information within planning. | Plan series of lessons building on previous lessons AFL.  Demonstrate use of AFL in relation to prior learning.  Reflect and discuss AFL within lesson. | |
| Use AFL outcomes to adapt planning- ensuring needs of the learners are planned for. | Use AFL information from previous lesson to adapt and modify plans and teaching to meet needs of learners. | |
| Understand the school’s feedback policy-in particular written/oral marking expectations. | Read school policy and observe teaching.  Observation notes and reflections focused on written/oral marking within lesson.  Discussions reflecting on impact of written/oral marking on learning within observed lesson. | |
| Demonstrate written/oral marking appropriately within a lesson. | Identify marking opportunities within lesson plan.  Use marking within lesson.  Reflect on how effective marking was in relation to learning outcomes within lesson. | |
| To use *(specific)* AFL strategies within lessons and demonstrate an understanding of impact on learning. | Plan AFL strategies within lessons.  Teach-incorporate AFL strategies within lesson.  Post lesson reflection/discussion focused on AFL link to impact on learning. | |
| Begin to develop an understanding of learners’ self-assessment strategies. | Observe experienced teacher-pre/post discussion highlighting strategies and effectiveness. | |
| Incorporate *(specific)* learners’ self-assessment strategies within taught lesson. | Plan in self-assessment opportunities.  Teach lesson incorporating self-assessment opportunities.  Post lesson discussion-reflect on effectiveness of strategies on learning. | |
| To build knowledge of ARE across core subjects for year group. | Read ARE documentation-school and national.  Examine exemplification documents.  Attend relevant staff/year group meetings… | |
| To be familiar with the school’s summative assessment procedures. | Read the school’s assessment policy.  Begin to develop an understanding of the school context; systems and methods used for reaching judgements through discussions with teachers and lesson observations…  Attend and observe pupil progress meeting. | |
| **Strand E** | | |
| Contribute to PSHE and citizenship teaching | By building on positive relationship built with the children and promoting a culture of acceptance and understanding of others | |
| Show clear understanding and fairness when dealing with playground issues. | By being very familiar with the school’s behaviour policy and checking with class teacher or team leader where appropriate. | |
| Develop strategies to protect children from bullying | By using circle time, PSHE lessons to foster discussion/ informing staff in wider team of issues around children. | |
| Build positive relationships with parents | By acknowledging them at drop off/collection/sharing good news/ accompanying class teacher in meetings with parents. | |
| Consider the deployment of support staff within the lesson and begin to note this in planning. | By identifying which children and at which stages within the lesson would benefit from small group support. | |
| Begin to share planning with other adults in the room with support. | By observing how planning is shared with support staff and class teacher. By speaking to support staff and listening to their knowledge of the children in the class. | |
| Understand the extra-curricular activities in the school and how children in their class engage in these to build a fuller picture. | By speaking to the children in the class during breaktimes/ unfocused time. | |
| Respond to children’s questions with integrity and whilst supporting pupils’ personal development. | By being aware of British Values. | |
| Feel able to contact the relevant colleague for advice (if suitable) | By finding out which colleague has responsibility for different aspects within the school. | |
| Work well within the teaching team. | By being aware of specific tasks they are responsible for and ensuring work is prepares in good time and shared with colleagues on the wider team. | |
| **Phonics and Early Reading** | | |
| To be familiar with the school’s phonics scheme. | Observe phonics lessons.  Look at the school’s phonics scheme and locate supporting resources. | |
| Have a clear understanding of the phonics planning for the class. | Look at lesson planning for class and cross reference to phonic scheme.  Coplan/talk through with mentor phonics planning for class. | |
| Plan a four-part phonics lesson for a group. | Use the phonic scheme and previous class phonic planning to support development of lesson plan for a group of children. | |
| Deliver a planned phonics lesson to a group demonstrating correctly pronounced phonemes. | Lesson to be observed and feedback discussion to focus on subject knowledge and pronunciation of phonemes. | |
| Deliver a planned phonics lesson as part of a series of lessons. | Lesson to be observed and feedback discussion to focus on how well the LO was achieved identifying adaptations for next lesson. | |
| Plan a phonics lesson incorporating adaptations identified through previous lesson feedback. | Identify lesson adaptations from previous lesson feedback.  Adapt planning to ensure learners needs are being met. | |
| Keep records of learners within group identifying those not making progress within lesson taught. | Be familiar with class phonics assessment records.  Create record system for allocated group and identify those not making progress. | |
| Demonstrate an understanding of the application of phonics knowledge within learning activities across the KS2 curriculum. | During an observation of a lesson focus on how experienced teachers develop learning through use of phonic knowledge. | |
| Identify in lesson planning for… where specific phonic knowledge can be used to develop learning. | Examine past planning which demonstrates how phonic knowledge has been used to meet LO.  Plan a … lesson incorporating where specific phonic knowledge will support learning. | |
| Teach a lesson demonstrating how learners’ phonic knowledge supports the reading of unfamiliar texts. | Plan a reading lesson of an unfamiliar text and identify the phonic knowledge that will support decoding.  Post lesson discussion/reflections focused impact on learning | |
| **Early Maths** | | |
| To include in the planning the resources to be used to support learning. | Be familiar with school/class maths resources.  Co plan/independently identify resources within lesson plan.  Explain why chosen and how they will support learning development/LO. | |
| To be able to identify how experienced teachers support learners within lessons. | During observed lessons identified what strategies the teachers use to support learning. (Modelling, vocabulary, resources, images….)  Post lesson discussion/reflections focused on the impact of the strategies on learning within the lesson. | |
| Be familiar with the school’s maths schemes and planning. | Spend time examining the school’s maths.  Meet with Maths Lead to gain an understanding of how the schemes support and develop learning. | |
| To build an understanding of mastery in maths. | Examine examples of mastery within school planning, schemes…  Focus on mastery within lessons observed and during post lesson discussions/reflections. | |
| Identify in lesson planning questions to support learning. | Co plan/independently including questions to be used during a guided/independent maths learning activity. | |
| To be able to demonstrate within lessons using questioning to support learning. | Co plan/independently including questions to be used during a guided/independent maths learning activity.  Use questioning during observed lesson.  Discuss effectiveness of questioning during feedback session. | |
| With guidance plan and deliver a maths lesson. | With support plan a maths lesson incorporating identified key elements*- balance of discussion, modelling, practice, consolidation…*  During feedback session discuss and reflect on the impact of the identified key elements (teaching) had on the learning throughout the lesson. | |