

Assignment preparation

Date: On all ITAP days

Focus: Assignment data preparation

Assignment A for trainees focuses on **How pupils learn**

Trainees will collect data for their assignment throughout the whole ITAP placement, any/every day. The data they collect is mostly linked to the observations they do for this ITAP focus (How pupils learn).

Data they will collect for their assignment includes:

- Observing lessons (minimum of 2) and noting how teachers teach
- Interviewing a teacher to find out which strategies they use for eliciting prior information, improving memory and recall, and addressing misconceptions
- A reflection and analysis of learning: a written reflection in response to a series of prompts provided in the ITAP handbook.

DAY 1

Date: Friday 19th September

Focus: School orientation – what it is like in a school?

Curriculum links:

Reflective practice, supported by feedback from and observation of expert colleagues, professional debate and learning from educational research, is likely to support improvement (Strand E, UoM curriculum)

Engaging in high quality professional development can help teachers improve (Strand E, UoM curriculum)

Pre-learning	Trainees have been introduced to several key professional studies areas of learning e.g. safeguarding, what it is like in a school, what is teaching and learning, what is SEND. This is an initial introduction to a primary school and daily life that they can then build upon through the initial orientation day.
Expectations during school-based day	Please support the trainee in school by: • Allowing them to observe your lessons and how you timetable a typical day • Allow them to consider how you manage key transitions and systems e.g. carpet to tables, groupings, playground to tables, resource distribution • where possible facilitate the opportunity for trainees to observe your lessons or work alongside small groups or individuals • Give feedback to the trainee if you noticed their interactions with individuals or groups • Allow the trainee to work with small groups and give verbal commentary, where possible, on your decisions, lesson/class organisation and the impact. FEEDBACK Where possible, the teacher will: discuss any questions the trainee may have about classroom organisation and lessons and how this impacts on the way that you teach.

Appendix 1.1 - A day in a classroom

Across the day, note down the subjects taught, how timings worked and how any additional adults were deployed. Note down anything you learned that may help you as you begin your time in the classroom.

Time and what was being taught/done e.g. 8.50-9.00am – register and independent reading, 9.00- 9.25am - assembly 9.30-10.25am - Maths	Organisational features noted e.g. TA and T working with focus groups during assembly – TA – SEND target areas, T – pre-teach for maths, TA working with MA group during maths, T supporting SEND pupil.	Notes for me e.g. it is key to have routine established as pupils enter to keep a snappy, calm start to the day Ensure TA is clear about their role in all parts of the lesson, so they impact Don't always put TA with SEND pupils

Appendix 1.2 - Observing key routines and transition points

Observe how the teacher establishes clear and predictable routines and manages transitions between parts of lessons and/or the day (e.g. swapping library books, moving from carpet to tables, coming in from break). Note the range of verbal and non-verbal strategies used.

Key routine/transition observed e.g. register taking structure, distributing books, changing for P.E, moving from carpet to tables (Maths), preparing for lunchtime	Verbal and non-verbal strategies used e.g. children call out register number, nominated resource monitors give out books, move table at a time, dojos awarded to individuals, smiles to those doing the right thing,

Reflection Prompt (at the end of the day)

What strategies helped ensure smooth and efficient routines and transitions?

Appendix 1.3 Observing Lesson Structure and Pacing

Choose one lesson and observe how it is structured. Identify the main parts (e.g. introduction, modelling, independent work, plenary). Note the teacher's use of time and transitions.

Part of lesson e.g recap of prior learning, carpet time, , independent tasks, plenary during working time, plenary at end of lesson	Lesson structure observed e.g. introducing new idea(s), explaining, questioning, modelling a new idea/concept/strategy, assessing understanding through having a go, explaining independent tasks, pupil independently working, teacher supporting a group/individual	Notes about teacher use time/pace e.g short, snappy introduction, moved quickly on to pupils having a go on mini whiteboards

Reflection Prompt (at the end of the day)

What have you learned about how lesson structure and delivery can help pupils stay engaged and understand the learning?

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