

L4 Teaching Fundamentals course: tasks per week

Week	Task	AO1: Understand, develop, demonstrate and reflect on the professional values required for working in an educational setting	AO2: Understand, develop, demonstrate and reflect on 3 key professional skills required for working in an educational setting	AO3: Unit 3: Pedagogy, educational research, statutory guidance and action research in an educational setting	Complete
1 (8 Sept) <i>Compulsory training event</i>	TD1: Parts 1 and 2: Professional Values and Behaviour for Learning	5.1 Examine the personal skills and qualities required to be effective in their role (AO1)			
1	TD1 Reflection (250-400 words)	5.1 Examine the personal skills and qualities required to be effective in their role (AO1)	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)		
	Settling in checklist – school research and interviews to support induction and School Community Project	1.1 Examine the responsibilities required when working with children in an educational setting (AO1)			

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1	ILJ (Independent Learning Journal) – reflection on first week (500-750 words)	<p>1.1 Examine the responsibilities required when working with children in an educational setting (AO1)</p> <p>3.1 Examine the placement school's ethos and values (AO1)</p> <p>7.1 Analyse their interactions with children to identify and be able to act upon areas for development, enabling them to develop as a reflective educational practitioner (AO1)</p>	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)		
2 (15 Sept)	ILJ reflection on learning from school research (500-750)	1.1 Examine the responsibilities required when working with children in an		1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)	

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		educational setting (AO1)			
		3.1 Examine the placement school's ethos and values (AO1)			
3 (22 Sept)	Study group 1: Professional Values	1.1 Examine the responsibilities required when working with children in an educational setting (AO1)			
3	ILJ Part 1: Safeguarding Policy summary and questions to support compliance with the policy	1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1)		3.2 Examine the key features of the placement schools' safeguarding policy (AO3)	
	Meeting with DSL (Designated Safeguarding Lead) and meeting notes			1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)	

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3	ILJ – Part 2: Safeguarding Policy reflections (500-750 words total for parts 1 and 2)	<p>1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1)</p> <p>7.1 Analyse their interactions with children to identify and be able to act upon areas for development, enabling them to develop as a reflective educational practitioner (AO1)</p>		<p>3.2 Examine the key features of the placement schools' safeguarding policy (AO3)</p> <p>3.3 Analyse the importance of KCSIE and the placement school's safeguarding policy for pupils and staff in an educational setting (AO3)</p> <p>3.4 Develop and demonstrate how they have implemented KCSIE and/or the placement schools' safeguarding policy in the placement school (AO3)</p>	
3	Written assignment – 'To what extent is keeping children safe, when you work in an educational setting, everyone's greatest	1.1 Examine the responsibilities required when working with children in an		1.1 Develop the use of pedagogy and/or educational research to support points made when discussing	

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	professional responsibility?' (155 words with 10% over allowance)	educational setting (AO1) 1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1)		teaching and learning (AO3) 1.4 Develop consistency in referencing pedagogy and/or educational research when discussing teaching and learning (AO3) 2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3) 2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3) 2. 3 Develop and modify their own professional	
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				<p>practice in response to their analysis of their own placement school experience (AO3)</p> <p>3.1 Examine the key features of KCSIE (AO3)</p> <p>3.3 Analyse the importance of KCSIE and the placement school's safeguarding policy for pupils and staff in an educational setting (AO3)</p> <p>3.4 Develop and demonstrate how they have implemented KCSIE and/or the placement schools' safeguarding policy in the placement school (AO3)</p>	
4 (29 Sept)	ILJ- Part 1: Behaviour Policy summary and Part 2: significance of the policy and reflections on	1.2 Examine the school policies and procedures required for their role and	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)	2.1 Extrapolate appropriate examples from their own placement school	

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	applying it/interactions with pupils (500-750 words)	responsibilities in their placement school (AO1)	1.2 Examine the key features of the school placement's behaviour policy (AO2)	experience to support points made when discussing teaching and learning (AO3) 2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)	
4	First Observation of a Colleague: Behaviour for Learning	7.3 Develop and reflect on their own practice as an educational practitioner by actively observing expert colleagues	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2) 1.2 Examine the key features of the school placement's behaviour policy (AO2)	1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)	
4	Evaluation of behaviour strategies from observation (250-400 words)	7.3 Develop and reflect on their own practice as an educational practitioner by	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)	1.1 Develop the use of pedagogy and/or educational research to support points made when discussing	

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		actively observing expert colleagues		<p>teaching and learning (AO3)</p> <p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p>	
5 (6 Oct)	Begin proposal for School Community Project (minimum 500 words)			1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)	

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				<p>4.1 Prioritise an area for improvement within the school community (AO3)</p> <p>4.4 Arrange and implement the initiative to address the area for improvement (AO3)</p>	
5	Second Observation of a Colleague: Planning	7.3 Develop and reflect on their own practice as an educational practitioner by actively observing expert colleagues	3.1 Examine the key features of a learning experience or lesson plan (AO2)	1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)	
5	Evaluation of planning strategies from observation (250-400 words)	7.3 Develop and reflect on their own practice as an educational practitioner by actively observing expert colleagues	<p>3.1 Examine the key features of a learning experience or lesson plan (AO2)</p> <p>3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)</p>	<p>1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)</p> <p>1.2 Analyse pedagogy and/or educational research when</p>	



				<p>discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p>	
5	ILJ – reflection on the importance of Planning		3.1 Examine the key features of a learning experience or lesson plan (AO2)	1.2 Analyse pedagogy and/or educational research when	

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			3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)	discussing teaching and learning (AO3)	
6 (13 Oct)	Study group 2: Behaviour for Learning		1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2) 2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils	1.4 Develop consistency in referencing pedagogy and/or educational research when discussing teaching and learning (AO3)	
6	Complete proposal paperwork for School Community Project			1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3) 2.1 Extrapolate appropriate examples from their own placement school	

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				<p>experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p> <p>4.1 Prioritise an area for improvement within the school community (AO3)</p> <p>4.3 Develop an initiative to address the area for improvement (AO3)</p> <p>4.4 Arrange and implement the initiative to address the area for improvement (AO3)</p>	
6	ILJ – reflection on the first half-term on placement	5.1 Examine the personal skills and qualities required to		2.1 Extrapolate appropriate examples from their own	

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		<p>be effective in their role (AO1)</p> <p>7.1 Analyse their interactions with children to identify and be able to act upon areas for development, enabling them to develop as a reflective educational practitioner (AO1)</p>		<p>placement school experience to support points made when discussing teaching and learning (AO3)</p>	
6	Half-term Tripartite discussion between trainee, In-School Mentor/expert colleague and G2T Partnerships Coordinator	<p>2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)</p> <p>4.1 Develop and model the school's ethos and values when interacting with</p>	<p>1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)</p> <p>2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2)</p> <p>2.2 Develop an effective tone of voice when</p>	<p>1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p>	

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		<p>children in their placement school (AO1)</p> <p>6.1 Develop and demonstrate the personal skills and qualities required to be effective when interacting with pupils and colleagues, internal or external (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>communicating with pupils to enable positive relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p> <p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)</p> <p>2.7 Develop behaviour approaches that are consistent, inclusive and take</p>		
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			account of the individual needs of the pupils (AO2)		
(20 Oct) PPA 1	*catch-up week*				
	Orientation/Bloom's Taxonomy Project			1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3) 1.2 Analyse pedagogy and/or educational research when discussing teaching and learning 1.3 Develop and modify their own professional	



				<p>practice in response to their analysis of pedagogy and/or educational research</p> <p>1.4 Develop consistency in referencing pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p>	
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				2.3 Develop and modify their own professional practice in response to their analysis of their own placement school experience (AO3) 4.3 Develop an initiative to address the area for improvement (AO3)	
<i>Compulsory training event</i>	TD2: Training Event 9am-4pm Holiday Inn, Peterborough: Lesson Planning and Formative Assessment		3.1 Examine the key features of a learning experience or lesson plan (AO2) 4.1 Examine two formative assessment strategies (AO2)		
7 (3 Nov)	TD2 Reflection (250-400 words)	7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)	3.1 Examine the key features of a learning experience or lesson plan (AO2) 4.1 Examine two formative assessment strategies (AO2) 4.2 Analyse the importance of using formative	1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3) 1.3 Develop and modify their own professional practice in response to their analysis of	

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			assessment strategies to check for pupils' learning	pedagogy and/or educational research (AO3) 2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)	
7	ILJ – reflection on mentor discussion about planning and delivering a learning experience/lesson	7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2) 2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils 3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)	1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or educational research (AO3)	

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			<p>4.1 Examine two formative assessment strategies (AO2)</p> <p>4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning</p>		
8 (10 Nov)	Create lesson plan or learning experience covering 3 professional skills (behaviour, planning and assessment) Minimum 400 words	<p>4.1 Develop and model the school's ethos and values when interacting with children in their placement school (AO1)</p>	<p>5.1 Develop a plan meeting the individual needs of the pupils and subject to ensure the plan will be effective (AO2)</p> <p>5.2 Integrate clear learning objective(s) in the plan (AO2)</p> <p>5.3 Develop activities that enable pupils to achieve the learning objective(s) (AO2)</p> <p>5.4 Develop resources that enable pupils to achieve the learning objective(s) (AO2)</p>		



			5.5 Develop two formative assessment strategies to check pupils' learning (AO2)		
8	ILJ – reflection on writing a lesson plan/creating a learning experience	<p>5.1 Examine the personal skills and qualities required to be effective in their role (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)</p> <p>3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)</p> <p>5.1 Develop a plan meeting the individual needs of the pupils and subject to ensure the plan will be effective (AO2)</p> <p>5.2 Integrate clear learning objective(s) in the plan (AO2)</p> <p>5.3 Develop activities that enable pupils to achieve the learning objective(s) (AO2)</p>	<p>1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or educational research (AO3)</p> <p>2. 3 Develop and modify their own professional practice in response to their analysis of their own placement school experience (AO3)</p>	

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			<p>5.4 Develop resources that enable pupils to achieve the learning objective(s) (AO2)</p> <p>5.5 Develop two formative assessment strategies to check pupils' learning (AO2)</p>		
9 (17 Nov)	Study Group 3: Planning			<p>1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)</p> <p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or</p>	

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				educational research (AO3)	
9	Discussion/feedback notes following delivery of lesson to be captured and submitted. Signed off by mentor to check feedback reflected accurately in content (minimum 300 words)	<p>5.1 Examine the personal skills and qualities required to be effective in their role (AO1)</p> <p>6.1 Develop and demonstrate the personal skills and qualities required to be effective when interacting with pupils and colleagues, internal or external (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils</p> <p>2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils</p> <p>5.1 Develop a plan meeting the individual needs of the</p>	<p>1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or educational research (AO3)</p> <p>6.1 Integrate their understanding of the 3 key professional skills in this unit into the effective delivery of the planned lesson or learning experience</p>	



		<p>5.2 Integrate clear learning objective(s) in the plan (AO2)</p>	<p>pupils and subject to ensure the plan will be effective (AO2)</p> <p>5.3 Develop activities that enable pupils to achieve the learning objective(s) (AO2)</p> <p>5.4 Develop resources that enable pupils to achieve the learning objective(s) (AO2)</p> <p>5.5 Develop two formative assessment strategies to check pupils' learning (AO2)</p> <p>6.1 Integrate their understanding of the 3 key professional skills in this unit into the effective delivery of the planned lesson or learning experience (AO2)</p> <p>7.1 Analyse the effectiveness of the plan in terms of meeting the individual pupil's needs, learning</p>		
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			<p>objectives, activities, resources and pupils' learning (AO2)</p> <p>7.2 Analyse the effectiveness of the delivery of the plan focusing on the 3 key professional skills in this unit (AO2)</p> <p>7.3 Extrapolate areas for improvement when planning and delivering lessons or learning experiences in the future (AO2)</p>		
9	ILJ – reflection on taught lesson/experience and progress with School Community Project (500-750 words)	<p>5.1 Examine the personal skills and qualities required to be effective in their role (AO1)</p> <p>6.1 Develop and demonstrate the personal skills and qualities required to be effective when interacting with pupils</p>	<p>1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)</p> <p>2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2)</p>	<p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or</p>	

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		<p>and colleagues, internal or external (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p> <p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)</p> <p>2.7 Develop behaviour approaches that are</p>	<p>educational research (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p> <p>2.3 Develop and modify their own professional practice in response to their analysis of their own placement school experience (AO3)</p>	
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			<p>consistent, inclusive and take account of the individual needs of the pupils (AO2)</p> <p>3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)</p> <p>5.1 Develop a plan meeting the individual needs of the pupils and subject to ensure the plan will be effective (AO2)</p> <p>5.2 Integrate clear learning objective(s) in the plan (AO2)</p> <p>5.3 Develop activities that enable pupils to achieve the learning objective(s) (AO2)</p> <p>5.4 Develop resources that enable pupils to achieve the learning objective(s) (AO2)</p>		
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			<p>5.5 Develop two formative assessment strategies to check pupils' learning (AO2)</p> <p>6.1 Integrate their understanding of the 3 key professional skills in this unit into the effective delivery of the planned lesson or learning experience (AO2)</p> <p>7.1 Analyse the effectiveness of the plan in terms of meeting the individual pupil's needs, learning objectives, activities, resources and pupils' learning (AO2)</p> <p>7.2 Analyse the effectiveness of the delivery of the plan focusing on the 3 key professional skills in this unit (AO2)</p> <p>7.3 Extrapolate areas for improvement when planning and delivering lessons or</p>		
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			learning experiences in the future (AO2)		
10 (24 Nov)	Self-assessed evaluation of performance in role and taught lesson plus action plan (500 words)	5.1 Examine the personal skills and qualities required to be effective in their role (AO1)	<p>2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2)</p> <p>2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p>	<p>1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)</p> <p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or educational research (AO3)</p> <p>2.2 Analyse examples from their own placement school</p>	



			<p>2.5 Integrate appropriate and differentiated praise when interacting with pupils to motivate pupils' learning (AO2)</p> <p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)</p> <p>2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils (AO2)</p> <p>3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)</p> <p>4.1 Examine two formative assessment strategies (AO2)</p>	<p>experience when discussing teaching and learning (AO3)</p> <p>3.4 Develop and demonstrate how they have implemented KCSIE and/or the placement schools' safeguarding policy in the placement school</p>	
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			<p>7.1 Analyse the effectiveness of the plan in terms of meeting the individual pupil's needs, learning objectives, activities, resources and pupils' learning (AO2)</p> <p>7.2 Analyse the effectiveness of the delivery of the plan focusing on the 3 key professional skills in this unit (AO2)</p> <p>7.3 Extrapolate areas for improvement when planning and delivering lessons or learning experiences in the future (AO2)</p>		
10	Submission of School Community Project and evidence to support analysis of impact			1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)	

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				<p>1.4 Develop consistency in referencing pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>4.1 Prioritise an area for improvement within the school community (AO3)</p> <p>4.2 Analyse why this is an area for improvement within the school community (AO3)</p> <p>4.3 Develop an initiative to address the area for improvement (AO3)</p> <p>4.4 Arrange and implement the initiative to address the area for improvement (AO3)</p>	
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				4.5 Analyse the impact of the initiative to address the area for improvement	
11 (1 Dec)	Third observation of a colleague – Formative Assessment	7.3 Develop and reflect on their own practice as an educational practitioner by actively observing expert colleagues	<p>3.1 Examine the key features of a learning experience or lesson plan (AO2)</p> <p>4.1 Examine two formative assessment strategies (AO2)</p> <p>4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning</p>	<p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p>	

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11	Evaluation of assessment strategies from observation (250-400 words)	7.3 Develop and reflect on their own practice as an educational practitioner by actively observing expert colleagues	<p>3.1 Examine the key features of a learning experience or lesson plan</p> <p>4.1 Examine two formative assessment strategies (AO2)</p> <p>4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning</p>	<p>1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)</p> <p>1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p> <p>2.2 Analyse examples from their own placement school experience when</p>	
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				discussing teaching and learning (AO3)	
11	ILJ – reflection on formative assessment strategies and School Community Project (500-750 words)	<p>1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>4.1 Examine two formative assessment strategies (AO2)</p> <p>4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning</p>		
11	End of term Tripartite discussion between trainee, In-School Mentor/expert colleague and G2T Partnerships Coordinator	2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their	2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2)	1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3)	

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		<p>placement school (AO1)</p> <p>4.1 Develop and model the school's ethos and values when interacting with children in their placement school (AO1)</p> <p>6.1 Develop and demonstrate the personal skills and qualities required to be effective when interacting with pupils and colleagues, internal or external (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback</p>	<p>2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p> <p>2.5 Integrate appropriate and differentiated praise when interacting with pupils to motivate pupils' learning (AO2)</p> <p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and</p>	<p>2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)</p> <p>2.3 Develop and modify their own professional practice in response to their analysis of their own placement school experience (AO3)</p>	
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		from colleagues and mentors (AO1)	individual circumstances, when interacting with pupils (AO2) 2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils (AO2)		
11	Study group 4: Formative Assessment		4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning	1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3) 1.4 Develop consistency in referencing pedagogy and/or educational research when discussing teaching and learning (AO3)	
12 (8 Dec)	Self-audit and action plan (minimum 400 words)	7.1 Analyse their interactions with children to identify and be able to act upon areas for development,	7.3 Extrapolate areas for improvement when planning and delivering lessons or learning	1.4 Develop consistency in referencing pedagogy and/or educational research when	

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		<p>enabling them to develop as a reflective educational practitioner (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>	<p>experiences in the future (AO2)</p>	<p>discussing teaching and learning (AO3)</p> <p>2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)</p>	
13 (15 Dec) PPA 2	*catch-up week*				
Admissible evidence to support portfolio work (or to replace other task evidence if that is inadmissible for a pass)	In-school mentor testimonial/s	<p>2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)</p> <p>4.1 Develop and model the school's ethos and</p>			



L4 Teaching Fundamentals course: tasks per week

		<p>values when interacting with children in their placement school (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>			
	Expert colleague testimonial/s	<p>2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)</p> <p>4.1 Develop and model the school's ethos and values when</p>			

L4 Teaching Fundamentals course: tasks per week



		<p>interacting with children in their placement school (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>			
	Study Group seminar contributions/completion of preparatory tasks (these would have to be uploaded on your PPA weeks)	7.1 Analyse their interactions with children to identify and be able to act upon areas for development, enabling them to develop as a reflective educational practitioner (AO1)			
	Lesson observation paperwork from in-school mentor or expert colleague	2.1 Integrate the key aspects of the school policies and procedures into your	2.1 Develop clear rules and routines in line with the school placement's		

L4 Teaching Fundamentals course: tasks per week



		<p>practice when interacting with children in their placement school (AO1)</p>	<p>behaviour policy when interacting with pupils (AO2)</p> <p>2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p> <p>2.5 Integrate appropriate and differentiated praise when interacting with pupils to motivate pupils' learning (AO2)</p>		
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L4 Teaching Fundamentals course: tasks per week



			<p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)</p> <p>2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils (AO2)</p>		
	Feedback notes from lesson observation by in-school mentor or expert colleague	<p>2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)</p> <p>6.1 Develop and demonstrate the personal skills and qualities required to be effective when</p>	<p>relationships to be built (AO2)</p> <p>2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)</p> <p>2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)</p>	<p>2.5 Integrate appropriate and differentiated praise when interacting with pupils to motivate pupils' learning (AO2)</p> <p>2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)</p>	

L4 Teaching Fundamentals course: tasks per week



		interacting with pupils and colleagues, internal or external (AO1)		2.7 Develop behaviour approaches that are consistent, inclusive and take account of the individual needs of the pupils (AO2)	
	ISM/expert colleague meeting minutes	<p>2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)</p> <p>4.1 Develop and model the school's ethos and values when interacting with children in their placement school (AO1)</p> <p>6.1 Develop and demonstrate the</p>		7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)	



L4 Teaching Fundamentals course: tasks per week

		<p>personal skills and qualities required to be effective when interacting with pupils and colleagues, internal or external (AO1)</p> <p>7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)</p>			