You are asked to complete a series of **Curriculum Professional Development Activities** (CPDA) during Phase 2. These will support your progress and your Weekly Meeting focus for training with your mentor. The activities and reflections will support you in understanding your progress against the expectations of the phase and feed into your final placement assessment.

When you have completed each Curriculum PDA, please discuss with your mentor to identify next steps, so they can confirm that these have been actioned (*ask them to sign the accompanying checklist-see bottom of document- when all of these tasks are completed*). They are designed to work alongside the expectations of the phase and act as a bridge with the LJMU curriculum.

**When you complete an action, reflect upon the IMPACT of the Curriculum PDA on your professional knowledge and understanding and on your planning for teaching and learning.** If you have any additional evidence connected to the CPDAs, please upload to SECTION 6 of your QTS file in a Phase 2 CPDA sub folder.

**The deadline for the completion of these is 3rd May 2024. Please upload this document to Abyasa and to section 6 of the QTS file when all reflections are completed, and your mentor has signed the form at the end of this document.**

**SECTION 1 CURRICULUM CPDA SUMMARY OVERVIEW:**

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| **Phase/Week** | **CURRICULUM PDA** |
| 2a: Week 1 | *PLAN FOR COMPLETION OF THE CPDAS ACROSS PHASE 2A*  CPDA 1 (SEND and 5213 presentation): Action 1  CPDA 2 and CPDA 3 – key policies and school policy on promoting behaviour for learning  CPDA 4 (Teaching FS and 5212 presentation): Action 1  CPDA 7 (Early Reading CPDA): Actions 1,2, 3 and 4  CPDA 8 (Transition) |
| 2a: W 2 | CPDA 1 (SEND and 5213 presentation): Action 2  CPDA 5 (Effective questioning): Action 1  CPDA 7 (Early Reading CPDA): (begin) Actions 5 and 6 |
| 2a: W 3 | CPDA 4 (Teaching FS and 5212 presentation): Action 2  CPDA 5 (Assessment): Action 2  CPDA 7 (Early Reading CPDA): Action 7 and begin Action 8 |
| 2a: W 4 | CPDA 6 (Adaptive Teaching): Action 1  CPDA 7 (Early Reading CPDA): Begin Actions 9, 10 and 11. |
| 2b: W 5 | *PLAN FOR COMPLETION OF THESE CPDAs ACROSS PHASE 2B:*  CPDA 1 (SEND and 5213 presentation): Action 3  CPDA 4 (Teaching FS and 5212 presentation): Action 3  CPDA 6 (Application of adaptive teaching): Action 2  CPDA 7 (Early Reading CPDA): Actions 7, 8, 9 and 10. |
| 2b: W 6 |
| 2b: W 7 |
| 2b: W 8 |

**SECTION 2: CURRIUCLUM CPDA DESCRIPTORS AND GUIDANCE**

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| **CPDA 1: SEND (Pedagogy and Professional Behaviours)** | **Reflection on impact of CPDA** |
| *Phase 2a: Weeks 1-2:*  **Action 1**- With your class teacher, review the nature of children’s needs in your class.   1. Which children have specific learning needs? 2. What, if any, documentation does the teacher need to keep for these children? 3. How does the teacher support these children in planning and teaching? 4. What strategies are used to support SEND pupils? Keep these class specific notes in your PLACEMENT FOLDER. 5. Look at the school’s policy on ‘Inclusion’. Keep notes on this school policy in Section 6 to evidence this CPDA. 6. **TASK FOR 5213PRIM**. Discuss this task with your class teacher in week 1. |  |
| *Phase 2a: Weeks 1-2:*  **Action 2**- Carry out **Task 1 of the 5213PRIM presentation preparation**: meeting the SENDCo (see 5213 assignment support on Canvas).  - Additionally, in conjunction with the class teacher, identify a child with a differentiated need (not necessarily one with a formal diagnosis).  - Make a note of the characteristics of the need and any trigger points.  - Consider the barriers to learning for this child and how they are overcome.  - Observe the child both in and out of the classroom and make notes of your observations. Keep these notes in Section 6 of your QTS file. Follow GDPR requirements and anonymise your pupil as discussed in the 5213 Assgt Support session. | |
| *Phase 2 (plan for the opportunity to timetable this WITH your mentor):*  **Action 3** - The following develops from the work above and directly supports your 5213-presentation preparation:  • Plan and teach three consecutive lessons with ADAPTATIONS TO SUPPORT YOUR PUPIL CLEARLY INDICATED IN THE PLANS that will enable the child to make further progress. Evaluate the effectiveness of what you have observed, planned and taught, in relation to access, participation and achievement  Keep your lesson plans and evaluations in your placement file (you need these to support your presentation in 5213PRIM); you may possibly want to keep some evidence of the child’s work during your lessons to demonstrate impact on learning to support your Presentation in 5213PRIM in May. | |

**Relevant reflections to be completed by student after each task. Bullet points to capture reflections are acceptable.**

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| **CPDA 2: High Expectations and Managing Behaviour** | **Reflection on impact of CPDA** |
| *Phase 2a: Week 1:*  Read the school’s Behaviour for Learning policy. Discuss with your CT at your first Weekly Meeting and use pro forma 2 to complete a formal observation focused on promoting behaviour for learning. Agree the lesson in advance with your CT. **Upload the pro forma to section 6 of your QTS file.** |  |

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| **CPDA 3: Professional behaviours** | **Reflection on impact of CPDA** |
| *Phase 2a: Week 1:*  Read the following key policies and **upload them to your PLACEMENT FOLDER**. Discuss them with your mentor at your first Weekly Meeting and ensure you fully understand how to implement them:  -Safeguarding policy  -Marking/feedback policy  -handwriting policy |  |

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| **CPDA 4: Curriculum and Subject Knowledge development** | **Reflection on impact of CPDA** |
| *Phase 2a: Week 1*  Action 1- **Share your 5212 presentation requirements** with your mentor and then with the support of your mentor, arrange to meet with the Subject Lead for your identified Foundation Subject that you have chosen for your presentation (see 5212 for details of the presentation requirements).  Discuss how the subject is planned for across the school and what resources the school uses to implement their planned approaches. How is the subject assessed? **Keep records of your notes from this in section 6.** | |
| *Phase 2a:* *(plan for the opportunity to timetable this WITH your mentor)*  Action 2- plan at least two opportunties to **OBSERVE** an experienced colleague (e.g. your mentor OR another teacher if the subject is not taught in your home class across your placement) **teaching the focus subject for 5212 Presentation.** Timetable these sessions and confirm them with the teacher in advance. Use the focused Pro -formas you have been introduced to in ROP to record your observations. Aim to carry out a sequence of two-three observations. **Upload these observations to section 6.** |  |
| Action 3: Decide with your mentor when you will **TEACH the focus subject for your 5212 Presentation.** As detailed in the presentation guidance, you will need to plan two lessons but are only required to have taught the first of these two lessons. |  |
| *Phase 2b: weeks 5-8*  Action 4 - **Follow up the two subjects you identified for your 5212 essay**:  -speak to the Subject Leads;  -with the support of your mentor plan at least two lessons in each subject;  -reflect upon these lessons and evaluate them;  -ensure that at least one of these lessons is formally observed and a LAF completed. Upload the LAF to QTS section 2. |  |

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| **CPDA 5 Pedagogy and Assessment** | **Reflection on impact of CPDA** |
| *Phase 2a: Weeks 2-3:*  **Action 1** – *Week 2*: Observe and note the types of questions asked of children in the classroom. Consider *what makes effective questioning* and the impact that high quality questions have on the learning in the lesson. Discuss this with your mentor in your Weekly Meeting. |  |
| **Action 2** – *Week 3*: Find out what assessment information is recorded on a regular basis, why/how it is recorded and how the information is used to inform planning. Gather evidence of good quality written and verbal feedback after each teaching episode to help to structure your thinking about assessment and use it to inform your future planning. Reflect on how this will impact on the learner. Discuss your reflections and observations with your mentor in your Weekly Meeting.  **Notes to evidence this should be kept in Section 6.** |  |

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| **CPDA 6 Pedagogy** | **Reflection on impact of CPDA** |
| *Phase 2a: Week 4:*  Action 1 - Discuss with the class teacher how they adapt teaching in different subjects. Make notes of this.  • Analyse a piece of the teacher’s planning and annotate to show how adaptive teaching has been incorporated.  • Observe the teacher teaching the lesson to see how this happens in practice.  • Reflect on the outcomes of adaptive teaching in this lesson. |  |
| *Phase 2b: Weeks 5-8:*  Action 2 - Use what you have learned from these professional conversations and focused observations to support your development in understanding adaptive teaching.  Demonstrate how you adapt your planning to meet the needs of your pupils. Support this with your evaluations and conversations with your mentor in weekly meetings to capture and evidence your progress in this area. |  |

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| **CPDA 7 Curriculum and Pedagogy** | **Reflection on impact of CPDA** |
| **Early Reading Curriculum CPDA:**  **The professional learning tasks below are designed to help you make links with the work you have done in 5215PRIM around reading, and the classroom application. They start with you getting to know the readers in your class and develop to help you start to make any necessary adaptations to reading material in all of your lessons. You should share the tasks with your teacher and work closely with them to complete. Your teacher mentor is asked to sign to confirm that all parts of the task have been completed.** | |
| *Phase 2a: Week 1:*  **Action 1 - Gather information about the readers in your class.**  Speak to your class teacher and find out the general reading needs of the children you will be teaching.  Record the information on the table (see p.11 of this document) *using just initials or pseudonyms*.  Copy the table into a separate document and file a copy of this in section 6 of your QTS File. |  |
| *Phase 2a: Week 1:*  **Action 2 - Gather information about how reading is taught in your class:**  Speak to your teacher and find out when English is taught and how reading skills are taught as part of some of these.  Is guided reading taught> If so, is this whole class or groups?  Do any children receive intervention lessons for reading? |  |
| *Phase 2a: Week 1:*  **Action 4 – World Book Day (Thu 7th March)**  Participate in the school’s celebrations for World Book Day. Talk to the class teacher and the Reading Lead/English lead about how they plan for WBD.  Talk to the children about the things they enjoy about this day and if they read more/vary their reading as a result of WBD. Reflect on your experiences and how it helps to develop your understanding of your pupils’ attitudes to reading. |  |
| *Phase 2a: Weeks 2 and 3:*  **Action 5 - Formally observe guided reading lessons if this is timetabled in your class.**  Focus on the way the teacher develops fluency, prosody and particular reading skills. Make links with the work you have done in 5215PRIM around reading comprehension.  Select an appropriate observation pro-forma from the ITT site. |  |
| *Phase 2a: Weeks 2 and 3:*  **Action 6 - Formally observe reading intervention lessons**  Focus on how fluency and automatic word recognition are developed. Select an appropriate observation pro-forma. |  |
| *Phase 2a: Week 3:*  **Action 7 -** **Gather information about the SSP scheme used in the school. Make notes and reflect upon the impact of these discussions on your developing professional understanding and SK.**  Prompt questions:  -In what way(s) is this changed for any KS2 children still receiving word reading instruction?  -Is the scheme the same?  -What reading scheme is used to encourage children to become independent readers? |  |
| *Phase 2a/b: Week 3 onwards:*  **Action 8 -** **Read aloud to children purely for pleasure. Aim for at least 10 minutes 3 times per week.**  Involve them in the choosing of the text(s). Involve them in informal book talk. Aim for at least 10 minutes 3 times per week. |  |
| *Phase 2a/b: Week 4* ***onwards:***  **Action 9 -** **Teach guided reading.**  **If this is taught in groups, assume responsibility for at least 2 guided reading groups – plan and teach these and share assessment information with your class teacher**  Ask to be formally observed in 1 of these sessions and upload the LAF to section 2 of your folder.  Aim to teach different groups so you can experience having to support and challenge readers at different stages.  If this is taught whole class, teach at least one guided reading session a week. Ask to be formally observed in 1 of these sessions and upload the LAF to section 2 of your folder |  |
| *Phase 2a/b: Week 4 onwards:*  **Action 10 -** **Teach (or team teach) reading intervention lessons**  Work with your mentor to plan and teach at least three reading intervention lessons making use of school resources and approaches. Reflect upon the impact of these on your understanding and on the children, you work with. |  |

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| **CPDA 8 Professional behaviours** | **Reflection on impact of CPDA** |
| *Phase 2a: Week 1*  As part of the development of your experience in KS2, find out what arrangements the school has for managing children’s transition from KS1 to KS2 and from KS2 to KS3.  What information about the children is transferred and why? |  |

**Please note that your mentor should check these reflections and sign the CPDA checklist 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 CPDAs and impact on planning for teaching and learning** | **Date CPDAs completed and checked by mentor** |
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CPDA 7 Early Reading Curriculum CPDA Week 1 Action 1

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| **Children with Word Reading Barriers** | **Children with barriers to comprehension** | **Children with both word reading and comprehension barriers** | **Children receiving reading intervention** | **Children reading above age-related expectations** |
|  |  |  |  |  |
| **What specific barriers do these children have? What is the current focus of their reading learning?** | **What specific barriers do these children have? What is the current focus of their reading learning?** | **What specific barriers do these children have? What is the current focus of their reading learning?** | **Detail below the nature of the interventions** | **What is the current focus of their reading learning? How is their reading challenged?** |
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