



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Placement 2 Link Tutors, PCMs and Mentors Moderation and Final Assessment

2023-24

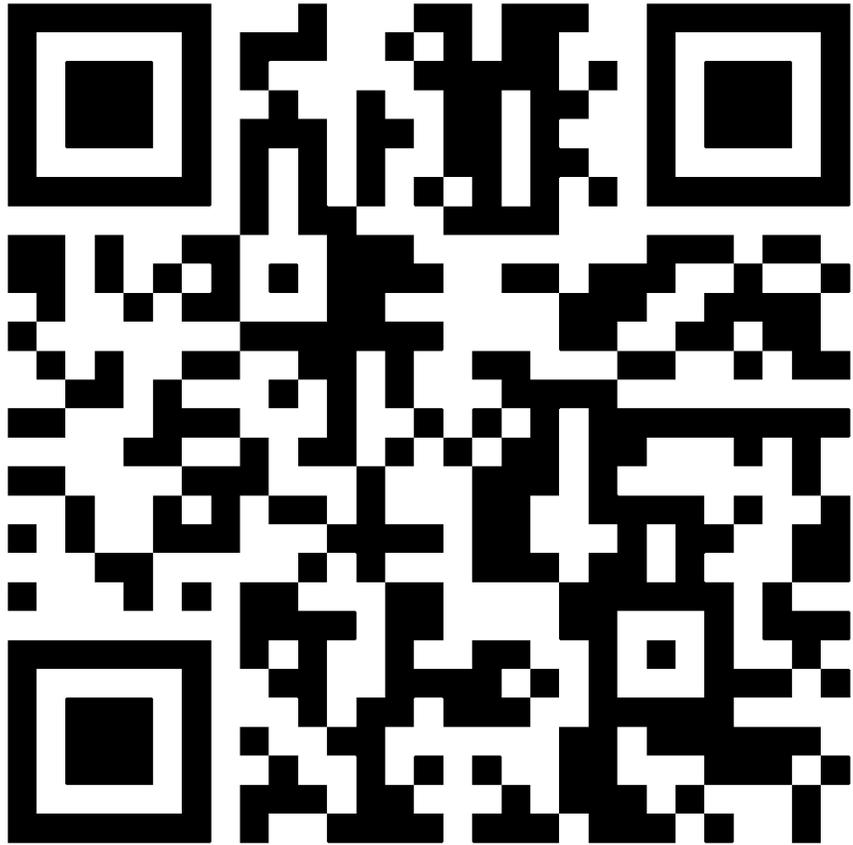
Placement 2 School Experience

Intentions of this session:



- To consider a range of student lesson plans and LDRs in order to compare and moderate
- To evaluate example WPLR student reflections: how do these help us moderate/ensure their progress; what could we do to help our students use these more effectively over the final weeks?
- To use one of the Teacher Standards as an example to explore how we can evidence if a student has met that TS?
- To consider the purpose of an end of placement assessment and what may be the features of an effective mentor report

In breakout rooms, please look at lesson plans and LDRs and consider:



Lesson plans:

Are they effective? Does the student identify how they are going to adapt teaching for particular pupils? Are the learning intentions and how they are going to implement clear? How are they checking on impact – what AFL are they using? Do they include questions?



LDRs:

Any similarities/differences? Do you think they are clear in signposting the student teacher to how to progress/improve?

<https://brunel.padlet.org/giannisefthymiou4/my-epic-padlet-on2m2pb1sc66lztd>



WPLRs – let’s look at some examples: consider how reflective/critical/ do they use Gibb’s cycle/ do they follow on logically an to support progress?

Week 5:

Pedagogy (TS2, 4 , 5)

Assessment (TS6)

<p>Teach a whole class lesson, using the mentors planning and to adjust this where necessary.</p>	<p>Throughout the week, I team taught lessons including, Art, DT, Science and Guided Reading. The first lesson I taught independently was Math. The topic was 'dividing using long division (with remainders)'. As agreed, I used my mentor's planning for this lesson while I am building up my confidence. Overall, the majority of children understood the task, I could tell this by using whiteboards and getting children to show their answers. A few children made it clear that they did not understand the topic, but we went through this on a 1-1 basis when the class had started their work. A select few could not understand the concept on long division, but reverted back to short division. Most children were able to give an answer using long division, with a remainder, meeting the LI. Most were also able to understand word questions for the topic, getting the correct answer if they had to round the answer.</p>	<p>Lesson PowerPoint annotated and uploaded. LDR uploaded with mentor's feedback for the lesson. This also detailed steps moving forward and what to consider for next weeks foci.</p>
<p>Take note of formative assessment techniques throughout the week.</p>	<p>This was used in lessons across the week through the use of children's whiteboards, getting children to model their answers on the board to the class, post-it-notes at the end of the class, as a plenary, to tell me what they have learnt. I need to continue to do this in every lesson I teach and find ways to do this in the classroom.</p>	<p>As detailed by my mentor, I used AFL by using whiteboards, but I need to engage with this. E.g. 'I notice that x, y and z have the same answer, but a, b and c have another answer. Let's work it out and check what the correct answer is'. This way the children will understand how and why they made a mistake and I will know who to look out for during the main task to see if they understand the concept.</p>

Same link –
Activity 2: WPLRs

<https://brunel.padlet.org/giannisefty miou4/my-epic-padlet-on2m2pb1sc66lzt d>

Next week's professional learning foci

Student to complete with mentor support

<p>Please indicate the professional learning foci arising from this week's professional learning and strategies for achieving them; include references to subject specific pedagogies, where appropriate.</p>
<p>Focus on AFL in class when using different ways to assess children.</p>
<p>Implement behaviour strategies used with the school when teaching, eg, house points and recognition board.</p>

WPLRs – let’s look at some examples: consider how reflective/critical/ do they use Gibb’s cycle/ do they follow on logically an to support progress?

Assessment)

<p>Focus on AFL in class when using different ways to assess children.</p>	<p>I used AFL within many lessons during this week through the use of whiteboards. When asking the children class questions, I was able to see what answers children came up with when asked a question and see what children were on track and then the children who needed clarification/extra support. When getting children to talk in table/pairs, I made sure to go round and observe the conversation as per my mentors feedback, this enabled me to see that children were on task and also, prompt questions and challenge children to think further.</p>	<p>The formal lesson this week that was observed was History (The Great Plague). In the mentor’s notes on the lesson, she stated how I used AFL through question and answers to confirm the children’s understanding of the text before starting the main task.</p>
<p>Implement behaviour strategies used with the school when teaching, eg. house points and recognition board.</p>	<p>I really tried to make a conscious effort this week to implement behaviour strategies when in the classroom and around the school. Examples of this include, walking the children from the playground/lunch hall, back up to the classroom. As it is a four form entry school, many children have to climb the stairs at one time and it can get very noisy and crowded. If I saw children running, shouting, or being disruptive (turning light switches off, pushing or shoving peers) I made sure to address this abiding by the schools behaviour policy in a professional way. In regard to praising the children where necessary, I used both the schools house point and recognition board systems. When in the classroom if a child gave great input or made it clear they were following the schools rules (ready,</p>	<p>An example of this is recorded in the weekly LDR when my mentor stated that two pupils were distracting the class when given the timer to complete the date and Learning Intention in their books. I made sure to remind the children of one of the school rules, to be ready. A task had been set and they needed to complete this. I also walked round to ensure that all children had underlined their date and LI with a pencil, as per the school policy.</p>

Behaviour (TS1, 7)

Same link –
Activity 2: WPLRs

<https://brunel.padlet.org/giannisefty miou4/my-epic-padlet-on2m2pb1sc66lzt d>

Please indicate the professional learning foci arising from this week’s professional learning and strategies for achieving them; include references to subject specific pedagogies, where appropriate.

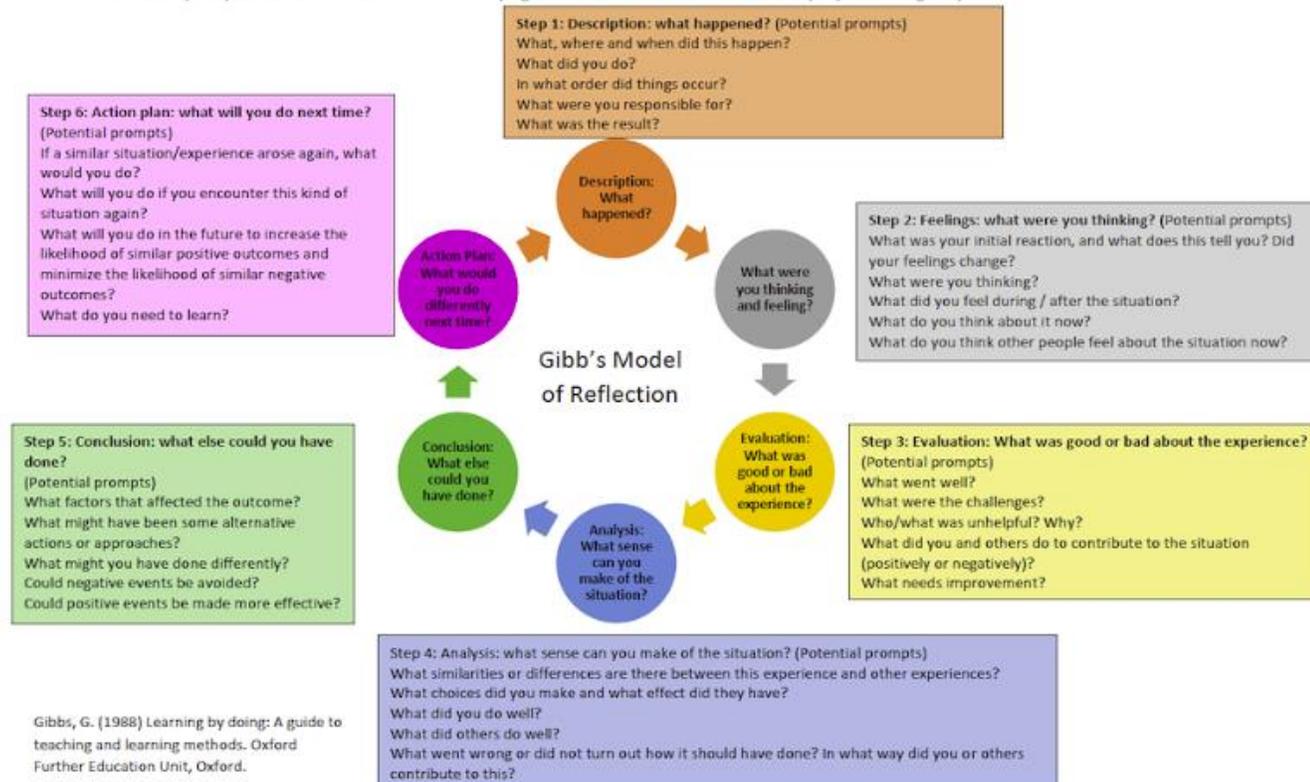
When initiating pair talk, be sure to approach tables to ensure children are on topic and prompt questions (This will be picked up on when being assessed/observed as a teacher and seen as AFL)

Take a focus group out (potentially EAL students to work on phonics)

Gibbs' reflective cycle

Gibbs' Model of Reflection

The Gibbs' (1988) reflection model can be useful for helping students learn from situations that they experience regularly.



TS4 and consideration/link with TS5



Department
for Education

Teachers' Standards

Placement Two Final Link Tutor Visit Checklist



Online: (or observation visit if agreed in line with support plan) to be completed by 16th June - complete checklist; share with mentor and student; student to upload to PebblePad

Link Tutor's name: _____
 Student Teacher's name: _____
 School name: _____
 Mentor's name: _____
 Date of visit: _____
 Subject taught (Primary): _____

Have you:	Yes/ No	Comment
Prior to the visit, checked the student teacher's PebblePad portfolio? Have you looked at all tabs to check that they have addressed requirements? How do you feel they have used the WPLRs to develop their practice?		
Discussed the student teacher's progress with the mentor and the student teacher and reviewed the student teacher's files?		
Engaged in a professional learning conversation with the student teacher (supported by the mentor) about their progress, evidence or understanding of the Teachers' Standards, using a range of prompts and questions (and interrogating as required)? Please indicate which Teachers' Standards you discussed (a minimum of three).		
Carried out any other activities e.g. observed lessons, met with PCM Head; have you checked that the PCM Head or other Senior Leader has carried out a joint observation with		

PREAMBLE

Teachers make the ed
act with honesty and in
professional relationshi

conduct. Teachers
be positive

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Final Assessment - mentor and Link Tutor comments

Purpose:

- To support and evidence judgements made
- To signpost areas for development for ECT
- To inform references

Questions to consider:

- What do you think about the shared examples?
- To what extent are they effective?

Let's look and see if these are purposeful?

TS4 - example from mentor

TS4: Mentor's assessment and rationale:

Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against targets set, challenges overcome etc. Indicate end of phase grade for meeting the standard.

AD plans the weekly timetable with mentor and year teacher. AD has worked on units of learning for all core subjects; English, Maths, Science and phonics. AD has worked hard on using the TA to support all groups, and makes sure that she (AD) works with all abilities throughout the day/week. AD shows good reflections on her teaching, and knows where her own next steps are from her learning. It has been great to see her know reflect further, to the next level, which shows she has really developed as a teacher. AD weekly inputs to the development of our curriculum, incorporating her knowledge, skills and likes, such as art and DT.

B

I

TS5 - example from mentor

TS5: Mentor's assessment and rationale:

Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against targets set, challenges overcome etc. Indicate end of phase grade for meeting the standard.

AD is now more confident in differentiating for different children using a range of resources, and the importance of it. AD has a good relationship with the TA, and is continuing her deployment of her. AD has used the school's use of SOLO Taxonomy within her lessons. She is aware of the process of learning in maths using concrete - pictorial - abstract. AD has worked hard when incorporating key curriculum vocabulary, and AD has demonstrated this with cross curricular links. AD has kept records of the children who met the objective and children who need more consolidation time. Using the year 2 exemplifications for reading, writing and maths, AD is able to plan for WTS, EXP and GDS.

B *I*

Examples from LT's final comment

Link tutor comment:

It has been an absolute privilege to be Katie's Link Tutor for both placements; her warm, caring and personable manner means she quickly builds positive relationships with children and colleagues! She shows a real humility in her willingness to learn as much as she can from her mentors, colleagues and tutors; she has the highest expectations of herself and a real drive to constantly improve her practice. Her meticulous attention to detail is demonstrated in her rigorous record keeping; she is a very reflective practitioner who will be an asset to any team she works in. Her enthusiasm is infectious! Well done Katie and good luck.

B

I



Support can be accessed from:



Partnership Office: Sharon Grey cbass-po@brunel.ac.uk

For PebblePad questions please contact Partnership Office

Please note – it does take a while to get Ppad logins set up for everyone but if problems continue, please do contact Sharon.

Primary Programme Lead: Julie Mansfield Julie.Mansfield@Brunel.ac.uk

Secondary Programme Lead: Ruth Aman Ruth.Aman@Brunel.ac.uk

