

School-based Activities

The following activities will enable you to undertake the tasks arising from the school-based programme indicated in Section 4 of this booklet. Each task, which may be an observation or an activity, begins with a set of bullet points which are intended as **guidelines, not requirements**, for the observations and activities.

It is important to realise that you **DO NOT** have to undertake the tasks in the same order as written. Identify, with your mentor, the most appropriate day and time to undertake mutually agreed activities. It may be possible to undertake more than one activity during one lesson observation. If so, ensure that you plan it well and have all the necessary documentation to hand.

Each task requires you to record the evidence within the TEP under the appropriate Goal. The format of which is provided in the Forms to complete section of your DVD. Using the record you need to describe the activity undertaken, and to provide evidence of addressing relevant QTS Standards.

Observation of teaching and learning in a range of classes and subjects is a constructive and focused element of the SAS training programme, providing an opportunity for you to understand and become aware of:

- The roles and responsibilities of the professionals in schools
- Different teaching and learning styles
- The effectiveness of different classroom management styles
- The ways in which individual pupils learn and make progress.

It is very important that you conduct your observations and any subsequent discussion with strict adherence to professional codes of practice. Do not give the impression that you are `inspecting` the teacher. Do not criticise teachers when discussing observed lessons with your mentor. You can raise issues that have interested you during your observations but these should **not** be linked to a particular teacher or lesson. Try to make comments as objective and professional as possible. Always thank the teacher for letting you observe a lesson.

Observing professional teachers and discussing your own teaching plans with the school mentor will raise your awareness of the many aspects involved when helping young people to learn. Reflection on the teaching that you observe and the ensuing discussion of this with your mentor will develop a better understanding of the role and effectiveness of the teacher and how you yourself can achieve the highest possible standards.

Activity 1: Induction into the school and guidance from the Mentor

It may be worth considering undertaking this activity prior to the 15-day placement. With the agreement of your mentor a pre-placement visit could be arranged which would enable you to collect relevant documents, meet staff and take a tour of the school. You would then be in a better position to begin the more formal observations and other activities on Day One.

The induction process should include:

- A tour of the school
- Meeting members of staff
- The collection of key documents,
 - o The School Prospectus
 - o The Health and Safety Policy
 - o The Behaviour Policy
 - o The Bullying and Harassment Policy
 - o The SEN Policy
 - o The Child Protection Policy
 - o The Equal Opportunities Policy

Arrange with the mentor:

- Your timetable
- How and when to carry out school-based observations and activities
- Opportunities for discussion
- End of placement procedures – Audit, TEP verification

Key QTS Standards

- Q7a Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.
- Q9 Act upon advice and feedback and be open to coaching and mentoring.
- Q21a Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Activity 2: Study and discuss four key policy documents. Equal Opportunities. Bullying and Harassment. SEN and Child Protection

During your placement, make sure you have read and have an understanding of the above policies

- Identify two or three significant elements of each of the above policies..
- Over the period of your placement make notes, and reflect on
 - o How the policies impact upon pupils' learning and behaviour
 - o The ways in which teachers adhere to the stated policies.
- Reflect upon any episode or incident where any of the above policies are applied.

Key QTS Standards

- Q3a Be aware of the professional duties of teachers and the statutory framework within which they work. Q3b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
- Q21a Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Activity 3: Observing Lessons: Establishing and maintaining a purposeful learning environment.

Teacher Introduction and the Start of the Lesson

- How did the teacher meet and greet the class?
- Were the learning objectives explained clearly to the pupils? Pace and purpose of lesson beginning?
- To what extent have established rules and routines contributed to promoting a purposeful learning environment?

Transitions and sustaining the lesson

- How does the teacher signal the end of the introductory session and the beginning of the main activity?
- Give an example of classroom management at transition point.
- How does the teacher organise activities to meet the range of ability in the class? How does the teacher keep pupils 'on task'?

End of Lessons

- How is the end of the lesson signalled?
- How does the teacher assess learning outcomes?
- Are targets or any new learning objectives identified for subsequent lessons?
- Is homework given out at this time? Does it arise from the learning activities?

Key QTS Standards

- Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.
- Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Activity 4: Observing Lessons : Questioning Techniques

Which of these have you observed?

How the teacher uses questioning

to:

- Reinforce and consolidate previous knowledge and learning? Prompt pupils to expand on comments and observations? Assess levels of understanding?
- Identify misconceptions?
- Encourage participation and active responses from pupils across the range of ability levels? Encourage pupils to collaborate with each other?

Key QTS Standards

- Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they: (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

Activity 5: Observing Lessons : Providing Feedback to pupils

- How does feedback support pupil learning? How does it motivate pupils?
- Does the feedback focus on attainment against stated learning objectives? How does feedback impact upon learning?

Key QTS standard

- Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Activity 6: Observing Lessons: Managing Pupils' Behaviour

Ensure that you have read the school's policy for behaviour and discipline. Note that there may be other related policies, for example, on bullying, or on the acceptable restraint of pupils.

- What class rules and routines has the teacher established with the pupils? What strategies does the teacher use to promote good behaviour?
 - o At the start of the lesson [high expectations/motivation/resources]?
 - o During the lesson [pupils on task/manage transitions/pace/meeting needs]?
 - o At the end of the lesson [following set
- procedures]? How are rewards for good behaviour used?
- What sanctions are applied for inappropriate behaviour?

Key QTS Standard

- Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners
- Q30 Establish a purposeful and safe learning environment conducive to learning
- Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Activity 7: Observing Lessons : Subject Specialism and Differentiation

- Observe at least two lessons in your own subject specialism.
- What are the subject specific learning objectives for this particular session? What subject specific resources are used?
- How does the teacher adapt interaction with the pupils to meet differing learning needs? How are tasks differentiated to enable pupils to achieve at their own level?
- To what extent do ALL pupils participate in the activities?
- Are the pupils encouraged to reflect on their achievements?
- What classroom management strategies enable pupils to work in a variety of ways?

Key QTS standards

- Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Activity 8: Observing lessons: Focus on ICT

- Observe a lesson in which the use of ICT is a key factor for teaching and learning. What range of ICT resources are used in this lesson?
 - o E.g. computers, projectors, interactive whiteboards, scanners, video, digital cameras....and, if appropriate, professional subject related software
- What other ICT prepared resources has the teacher utilised?
- What are the learning objectives for this lesson?
- How does the teacher use ICT to explain, clarify, support the learning objectives?
- How do the pupils use ICT to complete their tasks?
- How are pupils achievements in ICT assessed?
- Note the level of pupil involvement, motivation, skill and confidence

Key QTS Standards

- Q17 Know how to use skills in literacy, numeracy and ICT to support their

teaching and wider professional activities.

Activity 9. Observing and tracking a pupil with special educational needs

From observations over a number of lessons, and after discussion with a member of staff, and /or the Special Educational Needs Co-ordinator {SENCO}, who is involved with this pupil's development try to establish:

- What are their special needs?
 - Does the pupil have a statement and/or an individual educational plan [IEP]?
 - How is the IEP used as a basis for planning to meet identified needs?
 - What level of support does the pupil receive in a variety of lessons, across the curriculum?
- Add any other observations that you have made.

Key QTS Standard[s]

- Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Activity 10: Acquire some knowledge of the National Curriculum

- What is the purpose of the National Curriculum?
- What are its values and aims?
- Gain an understanding of Programmes of Study, Attainment Targets, Level Descriptors
- What are the National Curriculum's three principles of inclusion?
- Observe lessons in your own subject area [see Activity 7] and note the extent to which the learning objectives, content, resources etc are firmly based on National Curriculum requirements.

Key QTS Standard

- Q15 Know and understand the relevant statutory and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Activity 11 : Working with individual pupils who may need additional help or greater challenge.

- With the help of the class teacher identify 3 pupils of differing needs and abilities, e.g. the more able, those working below age related expectations or statemented and plan to undertake an activity with each of them on an individual basis. Identify factors affecting each pupil's learning that you will need to consider.
- How do you intend to meet each pupil's identified needs?
- What is each pupil's preferred learning style?
- What are the pupil's targets/learning objectives for this session?
- What tasks will you devise to meet them?
- Identify appropriate resources which will motivate and interest each pupil according to level of ability
- Were you successful in achieving the planned learning objectives?
- How do you know?
- How would you raise the aspirations of each of these pupils?

Key QTS Standards

- Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Activity 12: Contributing to collaborative teaching. working with small groups and using motivating resources

After discussion with your class teacher identify and support a group of pupils in their learning:

- What are the learning objectives for the activity?
- Have you drafted a short plan for achieving these objectives, stating the resources to be used?
- How is this group organised? By level of ability?
- Can you make use of ICT?
- Do any resources have Health and Safety implications?
- What strategies will you employ to promote good behaviour?
- Evaluate the impact of the resources used in motivating the pupils to learn?
- How did the pupils interact with each other?
- Are there individuals within the group who need additional support or further challenge?

Key QTS Standards

- Q6 Have a commitment to collaboration and co-operative working.
- Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they: (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion and (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Activity 13: The Role of Support Staff

With permission and guidance from your mentor you will need to identify a member of the support staff (Teaching Assistant) who is prepared to be observed supporting pupils' learning and to be interviewed about his/her role in the school.

Planning a teaching episode for a group or the whole class: Suggested planning format and guidelines

Student:	School:
Room:	No. of Pupils:
Year Group:	Set/Level:
Pupils with SEN: Do any pupils have Individual Education Plans? Do they have any additional support?	Differentiation: How do you intend to meet the range of ability levels within the group/class and ensure that all pupils are included?
Subject:	Topic:
Previous work: Check to ensure whether this lesson/episode is one in a logical sequence Check pupils' understanding of previous work	Resources: Are they appropriate? Can you use ICT? Are there any human resources available? Are there any Health and Safety implications?

Learning Objectives:

Identify what you want the pupils to know, and understand; the skills they might develop; and the values and attitudes they may develop.

Teacher Activity:	Pupil Activity:
<p><u>Introduction of the Session</u> Will you be explaining objectives, questioning, giving instructions? Will you be using motivating resources? Will you be checking on previous work?</p> <p><u>Sustaining the Session</u> How will you organise transitions to group work? Will you be working with one or more groups? Will you need to make further interventions?</p> <p><u>End of Session</u> Will you be re-enforcing learning objectives? Will you be assessing outcomes?</p>	<p>Where will they be seated? Will they be listening, discussing, responding to questions? Will they be giving out resources?</p> <p>Will the pupils be making, investigating, recording, discussing, collaborating, painting.....? How will they be grouped or expected to work?</p> <p>How will pupils be grouped for the plenary? Will they be finishing off work? Has the lesson be well paced? How will the pupils move on to the next activity/leave the room?</p>

Teaching Episode/Lesson - Mentor Observation Sheet

<u>Teacher/Student</u>		<u>Subject</u>	
<u>Observer</u>		<u>Date</u>	
<u>Class Details</u>		<u>No. of Pupils</u>	
<u>Quality of Delivery of Learning Objectives</u>			
<u>Establishment of Learning Environment by Student</u>			
<u>Use of Resources</u>			
<u>Comments on Teaching Episode</u>			

Activity 15: Reflecting on Teaching and Learning Outcomes

Please use this evaluation sheet to reflect on your teaching effectiveness and on pupil learning arising from at least one teaching episode.

Lesson Self-Evaluation

What evidence do you have that the planned learning objectives were achieved?

How appropriate and motivating were the resources employed?

Which teaching and classroom management strategies were very/less effective?

Comment on the pupils' behaviour

Key Activity 16: Contributing to the life of the school

There are two elements for this activity:

A. Consider how you might use your strengths and interests to support at least one whole school activity or procedure (Strand 2)

- o An after-school/lunchtime club
- o Sport
- o An educational visit
- o After school support for pupils in your subject specialism
- o A school production or concert
- o Day-to-day routines and duties

Reflect on how your support has had an impact on your colleagues

B. Raising Aspirations (Strand 3)

NB This element must be planned carefully. Discuss it with your mentor, class teacher, or careers teacher beforehand, so that you can prepare thoroughly.

As appropriate, seek an opportunity to raise the aspirations of pupils/students in relation to learning in general and HE in particular. The Government has a commitment to increase and to widen participation in higher education for anyone who has the potential to benefit from it

After discussion with your mentor, identify a group of young people who would be interested in knowing about your own aspirations before leaving school, and your choice of degree subject. Plan and deliver a "session" where they can acquire information from you about going on to HE, and the benefits you have gained and expect to gain from obtaining a higher education qualification.

We have prepared the following guidelines for this activity which we ask you to follow as closely as possible so that we can try to ensure some consistency across all our student associates. Please note that questionnaires A & B associated with this activity must be returned to us, using the envelope provided, as soon as Activity 16B has been completed.

Extract taken from Higher Education Funding Council for England's website.

Widening participation

"Widening access and improving participation in higher education are a crucial part of our mission and form one of our strategic aims. Our aim is to promote and provide the opportunity of successful participation in higher education to everyone who can benefit from it. This is vital for social justice and economic competitiveness.

Widening participation addresses the large discrepancies in the take-up of higher education opportunities between different social groups. Under-representation is closely connected with broader issues of equity and social inclusion, so we are concerned with ensuring equality of opportunity for disabled students, mature students, women and men, and all ethnic groups.

We will work with others to raise aspirations and educational attainment among people

from under-represented communities to prepare them for higher education, ensure success on their programme of study, improve their employment prospects and open possibilities for postgraduate study, and give them opportunities to return to learning throughout their lives.“

Guidelines for Activity 16B

After discussion with your mentor and/or other colleagues as appropriate identify target group[s] of pupils who may benefit from this activity.

The Activity:

1. Introduction

- Introduce/explain/clarify the purpose of Questionnaire A. Allow time for completion but collect immediately.
- Then for part of the session guide, BUT DO NOT INFORM a discussion about pupils' perceptions of HE
- Cover the young people's views / perspectives on:
 - a. What is HE
 - b. Are there particular types of people who go onto HE
 - c. What does it offer
 - d. What barriers are there to going on to HE
 - e. What alternatives are there to HE
 - f. Are there jobs / benefits that need HE?
 - g. Other issues which arise
- Listen to the issues raised by the discussion so that your subsequent presentation/discussion can inform the group's further understanding and consideration of HE

2. Presentation/Discussion

- By now you will have decided how best to make your presentation about HE to the group of pupils. If you decide on a PowerPoint presentation, perhaps using the interactive whiteboard, then the PPP can be used to meet the requirements for Activity 17. But this is entirely optional and should only be used if you feel that it is appropriate to the age and ability range of the pupils.
- The content of the presentation/discussion should cover
 - a. What is HE?
 - b. What factors influence people/you to go onto HE?
 - c. What factors influence people who choose not to go onto HE?
 - d. What results does HE get?
 - e. What people say about HE?
 - f. What you should consider in thinking about whether HE is right for you g. Your own experience/ outcomes in HE
 - h. Your own aspirations post HE

Ensure maximum participation and response from pupils. Encourage discussion about issues

- Post Presentation/discussion give out Questionnaire B and allow time for completion/collection
- Post QA & QB back to us using the envelope provided
- University of Bolton SAS personnel will undertake evaluation process.

Activity 17: A PowerPoint Presentation

Over the 15-day school placement gather information arising from your experiences which will enable you to deliver a 10-minute PP Presentation on **either** of the following topics:

- o Having an impact on the learning of young people in school
- o Having an impact on young people's awareness of Higher Education and their aspirations

The purpose of this activity is to enable you to demonstrate an ability to analyse and reflect on how your experiences have contributed to either of the above strands.

Activity 18: The Training Entry Profile

Please summarise your achievements against the 14 Core Coals.

Your mentor needs to sign off the TEP to confirm that you have completed all tasks.