

Class teacher mentor Core training 3

Clare Jeffery March 2022

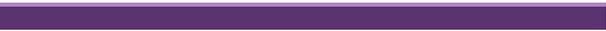
Overview

1. The taught curriculum
2. Spring 2 and the summer term
3. Mentoring and coaching
4. Feedback and effective target setting
5. Trainee assessment and progress
6. Interim evaluations



The taught curriculum

Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Maths 3 – Mastery • Bullying • EAL • Systematic Synthetic Phonics 3 • Planning 3 – planning sequences ‘from scratch’ • English 3 – reading • How pupils learn 6 – retrieval practice 	<ul style="list-style-type: none"> • Science 2 • Geography • Maths 4 – planning • Working with support staff • How pupils learn 7 – metacognition • PSHE • English 4 – spelling • English 5 – writing and assessment • Assessment 2 • Computing 	<ul style="list-style-type: none"> • PE1 • Maths 5 – fractions and assessment • Working with parents • RE • PE2 • Preparation for the ECT phase



Planning 3: Planning sequences from scratch

Starting points: •What will you assess? •When will you assess? •How will you assess?	Retrieval practice •What do you want the pupils to retrieve? •When will it need to be retrieved? •How will you retrieve?	Monitoring and assessing progress •What progress will you monitor and assess? •When will you monitor and assess progress? •How will you monitor and assess progress?
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Working effectively with your team

Communication

Time scales

PPA expectations

Professional dialogue

- Retrieve?
- Re-visit?
- Re-teach?

Assessment is a planning tool

Retrieval is a learning tool

Primary SCITT

Notable elements of the training session to discuss with Class Teacher Mentor 2021-2022

Name (optional)	Date
Training session	Delivered by

3 things I have taken away from today's training session

- 1.
- 2.
- 3.

From today's training I will:



partnership

Learning outcomes

Trainees will develop their understanding of:

- how retrieval practice can consolidate and develop knowledge, both within lessons and over time.
- how retrieval practice can support development of memory and schemata in learning
- the direct and indirect benefits of retrieval practice
- how a range of approaches to retrieval practice can be used, including spaced learning and interleaving

Previous training to be re-visited in How Pupils Learn 6	Subsequent training which will re-visit elements from How Pupils Learn 6
How Pupils Learn 1-5 - Cognitive Science & Memory, Instructional Strategies, Questioning and Classroom Dialogue, Adaptive Teaching & Assessment	How Pupils Learn 7
Maths 3	Science 2
	D & T
	Geography
	Computing

ITT Core Content Framework 'Learn that' for How pupils learn 6:

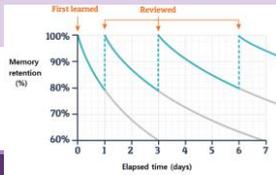
- 2.1 Learning involves a lasting change in pupils' capabilities or understanding.
- 2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- 2.3 An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- 2.4 Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- 2.5 Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- 2.6 Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- 2.7 Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.
- 2.8 Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- 3.8 Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
- 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.

What is Spaced Learning?



Spaced practice involves taking a given amount of time devoted to learning, and arranging that time into multiple sessions that are spread over time.

Simply spacing learning opportunities across multiple days leads to much higher achievement than studying the same amount of information all in one session.



Interleaving

Interleaving: different types of tasks or examples are mixed together.

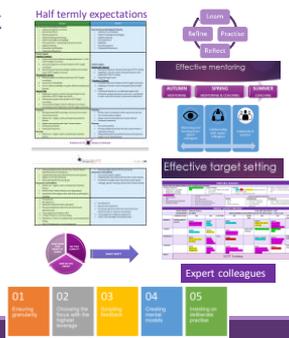
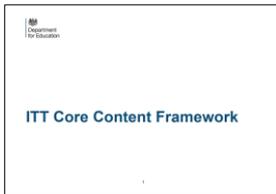
Learning takes place when pupils are made to think.

- Add and subtract 1s
- 10 more and 10 less
- Add and subtract 10s
- Add by making 10
- Add a 2-digit and 1-digit number - crossing ten
- Subtraction - crossing 10
- Subtract a 1-digit number from a 2-digit number - crossing ten
- Add two 2-digit numbers - not crossing ten - add ones and add tens
- Add two 2-digit numbers - crossing ten - add ones and add tens

25 ÷ 5 =
 4 × 5 =
 50 ÷ 10 =
 9 ÷ 2 =
 ___ ÷ 5 = 3
 32 + 8 = ___ × 5

ITT Core Content Framework 'Learn how to' for HPL6:

Standard 2 & 3



How Pupils Learn 7 Metacognition

Clare Jeffery
13th May 2022



Learning Outcomes

Trainees will develop their understanding of:

- how learners' understanding of themselves as learners improve learning outcomes
- the importance of explicitly teaching metacognitive strategies linked to subject knowledge
- how to plan for, monitor and evaluate metacognitive practices to support pupils independence and academic success
- how research can be considered and utilised to make informed decisions for implementation.

Previous training to be re-visited in Metacognition	Subsequent training which will re-visit elements from Metacognition
How Pupils Learn 1-6 - Cognitive Science & Memory, Instructional Strategies, Questioning and Classroom Dialogue.	SMSC & FBV

ITT Core Content Framework 'Learn that' for How pupils learn 7:

4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.



Where does metacognition fit within the bigger picture?



What about self-regulation?



Evidence of Impact

Metacognition and self-regulation
High impact for very low cost, based on extensive evidence.



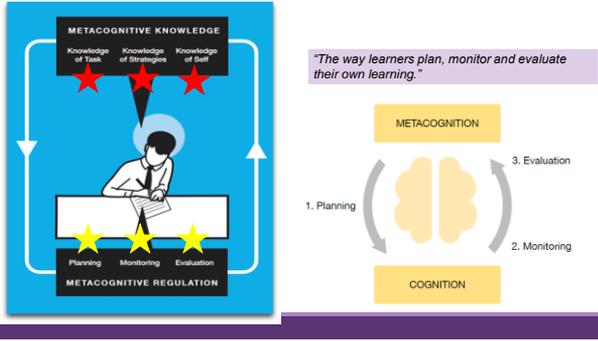
Toolkit findings

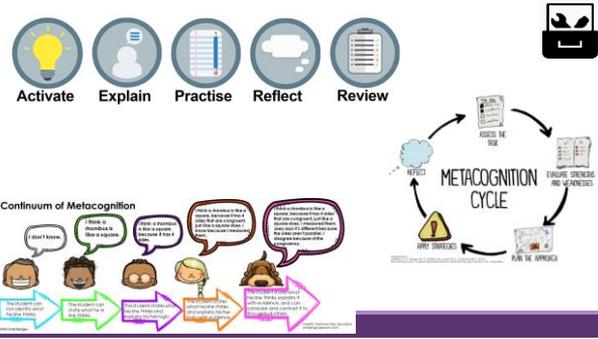




METACOGNITION AND SELF-REGULATED LEARNING Summary of recommendations

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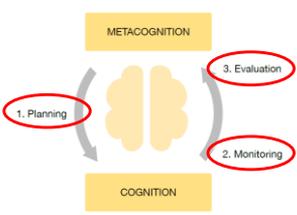




Importance of modelling within metacognition

Modelling and thinking out-loud for the pupils, to enable them to hear, and be part of, your thought process.

Making those internal thoughts and processes explicit to the pupils in our class.



Misconceptions about Metacognition

- Why do you think this is a common misconception?
- Discuss the ways in which you could effectively develop metacognitive skills to prove the misconception wrong.



What does this look like in different subjects?

Refer to:
Frameworks, cycles and strategies from training.
Strategies you have observed or have applied in school.

- | | |
|------------|--------------|
| 1: English | 5: English |
| 2: Maths | 6: Maths |
| 3: Science | 7: RE |
| 4: History | 8: Geography |

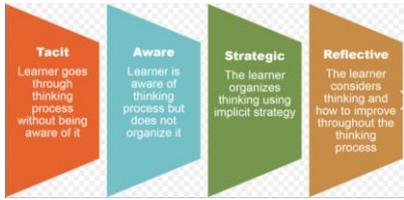


Getting Started with a Metacognition Checklist



- Have I included clear learning objectives?
- How am I going to encourage my students to monitor their learning?
- How can I create opportunities for learners to practise new strategies?
- How can I allow time for learner self-reflection?
- Does the classroom environment support metacognitive practices?

Levels of metacognitive learners (Perkins)

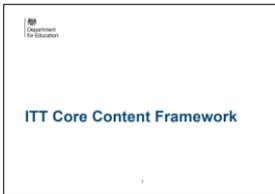


What can you do to identify whether your learners are tacit, aware, strategic or reflective?

What can you do in the classroom to help and encourage your learners to progress to the next level?

ITT Core Content Framework 'Learn how to' for HPL7:

Standard 4



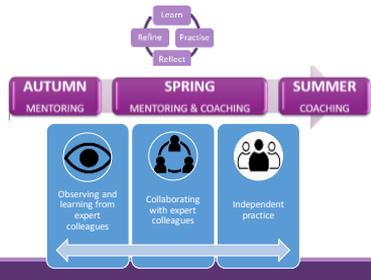


STAGES IN DEVELOPMENT OF A TRAINEE TEACHER

The following model outlines the possible development of a trainee teacher. Appreciating these stages should enable the mentor to provide the necessary help and support in moving trainees on in their development.

STAGE 1 – FOCUS ON SELF	STAGE 2 – FOCUS ON ACTIVITIES
What am I going to say? What am I going to do?	This is a good activity This isn't a good activity
STAGE 3 – FOCUS ON PUPILS	STAGE 4 – FOCUS ON TEACHING AND LEARNING
What are the pupils going to do? What are the pupils going to learn?	What am I going to do to ensure that the pupils learn? How do I know what they've learnt?

Mentoring and coaching



- What do you say / ask to further develop the trainee's analysis?**
- Focus on pupil learning:**
- 'Were all the pupils/groups challenged?'
 - 'Which pupils did not make progress? Why?'
 - 'How could you have extended the pupils' learning further?'
 - 'How will you follow this lesson on tomorrow? What adaptations to your planning will you make?'
 - 'Tell me about your teaching strategies in today's lesson and how these contributed towards pupil learning in the lesson'
 - 'Tell me about your resources in today's lesson and how they contributed towards pupil learning'
- Trainee teaching:**
- 'Do you feel that any pupils were disengaged? Why do you think this was the case and how might you have addressed this?'
 - 'What is your evidence in relation to how much progress the pupils made?'
 - 'How have your lesson evaluations enabled the pupils to make progress in their learning?'
 - 'How are you going to plan for those who didn't make the expected progress today?'
- Trainee teaching:**
- 'Tell me why you chose to do X and how this was beneficial. How else could you have done this?'
 - 'If you were faced with that situation again what else could you have done?'
 - 'If you could change one element of today's lesson, what would it be and how would you approach it?'
 - 'What strategies in today's lesson would you use again and why?'
 - 'Were there any times when your TA could have been used more effectively?'
- What do you say/ask if the trainee's perception of the lesson is different to your own?**
- 'Can you explain why you think that way?'
 - 'Let us go through the lesson step-by-step and see where we may differ in opinion.'

Mentoring and coaching



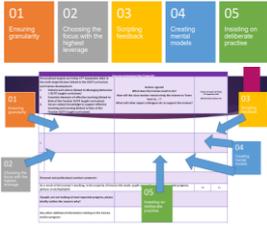
Mentoring	Coaching
Billy seemed to struggle with understanding this concept today. It may be worth him joining your focus group tomorrow.	Tell me about Billy's learning today. How will you adapt your teaching approach for him tomorrow?
Have you spotted that red table seem to have finished. They are probably ready for their next task.	Take a scan around the room, tell me what you are noticing? Ok, so talk to me about why that table might not be on task. How might you intervene? Yes, I agree.
You have identified that the higher attainers need more challenge in English. Some ideas might be that they could apply their writing to a different genre, or they could write from a different perspective. Which do you think would be a good idea?	You have identified that the higher attainers need more challenge in English. How could you achieve this? Out of those options, which would have greatest impact on pupils learning whilst remaining manageable for your workload?

Effective target setting

THE LEARNING CONVERSATION

- **Trainee and pupil working**
 - Use the trainee's teaching to represent pupil evidence
- **Collaboration of lesson success and strengths, and identified areas for development**
 - The quality and impact of the trainee's teaching and feedback, assessment records and planning
- **Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations**
 - How secure the trainee's subject knowledge is and an appropriate level of challenge to the content and context of the SCITT curriculum and school based learning
- **How the SCITT curriculum benefits based learning and/or shared learning has impacted on trainee progress and quality of teaching**
 - Review the priority and targets and agree next steps. Challenge developmentally capable and ambitious to be ambitious for the future, discuss and agree to which the trainee is ambitious for targets
- **Any educational meeting or research that has had impact on professional development and teaching practice**
 - Review more SMART target setting in light of evidence. Targets should be for progress, and/or appropriate, subject specific

- **SMART**
- **A target not an action – the underlying purpose**
- **Challenge – application of learning**
- **Mental models**
- **Action points for mentors and trainees**
- **Application of learning from SCITT taught curriculum, expert colleagues and reading**



Effective feedback