

Areas of Professional Learning: Reflective Questions

The following Reflective Questions are centred around our five Areas of Professional Learning (APL): **Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours**. These align with the five key areas of the ITT Early Career Framework (ITTECF), which themselves align with the Teachers Standards.

By making progress in the five Areas of Professional Learning, students will thus be making progress towards meeting the Teachers' Standards at the end of the course as well as demonstrating understanding of the Roehampton 4 Rs – Respectful, Reflective, Resilient or Resourceful.

Each of the following sections includes Reflective Questions, linked to the APLs, that can be asked in mentor/student meetings to promote developmental conversations. The focus of these meetings is on improving rather than proving what students are doing/have done. The mentor will use their professional judgement in conversation with the student to support student reflections around their strengths and areas for development. They will use the Reflective Questions to frame coaching style conversations, leading to a clear and shared understanding of areas for development and actions to address these.

Each APL section is designed to reflect upon three stages of learning during placement: the foundation stage, the developmental stage and the consolidation stage. However, these stages are not fixed, and the document is designed to allow personalisation for each Student Teacher – some students will be working at the developmental/consolidation stages sooner than others, and some students will be working at different stages in different areas.

At formal assessment points (Interim Progress Checks/ End of Placement Assessment), evidence for progress in the five Areas of Professional Learning is reviewed. This evidence will include the Student Teacher's verbal reflections during mentor meetings; the Student Teacher's teaching and assessment files (including planning, evaluations); lesson observation feedback and Abyasa reflections. The Reflective Questions are a tool to support Student Teacher reflection via all of the above.

The following pages are thus not a set of assessment criteria and **are not a checklist for students or mentors to work through**. Rather they serve as a tool to support the development of a student's reflective skills in their weekly mentor meetings, their meetings with their Lead Mentor across the placement, their formal assessment meetings, and in their written reflections on Abyasa.

Area of Professional Learning: Professional Behaviours

Links to TS8 and Part 2

This APL includes: building positive, respectful working relationships with others; responding to feedback and being able to reflect on learning; managing workload and wellbeing and developing resilience.

Foundation	Developmental	Consolidation
Working with others. Describe how you have built a positive, respectful relationship with a colleague. How do you plan to be a team player?	Share an example of when you have successfully worked as part of a team. What was the impact on pupil learning?	How has your deployment of adults impacted on pupil outcomes? How do you develop open, working relationships with colleagues?
Supporting the school ethos. What have you learnt about the school ethos? How do staff communicate the ethos to the school community?	Can you give an example of how you help to communicate the school ethos to pupils?	How are you contributing to a positive school culture? Have you taken wider responsibility for improving pupils' lives, e.g. through pastoral responsibilities?
Acting on advice. How do you act on advice? How do you describe its impact on your practice?	Can you describe how you have acted on expert colleagues' advice on strategies to improve pupil outcomes?	How are you developing your subject knowledge and pedagogical practice? Has this included subject-specific CPD opportunities?
Workload and wellbeing. Who can you approach when you need support with your wellbeing? How are you ensuring you have time to rest and recover?	What advice do colleagues provide on managing their workload and wellbeing? What are the barriers to managing your workload and wellbeing?	What are the most effective strategies for supporting your wellbeing and developing resilience? What have you learnt from your experiences of managing your wellbeing?
Resilience. What does resilience mean to you? What advice have you had for building resilience?	How have you become more resilient this term? Can you explain what impacts on your ability to be resilient?	How do you manage an increasing workload? What strategies will you put in place as an Early Career Teacher?

Area of Professional Learning: Pedagogy

Links to TS2, TS4 and TS5

This APL includes: promoting good progress, how pupils learn, planning and teaching well-structured lessons and adaptive teaching.

Foundation	Developmental	Consolidation
Retrieving, developing and consolidating pupils' knowledge How do expert colleagues plan lesson activities that link pupils' prior knowledge to new learning?	How did you build on pupils' prior knowledge?	How do you know that prior knowledge was successfully linked to new learning?
How do expert colleagues use retrieval practice to support long-term memory?	How did you use retrieval practice to support long-term memory?	How do you know when and where retrieval practice is most effective in your subject?
Rationale underpinning learning and curriculum choices What is the curriculum intent and implementation within the school (e.g., the ethos and values informing the curriculum)?	How are you using the school's curriculum intent and implementation to inform your lesson objectives?	How are you making a positive difference in the classroom using your own understanding of curriculum choices?
Discuss with expert colleagues how research and learning theories underpin their practice?	How have you used research and learning theory in your lessons?	How successful have your application of research & learning theory been? How might future lesson sequences be planned with this in mind?
Adaptive teaching and scaffolding How do expert teachers adapt their teaching to meet different needs?	How are you using the school or departmental policies to adapt your teaching to meet different needs?	How are you adapting your teaching to meet different needs? How do you know what the impact of your strategies have been?
How do expert teachers offer challenge to all pupils?	How are you offering challenge to all pupils?	How do you know if all pupils have been appropriately challenged in your lesson?
Misconceptions How do experts formulate questions to identify misconceptions?	How do you use a range of questioning strategies to unpick and address pupil misconceptions?	What questions would you ask next time to identify misconceptions and challenge earlier?
What pupil misconceptions arose in your lesson? How did you address these?	How do expert teachers plan for and address misconceptions? How did pupils' prior learning inform misconceptions?	How do you know if pupil misconceptions have been successfully addressed?
Modelling How do experts use modelling to enable metacognition?	How did you use modelling to enable metacognition?	How do you know if your modelling was successful?
How do experts convey key concepts and use concrete representations of abstract ideas?	Give an example of how you have conveyed key concepts using concrete representations and modelling?	How do you know these strategies have been successful?

Area of Professional Learning: Curriculum

Links to TS3

This APL includes: demonstrating good subject knowledge and curriculum knowledge.

Foundation	Developmental	Consolidation
Planning and curriculum design: knowledge, concepts and skills From observing expert colleagues (including subject leads), what have you learned about your own subject knowledge to plan and teach the curriculum? What were the essential concepts, knowledge or skills that you intended the pupils to learn?	What were the essential, concepts, knowledge, skills that you intended the pupils to learn? What do you understand about curriculum progression and planning lessons, and how are you developing your own subject knowledge to plan and teach the curriculum? What were the essential concepts, knowledge or skills that you intended the pupils to learn?	How do you contribute to planning of teaching sequences in your age group or phase? How do you create a series of lessons using your own subject knowledge to ensure pupils can master knowledge, skills and conceptual understanding across a range of subjects? What were the essential concepts, knowledge or skills that you intended the pupils to learn?
Prior learning In lessons you have observed, can you identify elements where new ideas link to existing knowledge?	How are you planning for prior learning to support connections to new learning in your lesson planning?	How are you using sequences of lessons and ensuring that you plan to consolidate prior learning, making connections to new learning?
Misconceptions How does the teacher anticipate (in planning) and respond (during the lesson) to misconceptions?	How do you anticipate pupils' misconceptions (when planning)?	How do you plan for and use pupils' misconceptions when teaching and planning?
Application of theory How does the teacher use retrieval and spaced practice? How does this support pupils to learn key ideas securely?	How have you planned retrieval and spaced practice to support pupils to learn key ideas across a range of subjects?	Across the curriculum, how do you revisit key ideas over time to build complex mental models? In your teaching is there a balance of explain-repeat-apply?
Subject vocabulary How do expert colleagues introduce and encourage pupils to use subject specific vocabulary needed to support thinking and learning?	How do you introduce and encourage pupils to use subject specific vocabulary and appropriate language needed to support thinking and learning across subjects?	What different strategies do you plan for and use to ensure pupils are confident in using subject specific vocabulary to support conceptual thinking across the curriculum?
Resourcefulness How do expert colleagues use a range of appropriate resources or examples or models to support/extend/adapt teaching and learning?	Consider the resources, examples or models you used in a lesson. Why did you choose them and what impact did they have on the pupils' learning?	Justify the range of resources, examples or models you use to support subject-specific teaching across sequences of lessons. How do you measure/assess the impact on learning across the sequence of lessons?
Literacy and numeracy. How does your school support learning by embedding mathematics/numeracy/reading and literacy across curriculum?	Talk me through your understanding of progression in mathematics and reading, including SSP, and literacy across the curriculum?	Explain your understanding of how to build progression in mathematics and reading, including literacy across the curriculum. Talk me through how you have done this during your placement.

Area of Professional Learning: Assessment

Links to TS6

This APL includes: making accurate and productive use of assessment.

Foundation	Developmental	Consolidation
Measuring pupil progress. How do expert colleagues know if pupils have made progress in lessons? Can you give an example of an occasion when you have observed pupils made progress? How do expert colleagues plan for progress? How have you begun to apply this to your planning and teaching?	How do you know if your teaching is having an impact on pupil progress? How are you beginning to measure pupil progress? What did you do to enable this progress? Discuss examples. How do you provide feedback which impacts on pupil progress? How do pupils respond to your feedback? How do you use a range of feedback strategies to support pupil progress? How successful are these strategies?	Measuring pupil progress. How do you plan formative assessment tasks linked to learning objectives? How do you plan to ensure all pupils make progress?
Use of data. How do expert colleagues interpret data about pupils' prior assessments to support future planning? How do expert colleagues gather information about pupils to support future planning?	How do expert colleagues choose materials to support summative assessment?	Use of data. How have you interpreted data about pupils' prior assessments to support future planning? How have you gathered information about pupils to support future planning?
Assessment methods. What strategies have you observed? (e.g. peer assessment, retrieval practice etc)	What strategies have you tried?	Assessment methods. What successes and challenges have you faced in assessing pupils? How are you addressing these in your planning and delivery?
Questioning. How do expert colleagues use questioning to adapt their teaching? How are you starting to incorporate these skills?	Give an example of when you have prompted pupils to elaborate when responding to questioning, to check understanding?	Questioning. How do you use questions to adapt your teaching?
Peer and self-assessment. How do expert colleagues scaffold peer and self-assessment? Give an example of how you have planned to incorporate this into a lesson.	How do you ensure feedback from self and peer-assessment is specific and helpful?	Peer and self-assessment. How do you scaffold peer and self-assessment? What successes and challenges have you faced in using self and peer assessment? How are you addressing these in your planning?

Area of Professional Learning: Behaviour Management

Links to TS1 and TS7

This APL includes: having high expectations of pupils and managing behaviour effectively.

In all phases of development, the following apply:

- Treat pupils with dignity, building relationships rooted in mutual respect, observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard pupils' wellbeing, in accordance with statutory provision.

Foundation	Developmental	Consolidation
School culture/ethos Which aspects of the school's behaviour policy, are used to build a culture of trust and respect? How are parents / carers involved?	How have you used the school's behaviour policy to build trust and respect? Have you made contact with parents/carers?	Have you encountered any barriers when using the school's behaviour policy? How might you overcome these?
Positive relationships How have you built a positive relationship with a pupil or group of pupils? How has this impacted on their learning? How effectively are you using praise to support pupils develop confidence and make progress?	Which techniques have you used to build a positive relationship with the pupils in your class? How have you built a culture of trust and respect as a student teacher, which shows pupils you want them to succeed?	Are there any pupils with whom you have found it harder to build a positive relationship? How have you addressed this? How do your actions support pupils to be aspirational?
Bullying/emotional safety Have you seen any examples of bullying? How do experts respond to bullying?	How have you responded to any behaviour which threatens pupils' emotional safety?	How are you maintaining a classroom environment that promotes inclusivity and minimises bullying and threats to emotional safety?
Low-level disruption How do experts deal with low-level disruption? How are you beginning to do so?	How are you dealing with low-level disruption?	How do you plan to consistently minimise low-level disruption in lessons and around the school?
Classroom environment How and why do experts use rewards and sanctions?	What tools are you using to create a positive learning environment?	How does deep subject knowledge and effective planning support positive attitudes to learning?
Routines and transitions How are consistent routines established in class and around school?	How have you established consistent routines in and around school? How do you manage transitions effectively?	How do you ensure that your behaviour approaches are consistent <i>and</i> inclusive, taking account of the individual needs of some pupils?

Using the ITTECF to frame Questions and Targets

This resource is designed to help mentors frame directive feedback into questions and targets where appropriate using the Initial Teacher Training and Early Career Framework (ITTECF) 'learn how to' statements. This is because we want to encourage student teachers to become increasingly reflective through high quality dialogue about their practice with their mentors. For each of the Areas of Professional Learning (Behaviour Management, Pedagogy, Curriculum, Assessment and Professional Behaviours) two examples of directive feedback have been given. In each example the closest corresponding ECF statement has been chosen by following the hyperlink and then modified into a question and a target.

[Log in to External Moodle Roehampton](#) before you use the hyperlinks: Access as a guest; scroll down and click on Secondary Partnerships (jigsaw image); password is secondarystudent

Area of Professional Learning (APL): Behaviour Management (TS1,7)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *Too many pupils are insufficiently challenged during the lesson*

ECF: TS1 b) Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum

Question: What tasks did you set to stretch pupils?

Target: Observe the HoD with this class and make notes on how she sets tasks that stretch all pupils.

Mentor notices that: *Pupils were confident about what to do when they commenced the independent task*

ECF: TS7 d) Checking pupils' understanding of instructions before a task begins.

Question: How and when did you check pupils' understanding of your instructions?

Target: Observe (colleague) and discuss the range of strategies that they use to check pupils' understanding. Practise using some of these in your next lesson.

Area of Professional Learning (APL): Pedagogy (TS2,4,5)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *You used images and models well to explain the (abstract idea)*

ECF: TS4 h) Using concrete representation of abstract ideas (e.g. analogies, metaphors, manipulatives)

Question: Why did you use these images and models to represent (), how does this link to learning theory?

Target: Collaboratively plan with (colleague) to develop a range of concrete representations of (abstract idea).

Mentor notices that: *There was very little pupil talk and a lot of teacher talk*

ECF: TS4 p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.

Question: What scaffolds such as sentence starters could you use to improve the level of pupil talk?

Target: Observe (colleague) and discuss what scaffolds they provide to increase the focus and rigour of dialogue.

Area of Professional Learning (APL): Curriculum (TS3)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *Pupils did not spend enough time independently practising the key skills*

ECF: g) Balancing exposition, repetition, practice of critical skills and knowledge.

Question: What was the balance of teacher exposition with independent practice in this lesson?

Target: In your planning explicitly write how long will be spent on exposition and independent practice.

Mentor notices that: *You made several links between this topic and the core concept of ().*

ECF: i) Drawing explicit links between new content and the core concepts and principles in the subject.

Question: What core concept does this lesson relate to and how did you draw explicit links to it?

Target: In your planning use (literature)/SoW/exam spec. to identify the core concept and draw explicit links to the new content.

Area of Professional Learning (APL): Assessment (TS6)

Use the [ECF learn how to statements](#) to help frame questions or target

Mentor notices that: *When a pupil gave an incorrect answer you said, 'no' and asked another pupil*

ECF: g) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

Question: How did you prompt pupils to elaborate when they responded to your questioning?

Target: Observe (colleagues) and identify what strategies they use (such as wait time or probing questions) to prompt pupils to elaborate to their questioning.

Mentor notices that: *During the starter retrieval activity, over half of the class had not attempted the questions.*

ECF: h) Monitoring pupil work during lessons, including checking for misconceptions.

Question: How were you monitoring pupils' work during the starter activity?

Target: Plan how you will monitor pupils' work during the starter of your next lesson with this class.

Area of Professional Learning (APL): Professional Behaviours (TS8)

Use the [ECF learn how to statements](#) to help frame questions or targets

Mentor notices that: *The TA was completing most of the work for pupil X*

ECF: k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.

j) sharing the intended lesson outcomes with teaching assistants ahead of lessons.

Question: How did you plan for pupil X's TA to support their learning?

Target: Send pupil X's TA the intended lesson outcomes 24 hours in advance and so that they can provide effective support.

Mentor notices that: *You seem to work alone within the department*

ECF: c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.

o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)

Question: Who do you collaborate with and what feedback have you proactively sought from colleagues?

Target: Collaboratively plan your next lesson with () and make use of the resources they recommend .

Good examples of students' reflection - Some examples of students' reflection on practice:

APL - C I have worked on **Curriculum** where I was able to secure subject knowledge for the starters, I have delivered to years 7, 8, 9. 10. This is through demonstrating the use of relevant subject specific vocabulary. I have completed a subject audit for all the starters for the classes I have taught to assist me in finding gaps in my knowledge to address them effectively.

APL - PD I have additionally studied at University how empathetic analysis of Historical sources can be utilised to assist students' interpretations. To help develop my pedagogy, I have reflected regularly on each lesson I have observed and taught. In my teaching file, I have copies of all reflection notes that I have written containing the experience I had with teaching lessons starters and the suggestions for which I would need to do things differently or improve as well as plans for future teaching based on such experiences. Due to the valuable advice I received from my MENTORS, I was able to plan and teach well-structured History lesson starters which included well-structured activities with clear objectives linked to lesson learning objectives and curriculum outcomes.

APL - PD During our University session we looked at diversity in the curriculum. I spoke about the value of your class needs and experience and how important it is to tailor your curriculum around them. One example of how I can do this in Placement B is with Year 8. They are currently studying blood brothers, I feel that I could have swapped that text for Bola Agbaje's Gone Too Far as the story line of separated and different brothers is the same.

APL - A This week I made a real effort to explore assessment, by using questioning strategies like pause-pounce-bounce during my lessons, which I had discussed as a room for improvement in my last mentor meeting. I found this a lot easier to do now that I know student's names and also found that other questioning strategies, such as asking a random student to tell the rest of the class what the task is (sometimes I choose students who clearly aren't listening), after I've said it, helps to promote engagement as any student could be chosen to recall the task. It also helps to ensure that everyone does know and understand what the task is and lets me know whether I need to reword the task or go through it again.

APL - BM Having clear rules for behaviour were among the targets that my MENTORS and I agreed on last week. So I have developed my behaviour management strategies to include greeting students at the classroom door and settling them down in the classroom to make an effective start of the lesson. I have also used the countdown strategy which we were told about in PS, which worked impressively well in controlling the class. My MENTORS suggested how to deliver the countdown to students and about the advantages and disadvantages of using other behaviour management strategies, which I found extremely practical and valuable.

APL - BM I have also observed that addressing the class by their year group, so for example saying "Year seven! We need to be quiet now please" does seem to grab their attention a lot more than simply asking for quiet.

APL PB - Here I was able to have independent meetings with parents to discuss both the progress of pupils but also to discuss GCSE. I found this to be exceptionally helpful in my revision of the different components of the GCSE specification. It has also increased me in confidence in my professionalism.

APL – PD It has been half-term, and so I haven't been at university. However, I have been writing my third (and final!) assignment, "'You are the Hero': Teaching Gifted and Talented Children Literature". This has been a great opportunity to reflect on the experience of re-purposing for gifted and talented children at my school a course that I originally invented for undergraduates. I interrogated the idea of "gifted and talented" or "more able", asked whether intelligence is single or multiple, and argued that creative pedagogy that draws on pupils' prior reading experience allows children to read beyond the curriculum and develop a (hopefully) lifelong habit of reading for pleasure.'

Examples of good quality Subject Specific questions to ask in Weekly Mentor Meetings

- What did the teacher do to enable pupil progress? Were some tasks or activities more important than others? How did they model historical thinking and reasoning?
- Compare how you used x strategy in last week's English lesson, with how you used it today. What have you learned in your English sessions at University to help you here?
- If you were to deliver the same lesson again, what might you do differently? What are the different approaches you could take to get the children to understand the principles of xx Sport? Which do you think would be most effective, and why?
- How did you inspire a love of learning, promote intellectual curiosity and develop science capital? (Think about this lesson from the pupils' perspective)
- What elements of D&T literacy (e.g. the language of design) and numerical thinking were covered in the lesson – did pupils understand the key terms used and were they able to work out problems?
- What was the learning objective / intention you were focussing on for quadratic equations that lesson? How well did all groups of pupils achieve this? What have you covered at University about how to teach this topic?
- What did you want to achieve in that lesson? How do you know you were successful? What have you read on the course that may help and what might be your next steps?
- Tell me about Child X.

- Which were the best five minutes of the lesson for you? Which were the best five minutes for the children?
- Tell me about how you decided upon this lesson (or a particular strategy used you have covered at University).
- How well did you challenge the children in the lesson? Explain your response. How did you adapt your teaching to ensure you challenged everyone?
- Which children surprised you in that lesson, and why?
- Which was the best question you used in the lesson, and why?

Examples of Good MENTORS comments:

XX has really honed his teaching style whilst on his placement and has become much more confident in relying on pupils more. He has sought to make his lessons less teacher-heavy with front of the class teacher talk and has integrated a much wider range of activities. Starters, main tasks and Plenaries have become more innovative as well.

I agree with X's comments about the development in her subject knowledge and this has been evident in lessons when she is answering student questions. We have discussed the fact that teachers are not supposed to know everything and its good practice to suggest to a student that you look things up together! I think X has an excellent manner with her classes and I have seen her subtly honing her behaviour management skills but would like to note that this is a particular strength of hers. I have been impressed by X's research into questioning techniques and the way she has used these in her lessons and then reflected thoroughly on the experience. Last week's targets were for XXX to focus on her first experiences of marking supported by XXX and this has gone well. I am impressed by the fact X has taken on planning and delivering full lessons for years 7 and 9.

Take your scheme of work for year 9 and transfer it into physical lessons
TS4- X has started to create a fantastic scheme of work which has really started to engage the students. The next step will be to make sure that they are all adapted to be accessible to all the students. Explore techniques of gaining students attention, that don't involve you having to raise your voice. There has certainly been some improvement here, which in turn is seeing lessons become much calmer. We need to ensure this is consistent and that students are remaining engaged with tasks. Help prepare for the Year 8 Parents evening/options evening. X led on a number of parent meetings effectively and was able to full lead on these independently.

Examples of Good formative targets for Students to enable good progress to be made:

APL - BM Further develop the differentiation of tasks (adaptive teaching), thinking especially about how tasks can be extended for those children who finish their work early.

APL - PD Identify pupils in need of EAL support. Discuss with the class teacher/EAL coordinator; plan an activity for them considering their language and cultural needs; organise accessible resources; plan questions, the vocabulary you will be using, and opportunities for pupil talk.

APL - PD Try to engage the learners in more practical ways as much as you can. Get them to be actively involved using less teacher talk and more pupil talk. Move towards viewing your role as a facilitator of the learning that takes place and explore some enquiry based learning approaches

APL - PD Concentrate on building in points that enable you to identify and demonstrate how much progress pupils have made during your lesson and your impact on their learning. What did they know at the start? What do they know now that they didn't at the start? How will you use this formative assessment in for future planning, activities and resources?

APL - C Gain experience in a wider range of non-core subjects through observation, classroom support and whole class teaching. Plan a lesson or series of lessons making reference to school plans, seminar notes, your own research and expectations for the pupils you teach.

APL - PD Use relevant assessment data to track pupil progress, evaluate the impact of your teaching, and to assist in the future planning of lessons. To effectively mark pupils' work, providing formative feedback and clear direction for improvement.

APL - PD Next time you plan to use a group activity take the opportunity to move between groups more fully, question individuals and assess their progress and understanding. Focus your time on a specific group of learners that need targeted support or greater challenge.

APL - PD Talk to 3 SEND pupils. Ask them what helps them learn best. Use this knowledge to plan an activity and resources that link to personal knowledge of the child.

APL – PD/BM Continue planning and teaching well-structured and engaging lessons, remembering to include cross-curricular links, key subject-specific vocabulary, differentiated resources and the effective deployment of support staff.

APL - PD Continue to develop your questioning skills. Focus next on how you frame your questions, delving deeper, asking more complex questions, direct your questions to specific learners, reframing and elaboration on answers. Plan potential questions and use question stems to help you develop your range (e.g. Why is, How might, What if, Predict, Why do you think...)

APL - A Show your impact on pupil progress because of your teaching. Evidence this through work sampling (from the start of your practice to the present); pupil assessments, planning and interventions; and through discussion of your draft pupil reports with your SET/Class Teacher.

APL - A Use pupil assessment to inform your future planning, whilst continuing to use effective oral and written feedback. Plan for differentiated questioning for the most able pupils to provide challenge

APL - BM Observe the class teacher (or another) throughout one day noting the range of behaviour for learning techniques and refer to seminar notes. Discuss strategies observed that worked with the whole class and individuals. Identify and discuss any pupils who did not respond positively to strategies or needed additional support. Consider activities and resource when planning for the differing behavioural needs of the class.

APL - PB Ensure that you provide clear guidance (through shared planning and discussion) for support staff. Encourage them to support you in timely pupil interventions; making records of pupils' progress; supporting groups with clear objectives and key questions; and management of resources within the classroom.