

	Week 1	Week 2	Week 3	Week 4
Teaching standard	4. Plan and teach well-structured lessons: reflect systematically on the effectiveness of lessons and approaches to teaching.	5. Adapt teaching to respond to the strengths and needs of all pupils: Know how and when to differentiate appropriately, using approaches which enable pupils to be taught effectively.	7. Manage behaviour effectively to ensure a good and safe learning environment. -Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.	4. Plan and teach well-structured lessons: reflect systematically on the effectiveness of lessons and approaches to teaching.
Reflect and analyse	Look at a two lesson plans that you have delivered; one from a very successful lesson and the other from an unsuccessful lesson. Scrutinise the following: 1. What did you plan for the children to be able to do that they couldn't before? 2. What did you plan for your teaching? 3. What did you plan for the children to do themselves? 4. How did you plan to assess the pupil learning? 5. How and when did you know that things had gone well/wrong? 6. What are the three biggest planning learning points that you learned from these sets of planning?	Look at the 'manipulatives' section in the EEF maths guidance for your age range: EY/KS1 KS2/3 Choose a calculation learning objective and capture your thoughts on this document on how the different stages of learning might look for each child. Consider sensible workload implications – your challenge is to manage the learning with small tweaks rather than several different learning tasks.	Look at the first recommendation of the EEF behaviour document : Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly. Write a list/mind-map of all of the ways that teachers build relationships with pupils, consider how this happens in: - Learning - Building relationships outside of direct learning - With parents/carers	Watch this video about the ' Gradual release of responsibility ' and have a look at this model . Consider a lesson that you have planned – how would this model support the effective delivery? What would the timescale be for each section? What happens if the middle sections are missed out- what impact would this have on pupil learning?
Collaborate	With another NQT: Share three top tips/tricks for workload effective but purposeful planning.	Share this with your mentor and discuss the planning implications and the workload implications. How would your mentor approach this planning?	Have a discussion with 3 other teachers: ask them to tell you how they overcame challenges with pupils with difficulties building positive relationships in school by understanding the pupil's influences.	With your mentor, discuss how this model looks in the classroom. What are the challenges – how does it work with children's various learning paces. What other models are there?



Maths adaptation thought capture

	What would you expect this child to be able to do independently before the teaching?	How will you find out what they can do before the teaching?	What input will this child need and why?	What guided learning will need to take place?	What independent learning will you plan for?	How will you assess progress? What will you be looking for?
Child not working at age related expectations						
Child working at age related expectations						
Child working above age related expectations						
Child with specific SEND that you are familiar with						

