

Placement 1

Primary

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts to inform discussion
Follows the school's behaviour policy in practice	<p>How have you used positive praise to ensure behaviour for learning?</p> <p>Explain how you manage noise levels in different contexts.</p> <p>What have you found to be the most useful or challenging parts of the school behaviour policy?</p> <p>Describe a situation you have had to deal with, and how you altered your practice.</p> <p>What behaviour strategies have you seen used around school or from university that you tried/would like to try?</p> <p>How has your behaviour management changed and developed over time?</p>
Forms a positive classroom environment which builds pupil's confidence	
Shares clear rules, routines and expectations with pupils	
Sets lessons at an appropriate level which challenges pupils of all abilities	
Ensures effective transitions in and between lessons (where appropriate)	
Encourages enthusiasm in learning and uses positive praise	
Prepares lessons which require perseverance	
Supports/ leads orderly movement around the school	
Establishes day-to-day routines	
Uses content/ material from Behaviour for Learning sessions	

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Describe a lesson where you introduced new knowledge; how did you manage this? • Describe a lesson where you clearly modelled some new learning and then allowed for practice? • Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks? •

Curriculum and Subject Knowledge (TS3)	Prompts to inform discussion
Researches the specific areas to be taught	<ul style="list-style-type: none"> • What is the most interesting lesson that you have taught so far? • What is the most challenging/least interesting content you have had to teach, and how did you approach this? • What misconceptions have some of your pupils had and how did you address these? • How you have modelled examples for the pupils? • Describe how you have supported pupils' engagement with new material? • Describe a lesson where you have focused on an element of Equality, Diversity and Inclusion within the curriculum? • In what areas of the curriculum, do you feel that you have made the greatest improvement with regard to your subject knowledge?
Researches previous learning to establish expectations	
Develops an understanding of concepts	

Assessment (TS6)	Prompts to inform discussion
Understands and uses the school/ phase approach to marking	<ul style="list-style-type: none"> • What assessment strategies have you used so far? • Give an example of when you have noticed gaps in a pupil's learning and what you did to address this? • In the course of a lesson, how have you assessed understanding? Where there are misconceptions, how have you noticed these and what did you do? • Describe an aspect of feedback that you have given where the pupils have clearly improved following it? • How have you tailored feedback to individual pupils? • Explain how you have recorded and kept relevant assessment data. • What is the most useful assessment that does not look like an assessment you have seen used/tried?
Assesses Learning Outcomes against the stated success criteria	

Placement 2

Primary

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts to inform discussion
Follows the school's behaviour policy in practice	<p>Which aspects of theory that you have learned in the taught programme have been most useful/impactful regarding managing pupil behaviour successfully? Can you give an example of how you have impacted on the behaviour of a pupil within your class which required more than one strategy?</p> <p>How have you adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different year groups that you have encountered? Give an example of a particularly difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?</p> <p>Describe examples of how you have created opportunities for children to learn from their mistakes and consider how you have managed these.</p>
Establishes a safe and stimulating environment where pupils are attentive and keen to learn throughout the lesson.	
Ensures lessons are calm and safe with effective transitions; relationships are positive	
Maintains high expectations of all pupils, regardless of their ability.	
Prepares lessons which require perseverance	
Encourages enthusiasm in learning and uses positive praise	
Models and demonstrates positive attitudes, values and behaviour expected of pupils.	
Rules, routines and expectations are embedded in classroom practice	
Confidently addresses disruptions using the appropriate school behaviour policies , including following up on incidents of challenging behaviour	
Uses content/material from Behaviour for Learning sessions	

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Explain some of the different ways you have grouped pupils? Which group work strategies have you found most effective with regard to pupils' learning and progress? • What opportunities have you given your

