| Year 1 Undergraduate Mentor Component Assessment | | | | | | | | | | | | |
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| Week | Week 1 | | Week 2 | | Week 3 | | Week 4 | | Week 5 | | Week 6 | |
| Group Work/Teaching | 80% | 0% | 60% | 20% | 60% | 20% | 60% | 20% | 50-55% | 25-30% | 50-55% | 25-30% |
| Professional Behaviours | Demonstrates professional conduct: including dress, attendance, punctuality, physical contact and use of mobile phone.  Recognises that all schools have a Safeguarding and Prevent policy and a lead but that keeping children safe is the responsibility of everyone | | Follows school Safeguarding procedures and understands whistle-blowing procedures.  Interacts in a professional manner with school colleagues and promotes a positive mindset. | | Recognises there are key indicators of abuse and neglect  Seeks the support of professionals for specific issues including disclosures, behaviour and workload and mental health. | | Adheres to all deadlines, e.g. completing tasks, submitting planning. | | Responds positively to feedback and critique from mentor and seeks challenge.  Recognises the importance of wellbeing for self and wellbeing of pupils and takes action to address. | | Liaises with parents appropriately, positively and pro-actively and recognises the importance of a home-school partnership.  Engages in self-reflection to identify own strengths and areas for development; actively addresses these. | |
| High Expectations and Managing Behaviour | Knows the eligibility criteria for Pupil Premium funding and how it’s used in school.  Understands that building effective relationships is easier when pupils believe that their feelings will be considered and understood. | | Knows that effort and persistence lead to the mastery of content and achievement whilst recognising the need to make mistakes.  Is an effective and positive role model. | | Praises the efforts of pupils and the progress that they have made.  Recognises there are a range of factors that may affect pupils’ behaviour including social background and Pupil Premium. | | Understands that a predictable, secure, positive and enabling environment benefits all pupils but is particularly valuable for pupils with special educational needs  Checks pupils understanding of instructions before a task begins. | | Introduces own sanctions and rewards relevant to the needs of the class/individuals taking into account intrinsic and extrinsic motivation. | | Is beginning to use early and unintrusive interventions to address low-level behaviour, including voice, posture and non-verbal strategies.  Is calm, yet firm and beginning to create a supportive and inclusive environment | |
| How Pupils Learn, Adaptive teaching and Classroom Practice | Understands their professional responsibilities in relation to inclusion including children’s legal and moral right to adjustments and high-quality education  Recognises flexibility of groups to provide tailored support. | | Understands the teaching process as a graduated approach and the role of the SENCo in the process.  Uses relevant resources to support pupils’ learning | | Begins to plan for adapted approaches and evaluates these.  Begins to use a range of resources to maximise learning including deployment of adults. | | Explicitly supports language acquisition within teaching.  Plans intentionally for paired and group work. | | Understands strategies and provision that can address inequalities and implement them including targeted support and environmental changes.  Models new content effectively including modelling of explanations and scaffolding. | | Adapts teaching effectively to cater for different groups of learners maintaining high expectations for all and monitors the impact of grouping on motivation and behaviour.  Collaborates effectively with additional adults and specialist practitioners to create inclusive practice. | |
| Subject Knowledge and Curriculum | Knows the context of the school's curriculum. | | Recognises how teachers break down the national curriculum end points into component knowledge in their short-term plans.  Identifies different ways that the school uses and integrates Learning Outside the Classroom into the curriculum. | | Develops own subject knowledge in preparation for teaching. | | Demonstrates sufficient awareness of subject-specific knowledge when planning and delivering lessons.  Identifies and plans specifically for SEND learners. | | Begins to consider Learning Outside the Classroom Opportunities to provide experiences that children may not have access to at home. | | Takes pupils’ needs and prior learning into account when planning to avoid overloading working memory and plans for retrieval practice and strategies to support long term memory.  . | |
| Assessment | Knows that feedback must be high-quality and can be in unwritten or verbal form. | | Assesses in accordance with the school assessment policy. | | Personalises feedback according to the needs of the learner. | | Identifies and articulates knowledge gaps/understanding based on assessment strategies | | Recognises how summative assessment data is used to adjust planning. | | Formatively assesses against lesson objectives during lessons | |

| Year 1 Subject Components (Not Weekly) | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| English | Models grammatically accurate language | | Extends subject and pedagogical knowledge as part of lesson preparation | | | | | | Plans with the teaching sequence and end objective in mind | | | | | | Capitalises on opportunities to provide exposure to texts | | | | | | Provides opportunities for children to talk about books. | | | | | Develops a ‘reading for pleasure’ mentality |
| Mathematics | Model and promote maths specific vocabulary across all areas of the maths curriculum | | | Extends subject and pedagogical knowledge as part of lesson preparation | | | | Plans with the teaching sequence and end objective in mind | | | | | Consider which concrete and visual representations support conceptual understanding. | | | | | | | Promote a mathematical mindset for pupils irrespective of background or ability. | | | | | Promote positive attitudes to mathematics. | |
| Science | Models and promotes science specific vocabulary across all areas of the science curriculum | Extends subject and pedagogical knowledge as part of lesson preparation | | | | | Plans with the teaching sequence and end objective in mind | | | | Plans for opportunities to develop pupil's substantive and disciplinary science knowledge | | | | | Plans for effective behaviour management particularly when working practically in science | | | | Considers how science is adapted to the needs of the placement class. Including children with SEN/D and or EAL where appropriate | | | | Considers how a range of teaching strategies such as direct instruction, first-hand practical experience, modelling and analogies can be used to support children’s learning in science. | | |
| Please complete the tasks below within your teaching of the following areas (This might be in another class if there is a better opportunity) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSP | Identify the SSP Programme used by the school  Research the teaching sequence    Discuss: the choice of programme and rationale for this with the English/SSP lead, resources, decodable books, CPD frequency for staff – who’s involved | | | | | | | | | | | | | Observe an SSP session  Using the EHU SSP observation format identify aspects of practice    **ASSESSMENT**    Observe an SSP session. Identify strategies used by the class teacher to assess the pupils’ knowledge. | | | | | | | | | | | | |
| PE | Discuss with your mentor or an experienced member of staff that regular formative assessment as a PE lesson progresses is important for the development of children’s physical skills, knowledge and understanding and to promptly address misconceptions in the subject. | | | | | School sport clubs and extra-curricular physical activities are linked to subject enrichment. Reflect on how extra-curricular clubs could enhance learning for physical education and observe a session if possible. | | | | | | Plan a lesson for PE with support from your mentor or experienced member of staff using the school’s medium-term plan. Team teach, with your mentor or experienced member of staff and reflect on the lesson taught. | | | | | | Observe a KS1 PE session being taught noting direct & explicit instruction, use of groups/ pairs, and formative assessment. | | | | Observe the children’s FMS in the KS1 PE session and note any differences in the stages of development in their sending and receiving skills (i.e. throwing under/overarm, catching, rolling an object, striking an object). | | | | |
| Foundation Subjects  (Tasks) | Discuss with your mentor or an experienced member of staff that learning experiences should build upon prior learning by using components which lead to composite knowledge. | | | | Discuss with your mentor or an experienced member of staff that regular formative assessment as a lesson progresses is important for the develop for children’s knowledge and understanding, application of practical skills and to promptly address misconceptions in the subject. | | | | | School clubs and extra-curricular activities are linked to subject enrichment through becoming involved in an extra-curricular club. Reflect on how extra-curricular clubs could enhance learning for the selected foundation subject. | | | | | | | Plan a lesson for each chosen FS using the school’s medium-term plan. Teach and reflect on the lesson taught. | | Observe the chosen FS subjects being taught noting scaffolding & fading, direct & explicit instruction, use of groups/ pairs, formative assessment, subject-specific behaviour management strategies and adaptive teaching approaches. | | | | Discuss with the subject leads the curriculum plan for the chosen FS subjects and how this chunks content to avoid overloading working memory; and the different expectations for different ages. | | | |
| Enhancement Focus: EYFS | Early Years Foundation Stage | | | | | | | | | | | | | | | | | | | | | | | | | |
| Complete the various tasks identified within the Week by Week Folders | | | | | | | | | | | | | | | | | | | | | | | | | |