**Year 1 Curriculum Professional Development Activities (CPDAs)**

**These tasks have been designed to support you as you join a school community. Engagement with these compulsory directed tasks will enable you to develop professional relationships with all staff and children and learn about your placement school.**

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| **Plan to complete these CPDAs alongside Behaviour (BM) ITaP booklet and the Early Reading (ER) ITaP Booklet –**  **Support for the timings is on your placement at a glance document.** |

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| **Week 1 - Activity 1 (1 HOUR):**  **CCF: Professional Behaviours**  **Knowing your professional duties: Key School Policies – you may have located these on the school website.** |
| * Locate and download the Child Protection and School safeguarding policy –make notes to place in your online placement file. Find out who are the safeguarding leads and who is the designated safeguarding lead (DSL) and write the name/s in your QTS file insert page. * Familiarise yourself with other key school policies: Child Protection, Health and Safety, **Behaviour** **(See ITaP)**, Inclusion, SEND. * Locate and download the marking/ assessment policy. |

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| **Week 1 - Activity 2 (2 HOURS):**  **CCF: curriculum and pedagogy**  **School Curriculum Policies and Guidance** |
| * Locate and download the English, mathematics and science curriculum policies. * Download the mathematics calculation policy. Make notes of suggested concrete resources, pictorial representations and strategies. * Are school enrolled on the ‘Mastering Number Programme’? * What is the school’s policy/ scheme for early reading and phonics? * How is science taught throughout the school? Do school have a science scheme? * Follow up the two foundation subjects identified:   + Speak to the curriculum lead about how the subject is delivered throughout the school   + Try to plan and teach at least one of the subjects and have a formal observation   **Place the downloaded materials in your online placement file. Make notes in the table below.** |

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| **English** |  | |
| **Mathematics** |  | |
| **Science** |  | |
| **Foundation Subject 1**  **…………….** |  | |
| **Foundation Subject 2**  **………………** |  | |
| **Week 3 - Activity 3 (1 hour/ lesson equiv.):**  **CCF: Curriculum and pedagogy**  **Counting/ number Task** | |
| Complete a lesson observation using observation proforma 1 on page 5 for a mathematics lesson that involves counting and/or number.  This observation can record school routines, responses and relationships, specific to this lesson. (**In line with the focus of the BM ITaP**)  **If your school is enrolled on the ‘mastering number programme’ please request that you observe a lesson/series of lessons. (15 minutes a day)**  Once Completed place into section 6 of your online QTS file.  Within the connections box consider what you have learnt so far in university sessions. What concrete resources/ manipulates were used? What pictorial representations were used? What strategies did the teacher teach and did the children use? What misconceptions were there? What ‘stem sentences’ were used? Vocabulary?  After speaking with your mentor/ class teacher, write a short reflection about what you learned and what you will now research further. | |

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| **Weeks 4 – 6 Activity 4 (2 HOURS):**  **CCF: pedagogy and assessment**  **Use of effective questioning as part of formative/daily assessment** |
| **Questioning and how it is used in a range of subjects.**  How do your teachers use questions to develop children’s understanding? What kind of questions are asked? Open? Closed? Scaffolded? How are supplementary questions used to develop teaching points? Are there differences across different subject areas?  How do teachers ensure that a range of pupils respond to questions? Are children given think/wait time? Are children encouraged to talk together before giving a response? Are questions targeted at individuals? If so, why, and what impact does this have on progress? Do some children dominate and how does the teacher respond to this?  **(Remember Rosenshine’s Principles of Instruction)**  Structure your observations of at least an English and mathematics lesson using this form below. |

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| --- | --- |
| **Subject** |  |
| What kind of questions are asked? Open? Closed? Speculative? Scaffolded? |  |
| How are supplementary questions used to develop teaching points? |  |
| How do teachers ensure that a range of pupils respond to questions? What approaches do teachers use besides ‘hands up’ to answer a question? E.g., talk partners, then cold call. |  |
| Are children given think/wait time? How long? |  |
| Are children encouraged to talk together before giving a response? |  |
| Are questions targeted at individuals? If so, why, and what impact does this have on progress? |  |
| Do some children dominate and how does the teacher respond to this? |  |
| Other observations |  |

**The ‘Placement at a Glance’ document will outline further expectations for placement, including the Behaviour and Early Reading ITaPs. You will be directed to make more observations of other lessons and your planning and teaching expectations will be explained. Observation Proforma 4 will be used for further subject specific observations.**

**Please note that your mentor should check these tasks and sign below once all are completed.**

**This document must be uploaded to Abyasa and to section 6 of your QTS folder by the end of placement.**

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| **Mentor signature and comment on student’s curriculum PDAs and impact on planning for teaching and learning** | **Date PDAs completed and checked by mentor** |
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**Observation Proforma 1:** *The Tune In*Adapted from Chambers (2011)

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| **Surprises**  *(What happened that you were not expecting and will need to be taken into future consideration and researched further?)* | **Patterns**  *(What did you notice that repeated several times across the experience and may be an important point for consideration? What looks the same for all learners?)* |
| **Connections**  *(How does the teaching and learning connect to other experiences that you have had, that the children have had and those that you have learned about from research?)* | **Puzzles**  *(Did anything happen during the experience that did not make sense and needs to be researched further or discussed with mentors or pupils?)* |
| **Adaptive Teaching:**  *How does this look different for different learners?* | |
| **Key take aways to ask about, action or consider into your weekly meeting or/and further practice:** | |

# Observation Proforma 2: Impact on Learners/Learning

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| Learning Objective: | | Focus for observation: |
| Time | Behaviours/Actions/Approaches *Stimulus* | Impact on learning  *Response* |
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| **Adaptive Teaching:**  *How does this look different for different learners?* | | |
| **Key take aways to ask about, action or consider into your weekly meeting or/and further practice:** | | |

**Observation Proforma 4: Developing Subject Knowledge (ready to teach)**

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| **Area of learning and knowledge** |  | |
| **Before the lesson** | Explore the learning outcomes | Note down possible misconceptions that your mentor has identified. |
| **During the lesson** | Note down questions from pupils | Record relevant resources to support learning. |
| Examples of target learning from lesson | |
| Rotate around different pupils/groups to explore how their provision differs. | |
| **After the lesson** | Explore the products of chn with misconceptions | Explore with your mentor how this learning could be stretched |
| **Progression and Continuity** | How does this connect to the National Curriculum P.o.S from the phase/year before? What should chn already know? | How does this connect to the National Curriculum P.o.S from the phase/year after?  Where does this learning go next? |
| **Terminology for teaching** |  | |
| **Key takeaways to inform your own future lesson planning** |  | |
| *Please store this proforma and any additional self-study in section 5 of your QTS/relevant SK tracking* | | |