

Exemplar targets: How Pupils Learn, Classroom Practice & Adaptive Teaching (1 of 3)

Introductory	Development	Consolidation
<p>Observe how your mentor introduces new content to pupils by 'chunking' information.</p>	<p>Plan a lesson which enables you to receive feedback on how you introduced new content to pupils, breaking knowledge down into its component parts.</p>	<p>Plan a series of lessons which enables pupils to progress to a curriculum outcome by chunking component knowledge over a series of lessons.</p>
<p>Seek an opportunity to practise and receive feedback on how you build on pupils' prior knowledge. For example, a lesson observation in which you link new learning to prior.</p>	<p>Practise having pupils retrieve learning from the lesson before, the week before and/or the term before. Receive feedback from your mentor on how successful you are at this.</p>	<p>Make use of current research from the CCF evidence base and build in opportunities for retrieval practice over a series of lessons. For example, over a half term. Link Here</p>
<p>Observe a range of expert colleagues in your setting. What structures are in place in lessons to encourage pupils to re-call and retrieve prior learning?</p>	<p>Plan, and receive feedback from your mentor, on a series of lessons which routinely requires pupils to retrieve prior learning and to scaffold their new learning onto previous.</p>	<p>Engage with CPD in your subject area to help you plan to address misconceptions in your subject area. For example, CPD available via your subject associations or exam boards.</p>
<p>Observe how your mentor makes use of a worked example to support pupils in their learning.</p>	<p>Practise making use of worked examples in your teaching ensuring you are slowly removing scaffolding to enable pupils to progress on their own.</p>	<p>Make use of current research (such as Rosenshine) to routinely build in the principles of instruction into your planning: Link Here</p>

Exemplar targets: How Pupils Learn, Classroom Practice & Adaptive Teaching (2 of 3)

Introductory	Development	Consolidation
<p>Observe how expert colleagues make use of questioning to assess pupil progress and check for understanding before introducing new concepts or moving on.</p>	<p>With the guidance of your mentor, develop analogies, metaphors, and/or concrete examples to explain some of the abstract ideas in your subject area. For example, the concept of 'salvation' in Religious Education or 'values' in English.</p>	<p>Practise how you set and assess homework for your KS4 or KS5 classes, ensuring the focus is its links to the learning which takes places in the classroom rather than the amount which is set.</p>
<p>Observe how expert colleagues in your subject area break tasks down into constituent components when first introducing a task.</p>	<p>Practise and receive feedback from your mentor on how you break tasks down into their constituent parts when introducing new material.</p>	<p>Plan and deliver a lesson in which you explicitly verbalise your 'thought process' so pupils can see how experts in your subject think.</p>
<p>Develop your understanding of metacognition by engaging with research from the EEF toolkit. Link Here.</p>	<p>Seek opportunity to work with an colleague who is an expert lead in Teaching and learning, research informed practice, or metacognition. For example, attend a CPD session they are running.</p>	<p>Seek opportunity to explicitly teach pupils about how learning occurs. For example, teaching pupils about metacognition and what this looks like in your subject area.</p>
<p>Observe your mentor providing guidance and support which enables pupils to engage in high-quality classroom talk.</p>	<p>Plan a lesson which utilises effective strategies for collaborative working (such as groups or paired work). You may find this research from the EEF toolkit helpful. Link Here.</p>	<p>Practise and receive feedback from your mentor on your use of high quality classroom talk including the scaffolding you put in place to support and focus the conversations you wish pupils to have.</p>

Exemplar targets: How Pupils Learn, Classroom Practice & Adaptive Teaching (3 of 3)

Introductory	Development	Consolidation
<p>Seek an opportunity to meet with the SENCO or SEND Lead in your setting to discuss how to best support pupils who you teach. Make use of the SEND Code of Practice in your discussion. Link Here</p>	<p>Practise and receive feedback from your mentor about how you are supporting pupils who have additional needs and/or SEND.</p>	<p>Make use of current research to develop your strategies and approaches for teaching pupils who have SEND needs. For example, the research found in the CCF evidence base: Link Here.</p>
<p>Observe the role played by a Teaching Assistant in support pupils with SEND or additional needs. Identify strategies you could implement in your own teaching.</p>	<p>Seek opportunity to jointly plan a lesson alongside the Teaching Assistant for a specific group/pupil.</p>	<p>Have your mentor observe and give you feedback on how you make specific use of a Teaching Assistant for a class/group you teach.</p>
<p>Observe your mentor teaching the same topic/lesson to a range of classes noting how they adapt their teaching to meet the needs of each group, rather than creating distinct lessons for each group.</p>	<p>Receive feedback on how you deliver the same lesson to different ability groups but adapt the lesson to take account of the needs of the different abilities.</p>	<p>Seek opportunity to work with a small group of identified learners for targeted intervention. For example, pupils who need additional intervention to secure a Grade 4 at GCSE.</p>
<p>Seek opportunity to discuss with your Head of Department (or mentor) how groups/sets are arranged in your subject and if/how pupils are able to move between groups.</p>	<p>Practise making use of your formative and summative assessment data to identify pupils who may benefit from additional and targeted intervention and/or a movement between sets.</p>	<p>Review the resources you use in your teaching (for example textbooks). Discuss with your mentor how such resources could be developed to better meet the need of key pupils.</p>