

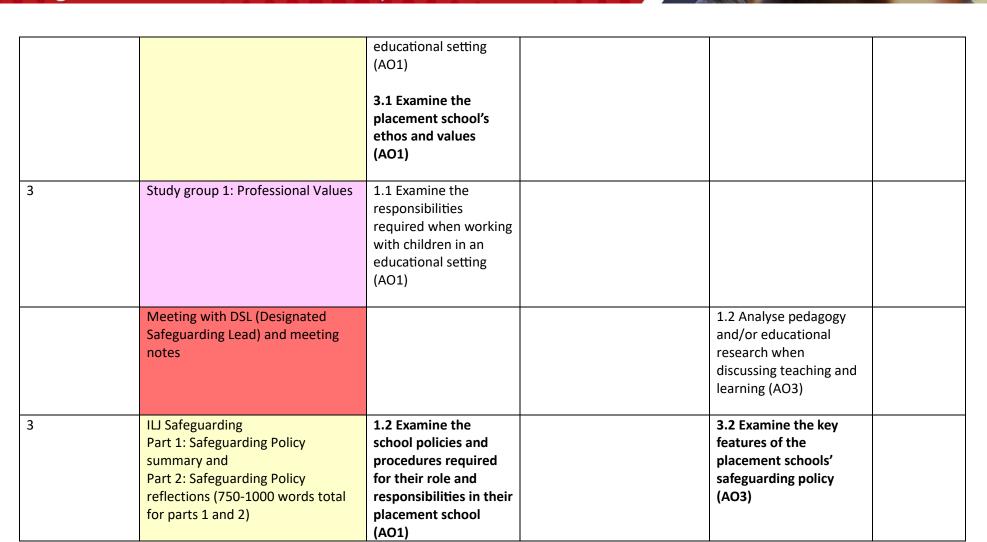




1	ILJ (Independent Learning Journal) – reflection on first week (500-750 words)	1.1 Examine the responsibilities required when working with children in an educational setting (AO1)	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2)		
		3.1 Examine the placement school's ethos and values (AO1)			
		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)			
2	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)	

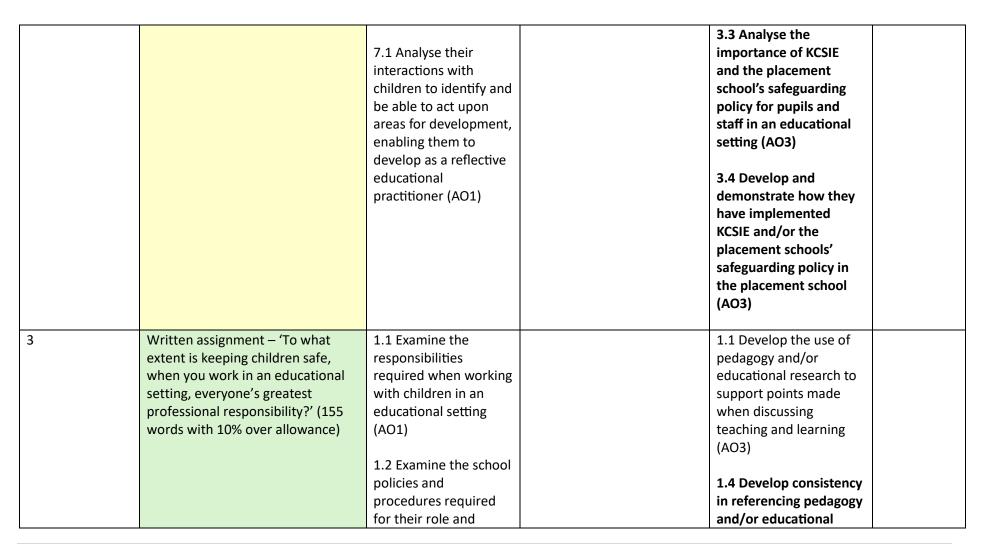






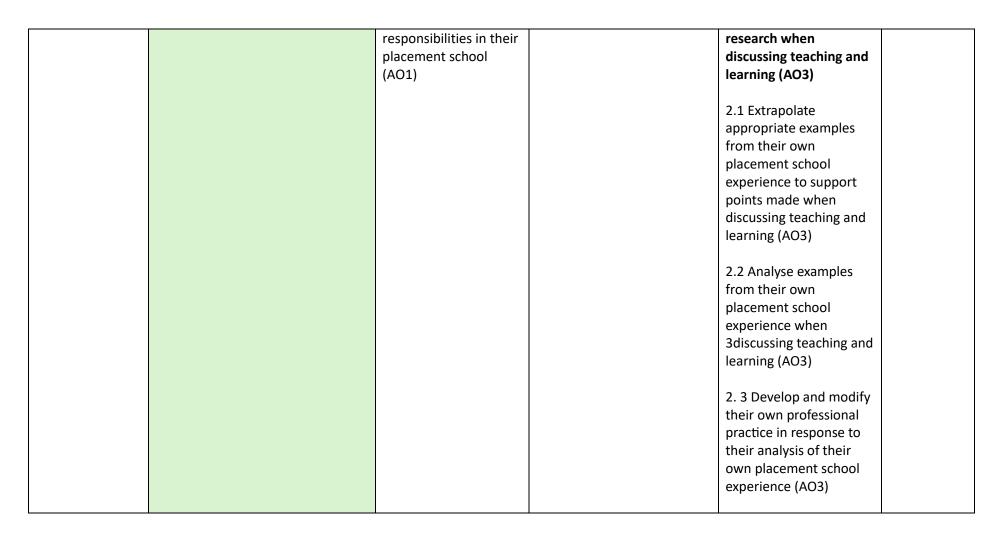












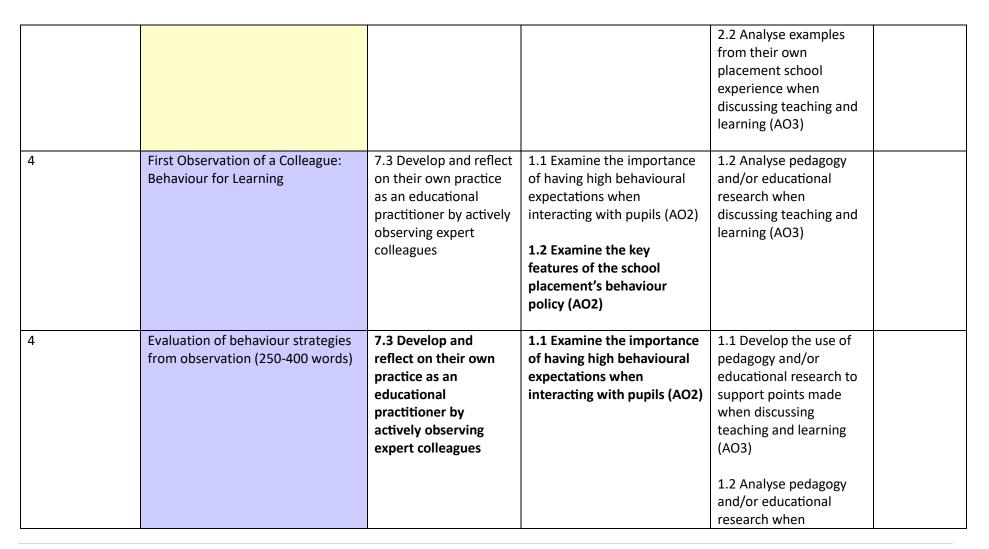




				3.1 Examine the key features of KCSIE (AO3) 3.3 Analyse the importance of KCSIE and the placement school's safeguarding policy for pupils and staff in an educational setting (AO3) 3.4 Develop and demonstrate how they have implemented KCSIE and/or the placement schools' safeguarding policy in the placement school (AO3)
4	ILJ- Behaviour Part 1: Behaviour Policy summary Part 2: Behaviour Policy reflections (750-1000 words total for parts 1 and 2)	1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1)	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)	2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)









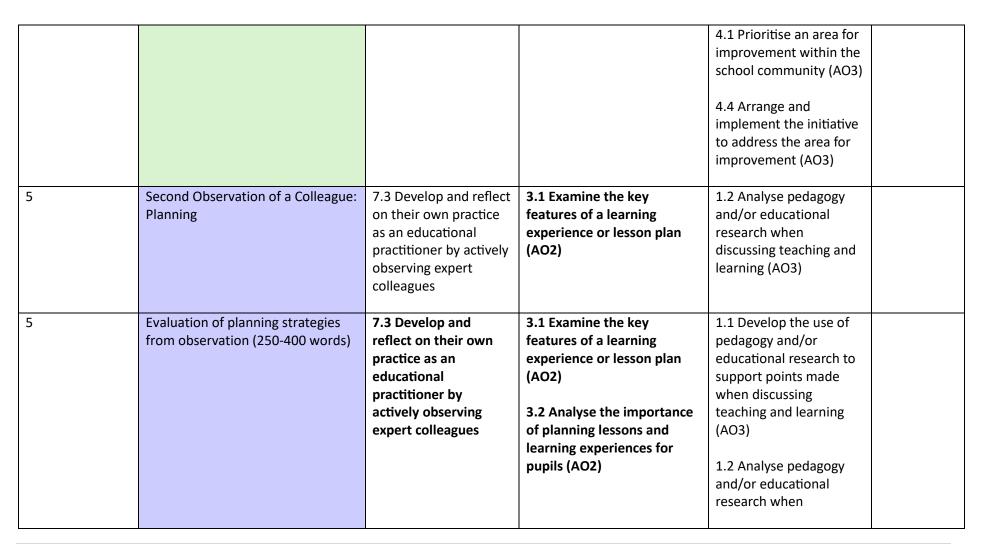




			discussing teaching and learning (AO3)	
			2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)	
4	Orientation/Bloom's Taxonomy Project	It lesson plan <u>can</u> supplement la preparation for TD2 where the to the training (W7).		son planning
5	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)	







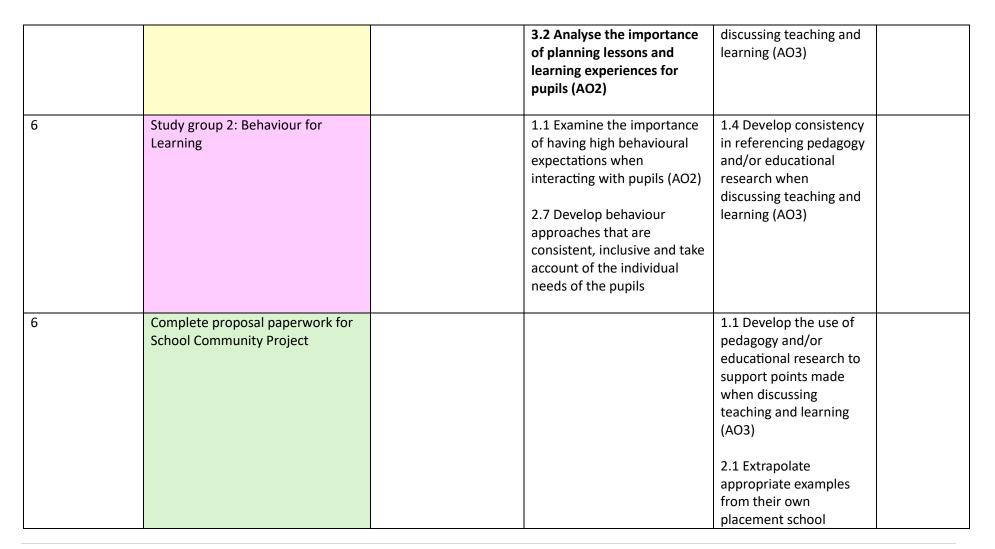




			discussing teaching and learning (AO3)
			2.1 Extrapolate appropriate examples from their own placement school experience to support points made when discussing teaching and learning (AO3)
			2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)
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

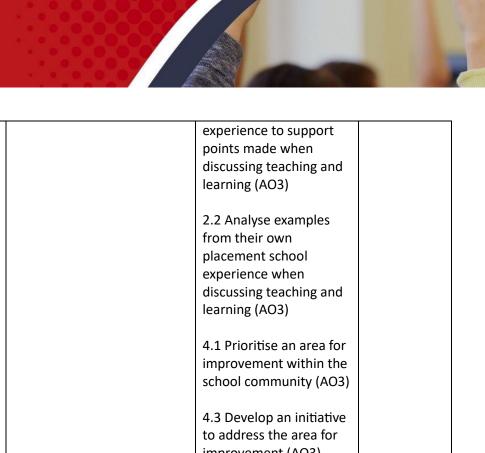
















		be effective in their role (AO1)		placement school experience to support
		7.1 Analyse their interactions with children to identify and be able to act upon areas for development, enabling them to develop as a reflective		points made when discussing teaching and learning (AO3)
		educational practitioner (AO1)		
6	Half-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 placement school (AO1)	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2) 2.1 Develop clear rules and routines in line with the school placement's behaviour policy when	1.1 Develop the use of pedagogy and/or educational research to support points made when discussing teaching and learning (AO3) 2.2 Analyse examples
		4.1 Develop and model the school's ethos and values when interacting with	interacting with pupils (AO2) 2.2 Develop an effective tone of voice when	from their own placement school experience when discussing teaching and learning (AO3)





	children in their	communicating with pupils	
	placement school	to enable positive	
	(AO1)	relationships to be built	
		(AO2)	
	6.1 Develop and		
	demonstrate the	2.3 Develop a range of	
	personal skills and	strategies effectively to	
	qualities required to	motivate pupils to learn in	
	be effective when	line with the school	
	interacting with pupils	placement's behaviour policy	
	and colleagues,	(AO2)	
	internal or external		
	(AO1)	2.4 Integrate a mix of	
		rewards and sanctions	
	7.2 Develop their own	consistently and fairly when	
	practice as an	interacting with pupils (AO2)	
	educational		
	practitioner by	2.6 Develop effective non-	
	effectively responding	verbal communication skills,	
	to advice and	linked to pupils' age and	
	feedback from	individual circumstances,	
	colleagues and	when interacting with pupils	
	mentors (AO1)	(AO2)	
		V/	
		2.7 Develop behaviour	
		approaches that are	
		consistent, inclusive and take	
		consistent, inclusive and take	





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		account of the individual		
		needs of the pupils (AO2)		
		, , , ,		
DDA 4	*			
PPA 1	*catch-up week* - Please note: this			
	may change depending on the start			
	date for your course.			
7 Compulsory	TD2: Training Event 9am-4pm	3.1 Examine the key features		
training event	Holiday Inn, Peterborough: Lesson	of a learning experience or		
	Planning and Formative	lesson plan (AO2)		
	Assessment	, , ,		
		4.1 Examine two formative		
-	TD2 Wedlerd Led	assessment strategies (AO2)	445	
7	TD2 Workbook tasks	3.1 Examine the key features	1.1 Develop the use of	
		of a learning experience or	pedagogy and/or	
		lesson plan (AO2)	educational research to	
			support points made	
		4.1 Examine two formative	when discussing	
		assessment strategies (AO2)	teaching and learning	
		assessment strategies (AOZ)	-	
			(AO3)	





			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)
				1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or educational research (AO3)
				2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)
7	ILI – 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	1.1 Examine the importance of having high behavioural expectations when interacting with pupils (AO2) 2.7 Develop behaviour approaches that are	1.3 Develop and modify their own professional practice in response to their analysis of pedagogy and/or

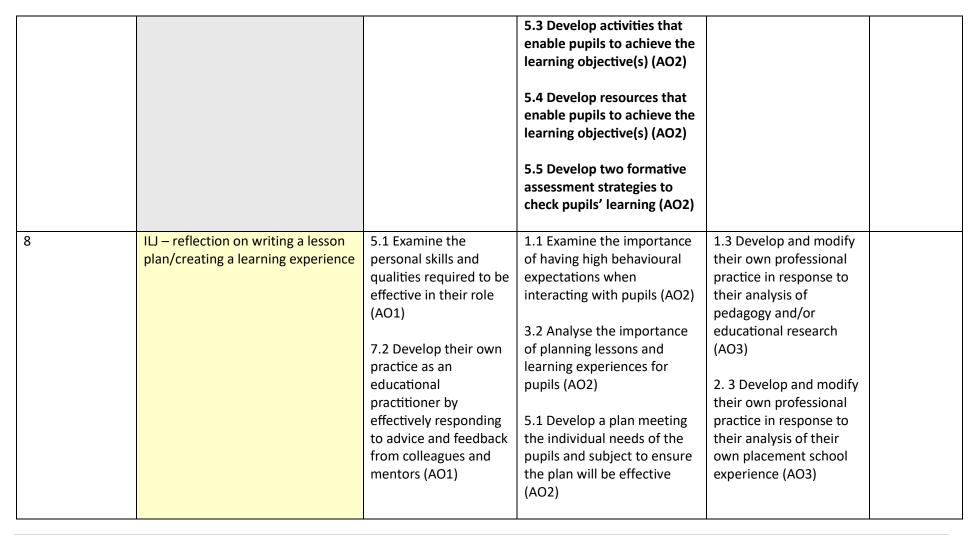




		colleagues and mentors (AO1)	consistent, inclusive and take account of the individual needs of the pupils 3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2) 4.1 Examine two formative assessment strategies (AO2) 4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning	educational research (AO3)
8	Create lesson plan or learning experience covering 3 professional skills (behaviour, planning and assessment) Minimum 400 words	4.1 Develop and model the school's ethos and values when interacting with children in their placement school (AO1)	5.1 Develop a plan meeting the individual needs of the pupils and subject to ensure the plan will be effective (AO2) 5.2 Integrate clear learning objective(s) in the plan (AO2)	

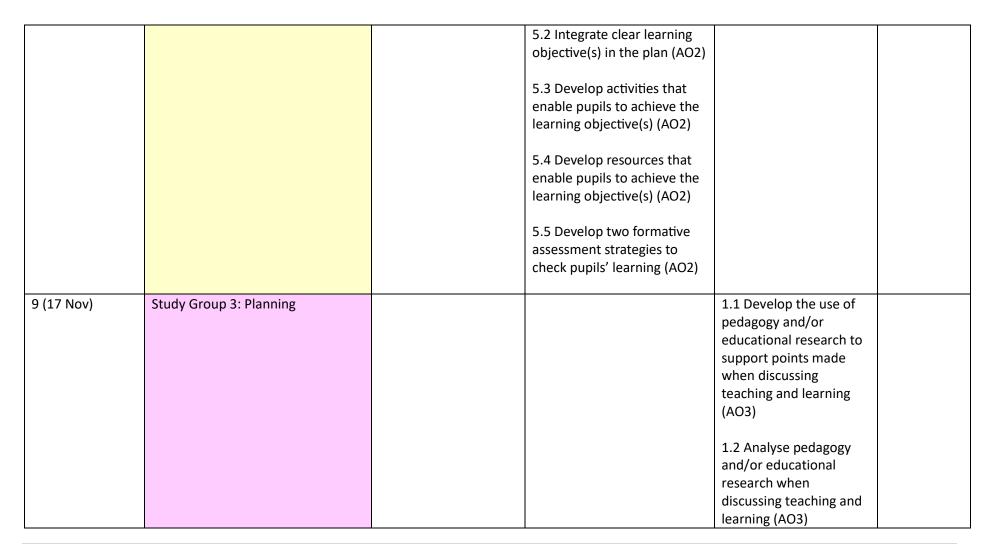






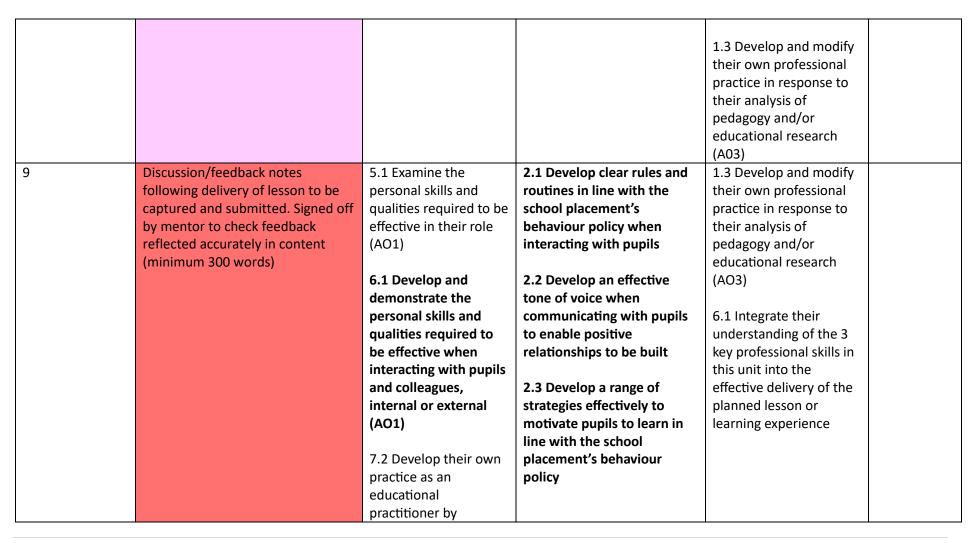
















	effectively responding	2.4 Integrate a mix of	
	to advice and feedback	rewards and sanctions	
	from colleagues and	consistently and fairly when	
	mentors (AO1)	interacting with pupils	
		5.1 Develop a plan meeting	
	5.2 Integrate clear	the individual needs of the	
	learning objective(s) in	pupils and subject to ensure	
	the plan (AO2)	the plan will be effective	
		(AO2)	
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		5.3 Develop activities that	
		enable pupils to achieve the	
		learning objective(s) (AO2)	
		5.4 Develop resources that	
		enable pupils to achieve the	
		learning objective(s) (AO2)	
		rearring objective(3) (1,102)	
		5.5 Develop two formative	
		assessment strategies to	
		check pupils' learning (AO2)	
		6.1 Integrate their	
		understanding of the 3 key	
		professional skills in this	
		unit into the effective	
		delivery of the planned	

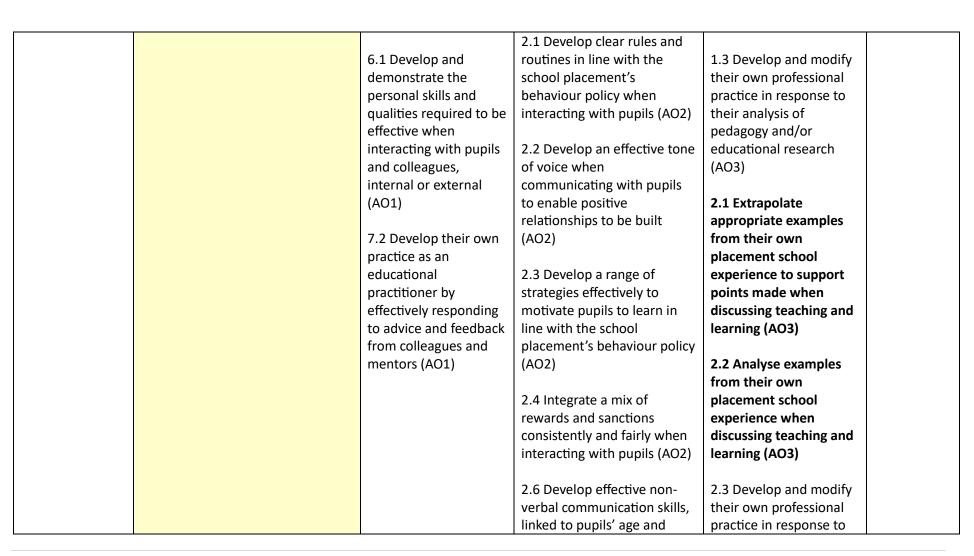




			lesson or learning experience (AO2)		
			7.1 Analyse the effectiveness of the plan in terms of meeting the individual pupil's needs, learning objectives, activities, resources and pupils' learning (AO2)		
			7.2 Analyse the effectiveness of the delivery of the plan focusing on the 3 key professional skills in this unit (AO2)		
			7.3 Extrapolate areas for improvement when planning and delivering lessons or learning experiences in the future (AO2)		
9	ILJ – reflection on taught lesson/experience and progress with School Community Project (500-750 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)	1.2 Analyse pedagogy and/or educational research when discussing teaching and learning (AO3)	







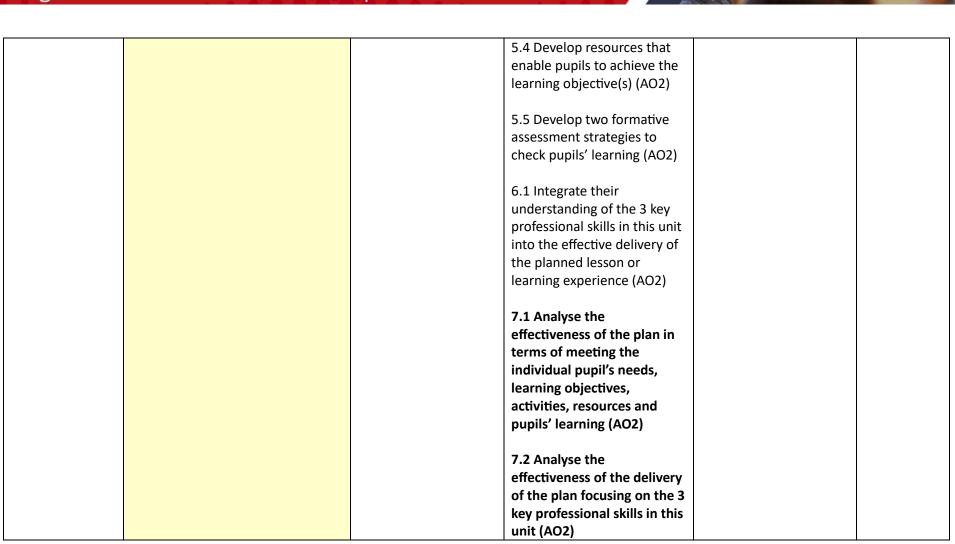




	individual circumstances, when interacting with pupils (AO2) 2.7 Develop behaviour approaches that are consistent, inclusive and take	their analysis of their own placement school experience (AO3)	
	account of the individual needs of the pupils (AO2) 3.2 Analyse the importance of planning lessons and learning experiences for pupils (AO2)		
	5.1 Develop a plan meeting the individual needs of the pupils and subject to ensure the plan will be effective (AO2)		
	5.2 Integrate clear learning objective(s) in the plan (AO2) 5.3 Develop activities that enable pupils to achieve the learning objective(s) (AO2)		







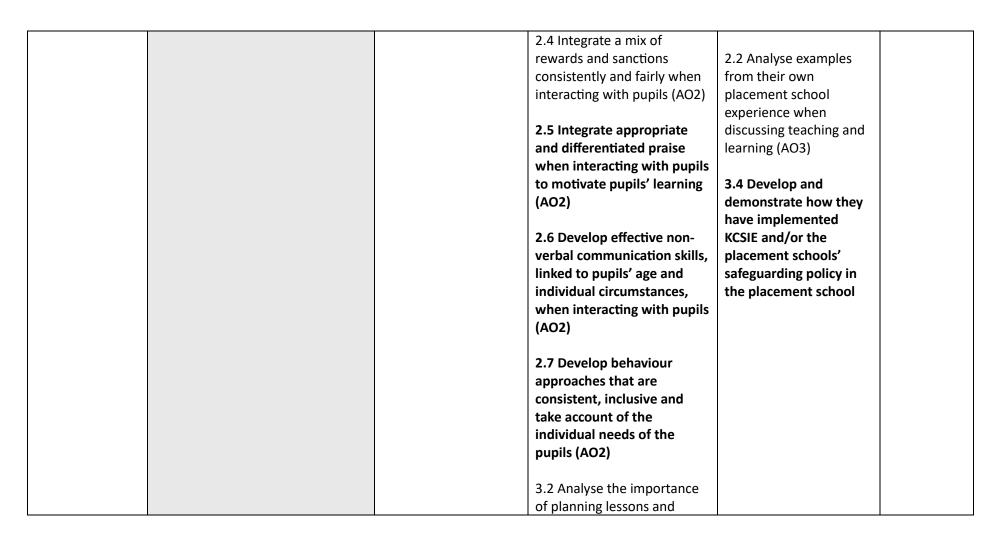




			7.3 Extrapolate areas for improvement when planning and delivering lessons or learning experiences in the future (AO2)	
9	Feedback and action plan (500 words)	5.1 Examine the personal skills and qualities required to be effective in their role (AO1)	2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2) 2.2 Develop an effective tone of voice when communicating with pupils	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
			to enable positive relationships to be built (AO2) 2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)	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 pedagogy and/or educational research (AO3)

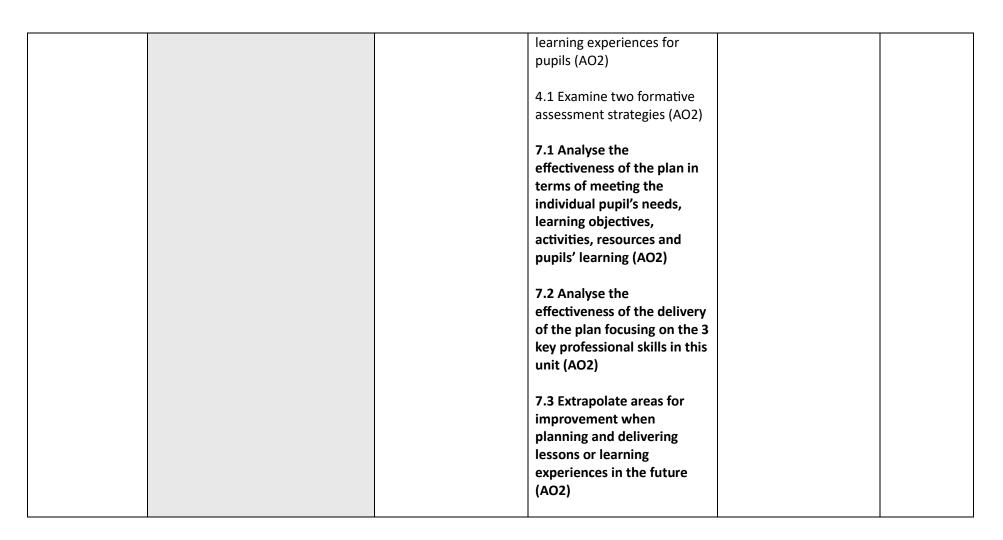






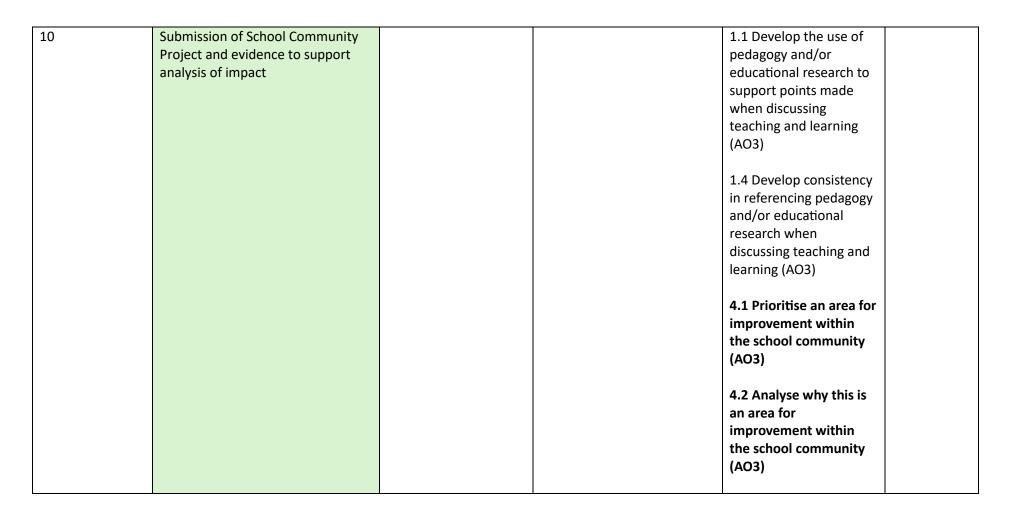












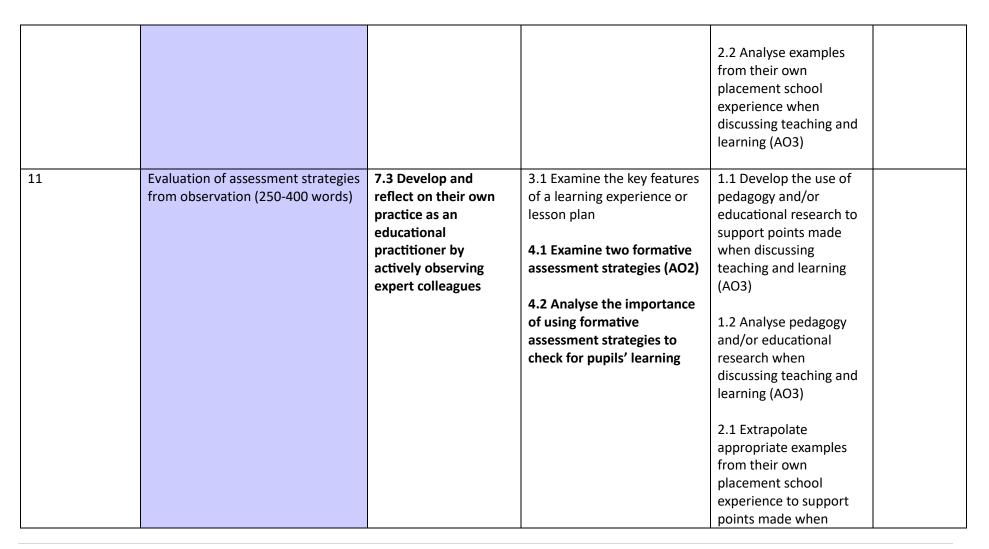




				4.3 Develop an initiative to address the area for improvement (AO3) 4.4 Arrange and implement the initiative to address the area for improvement (AO3) 4.5 Analyse the impact of the initiative to address the area for improvement
11	Third observation of a colleague – Formative Assessment	7.3 Develop and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







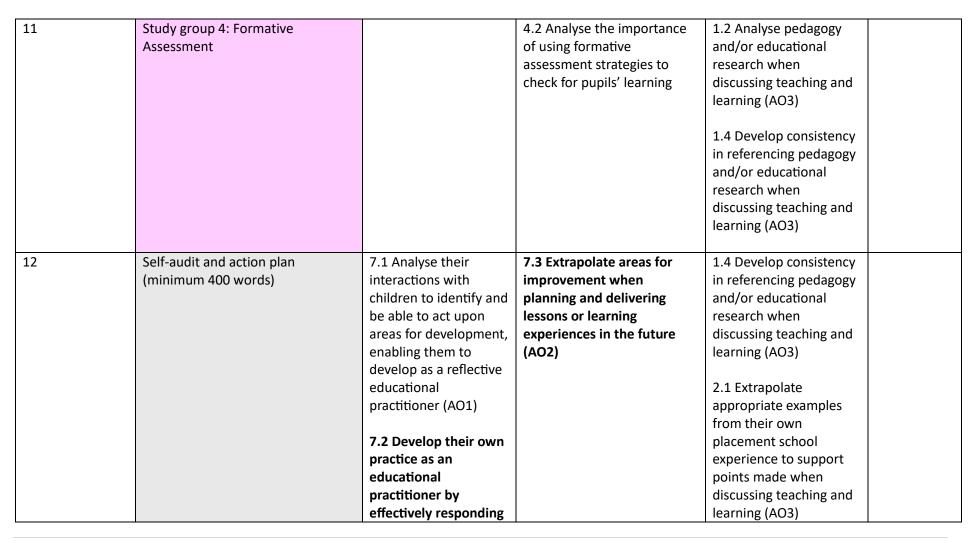




				discussing teaching and learning (AO3) 2.2 Analyse examples from their own placement school experience when discussing teaching and learning (AO3)	
11	ILJ – reflection on formative assessment strategies and School Community Project (500-750 words)	1.2 Examine the school policies and procedures required for their role and responsibilities in their placement school (AO1) 7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)	4.1 Examine two formative assessment strategies (AO2) 4.2 Analyse the importance of using formative assessment strategies to check for pupils' learning		











		to advice and feedback from colleagues and mentors (AO1)	
13 PPA 2	*catch-up week* - Please note: this may change depending on the start date for your course.		
Admissible evidence to support portfolio work (or to replace other task evidence if that is inadmissible for a pass)	In-school mentor testimonial/s	2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1)	
		4.1 Develop and model the school's ethos and values when interacting with children in their placement school (AO1) 7.2 Develop their own practice as an	





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





	practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)		
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 practice when interacting with children in their placement school (AO1)	2.1 Develop clear rules and routines in line with the school placement's behaviour policy when interacting with pupils (AO2) 2.2 Develop an effective tone of voice when communicating with pupils to enable positive relationships to be built (AO2)	

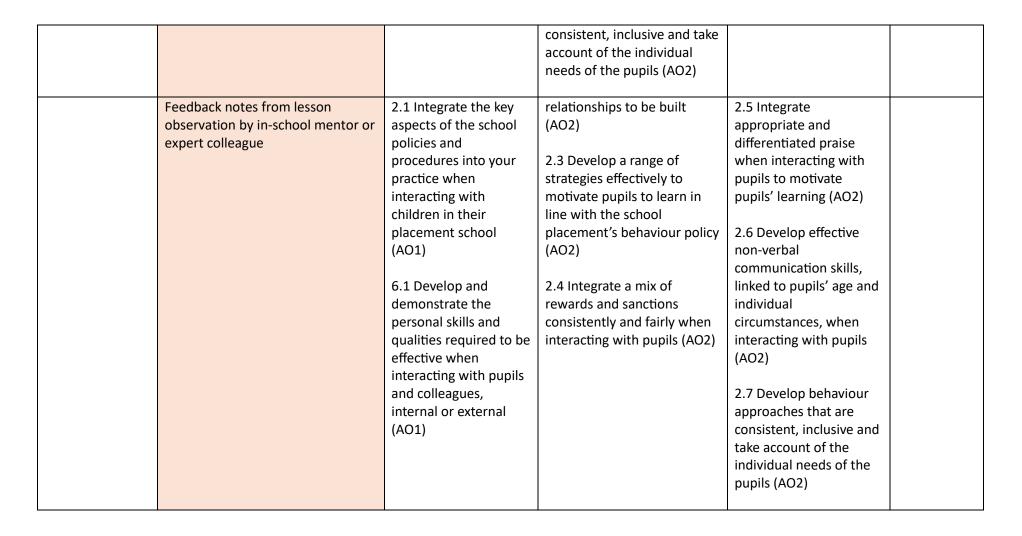




	2.3 Develop a range of strategies effectively to motivate pupils to learn in line with the school placement's behaviour policy (AO2)	
	2.4 Integrate a mix of rewards and sanctions consistently and fairly when interacting with pupils (AO2)	
	2.5 Integrate appropriate and differentiated praise when interacting with pupils to motivate pupils' learning (AO2)	
	2.6 Develop effective non-verbal communication skills, linked to pupils' age and individual circumstances, when interacting with pupils (AO2)	
	2.7 Develop behaviour approaches that are	











ISM/expert colleague meeting minutes	2.1 Integrate the key aspects of the school policies and procedures into your practice when interacting with children in their placement school (AO1) 4.1 Develop and model	7.2 Develop their own practice as an educational practitioner by effectively responding to advice and feedback from colleagues and mentors (AO1)
	the school's ethos and values when interacting with children in their placement school (AO1)	
	6.1 Develop and demonstrate the personal skills and qualities required to be effective when interacting with pupils and colleagues, internal or external (AO1)	







