

	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.	4. Plan and teach well-structured lessons: reflect systematically on the effectiveness of lessons and approaches to teaching.	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.	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.
Reflect and analyse	<p>Look at a two lesson plans that you have delivered; one from a very successful lesson and the other from an unsuccessful lesson.</p> <p>Scrutinise the following:</p> <ol style="list-style-type: none"> 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? 	<p>Read this document about student collaboration for learning: https://www.edutopia.org/article/5-strategies-deepen-student-collaboration-mary-burns .</p> <p>Consider a series of lessons that you have planned for a topic– how would you use this research/advice to support effective delivery? What strategies would employed in each lesson? Be specific about how you would particularly avoid/address 'free riding'?</p>	<p>Look at the first recommendation of the EEF behaviour document:</p> <p>Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>Write a list/mind-map of all of the ways that teachers build relationships with pupils, consider how this is happens in:</p> <ul style="list-style-type: none"> - Learning - Building relationships outside of direct learning - With parents/carers 	<p>Look at your subject curriculum KS3/KS4 and select a year/cohort. Choose a particular learning objective or concept that is typically more challenging and capture your thoughts on this document on how the different stages of learning might look for each child in the year group you select.</p> <p>Consider sensible workload implications – your challenge is to manage the learning with small tweaks rather than several different learning tasks.</p>
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.	Ask you mentor how they make the small tweaks so that they manage workload effectively.



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 stage related expectations						
Child working at stage related expectations						
Child working above stage related expectations						
Child with specific SEND that you are familiar with						

