

CaBan

Module Handbook
XCE-2210
BA Year 2
School Experience

CABAN BA Year 2 School Experience XCE-2210

School experience is an essential aspect of all initial teacher education courses. This module is your opportunity to observe learners and teachers in school, to try out new ideas and professional experiences and, most importantly, to reflect and improve on your own practice.

In your Year 2 placement will hopefully be based in Year 3 - 6 class. Those who are placed in a Foundation classroom will be placed in years 3-6 in Year 3 of the programme.

The pedagogy of your Year 2 placement will focus on the progression of skills, regardless of year group.

Overall aims and purpose

This module will:

- Support you to develop a range of skills autonomously (including building on your knowledge of the Welsh language to promote 'Cymraeg Bob Dydd') and reflective practice to satisfy the requirements of the Professional Standards for Teaching and Leadership (PSTL) to become a qualified teacher and contribute to the learning community;
- Ensure you are thoroughly aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners';
- Support you to independently identify a wide range of techniques to become critically reflective about your own professional development and integrate into the school environment;
- Provide opportunities for you to develop understanding of the content, principles and foci of your other Year 2 modules in context.

Module Content

You will spend 48 days in a school setting to start learning how to become practitioners through experiences gained in lead and network schools This will involve:

- weekly cluster teaching and review events
- observations and preparatory development
- close to practice research (small scale inquiries)
- integration into the teaching environment
- mentoring and self-reflection

Seminars and activities during Lead School and HEI days will link closely to the content of all of your second year modules and build on your experiences from Year 1.

Stage 2: Integration (HEI, Lead Schools and Network Schools)

Stage 3: Development (Network Schools supported by Lead schools and HEIs)

Stage 4: Practice and implementation (Network Schools supported by Lead schools and HEIs)

Stage 5: Debrief and reflection (HEI and Lead schools)

These stages will include:

- weekly cluster teaching and review events;
- observations and preparatory development;
- integration into the teaching environment;
- higher order skills practice and implementation;
- mentoring and self-reflection;

Assessment

During the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Professional Learning Passport (PLP). At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Standards for Teaching and Leadership. For this module, pass or fail is recorded at the exam board using the PSTL. All details of assessment against the PSTL are included in the PSTL Assessment Handbook and details of how to use the PLP are available online.

Learning outcomes

On successful completion of this module, you will have:

- Further developed a range of planning and assessment skills to ensure suitable opportunities for learners to develop key skills across the curriculum, cross curricular themes and subject based study;
- Analysed and evaluated your professional practice and begun to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development;
- Reflected effectively on your progress in relation to the Professional Standards for Teaching and Leadership;
- Collaboratively set appropriate targets to work towards and begin to meet the PSTL.

Cymraeg Bob Dydd and the Welsh Dimension

Whilst on School Experience, you will be expected to promote the use of *Cymraeg Bob Dydd* whenever and wherever possible, across the curriculum. Welsh (Cymraeg Bob Dydd) should be used naturally so that it forms an integral part of classroom/whole school activities/routines.

You will also begin to include the Welsh Dimension within subjects and AoLEs in your lessons.

Progression in Bilingualism

You will continue to study bilingualism in the context of the Welsh curriculum, and the different ways that this is addressed in the different school settings (Welsh medium, bilingual and English medium). You will also study the aims and goals of bilingual education from different perspectives, consider EAL

education and look at the specific issues associated with assessment of bilinguals. Subsequently you will consider the expected and realistic outcomes for different types of bilinguals. You will be made aware of and come to understand language policies in operation in schools and specific strategies that are built into the curriculum to address learners' language skills. [The Professional Journal \(PJ\)](#)

Throughout the module you will have many opportunities to observe, practice and reflect. You will keep research notes in a professional journal which is structured to support your progress as a new AT.

[Professional Learning Passport \(PLP\)](#)

You will need to write and upload experiences to your PLP whilst on placement, as well as uploading supporting evidence (Please see the next few pages which note what type of evidence you could upload).

[Observation and reflection](#)

In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You will use these questions to frame your reflections on your own practice as well as your observation of others:

- What did the pupils actually do?
- What were they learning?
- How worthwhile was it?
- What did I do? (What did the teacher do?)
- What did I learn?
- What do I intend to do next?

(Ebbutt, 1985, in Hopkins, D., 2014. *A teacher's guide to classroom research*. London, UK: McGraw-Hill Education).

You may get the opportunity, alongside your mentor to use a Lesson Study (Cajkler et al., 2013) approach.

Cajkler, W., Wood, P., Norton, J. and Pedder, D., 2013. Lesson study: towards a collaborative approach to learning in initial teacher education. *Cambridge Journal of Education*, 43(4), pp.537-554.

Lesson Study

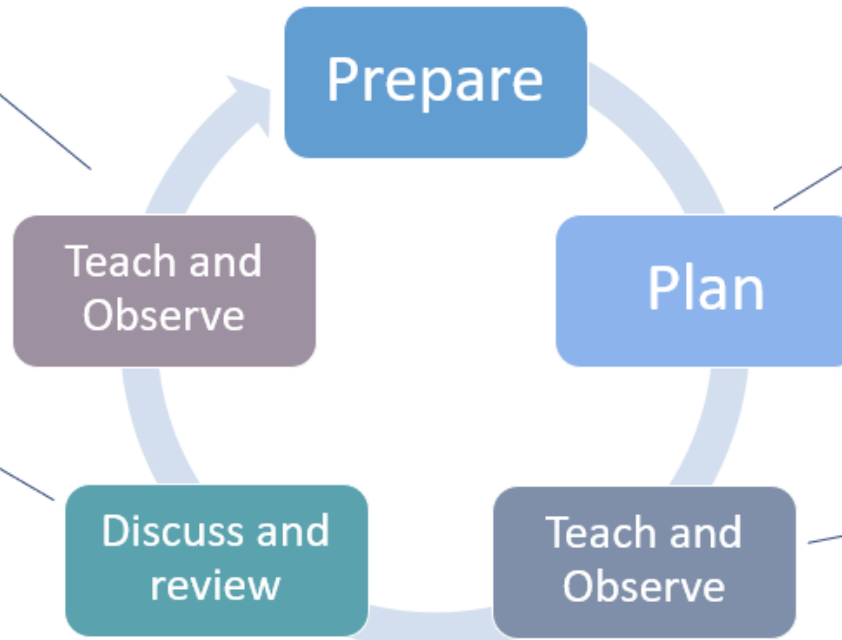
Aims

- for ATs to co- plan with expert teachers in context;
- for mentors and ATs to observe and analyse learning ;
- to identify implications for subject related pedagogy.

HEI tutors initially train mentors and ATs in the use of the Learning Study cycle. They stress the need to focus on the observation of learning (not teaching strategies and behaviour) and emphasise mutual regard to avoid inducing anxiety in the ATs.

The revised lesson is taught by the **AT** to a different group (this may be problematic in some settings) and the learners are observed by the **mentor**. The lesson is then analysed and informs the next research cycle.

The **mentor** and **AT** evaluate the lesson using the **AT's** notes and the video. The discussion is centred on the learning; it is not intended that the mentor models good teaching strategies to be imitated by the AT. The original lesson is improved as a result of the analysis of the learning of the case students.



The mentor and AT identify a specific challenge their learners have with an aspect of learning. Once the focus and the target learners are chosen, the mentor and AT plan the research lesson in detail, focusing on the intended learning outcomes of the whole class but with an added attention given to on three learners chosen to be closely observed.

The first lesson is taught by the **mentor**, the expert practitioner whilst the **AT** observes the learning of the three case learners. Detailed notes are taken by the AT and subsequent analysis of the research lesson is facilitated by a video recording

Provision

Initial mentor meeting with tutor input (note mentors will become autonomous overtime)

Tutor time

One hour meeting in school with mentor and AT

Mentor time

Initial meeting with subsequent observation and reviews held during mentor meetings.

Theoretical basis

Lesson Study (Lewis, 2000) has been shown to encourage and develop collaboration within Professional Learning Communities. Adaptation of the model to ITE suggests that Lesson Study is an effective tool for mentor development in addition to being successful in accelerating ATS' progress (Cajkler et al., 2013).

The Knowledge Quartet

The third reflective instrument is also a set of questions; this time they are classified according to four different types of knowledge known as the **Knowledge Quartet** (Rowland et al. 2005).

Foundation knowledge	Transformation knowledge
<p>What did the teaching and learning in this lesson reveal about:</p> <ul style="list-style-type: none"> • the teacher's subject knowledge; • their knowledge of the curriculum; • their beliefs about the nature of the subject; • their beliefs about teaching and learning; • their knowledge of the pupils? 	<p>Which teacher activities (demonstrations, practical work, instructional materials and assessment) did the teacher use to facilitate the pupils' learning? Why did they choose these methods? Was it clear to pupils what they were supposed to be doing, why they were doing it and what they would be learning? How did the teacher support the pupils to understand concepts? What helped the pupils to learn? (When did the pupils learn the most during the lesson?)</p>
Connection knowledge	Contingency knowledge
<p>How did the teacher make connections between activities <u>during the lesson</u>? How did the teacher ensure a logical sequence of activities? How did the teacher make connections with prior and future learning? How did the teacher link the learning objectives with the activities? How did the teacher link the activities to the curriculum?</p>	<p>How did the teacher respond to students' ideas? Were there instances of unplanned events occurring: e.g. a student asking an unexpected question, a lack of resources or something 'going wrong'? If so, what were they and what did they signify? How did the teacher respond/cope?</p>

Professional Responsibilities

During your school placement, you should complete the following activities:

- Accompany a teacher on duty one day a week.
- Assist with the class's administrative duties under the guidance of the mentor or form tutor.
- Prepare a display of children's work.

Legal Requirements

- Obtain a copy of school's Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy).
- Ensure you complete the child safeguarding page for both the lead school and the network school in your professional journal.
- Read the code of professional conduct online before the placement starts and complete the table in your professional journal.

Caban's Eight Stages of AT Development

Stage 1

Focus: Begin to understand how learning is planned for in different contexts and at different stages of development (holistic development)- supports assessment

You will have completed stage 1 in Year 1

Stage 2

Focus: Consolidate and build on year 1. Develop planning for learning in different contexts (years 3-6) and manage behaviour and learning. Begin to understand assessment and its impact on pupils' learning.

Developing practice: Micro teaching/team teaching/guided mentor phased teaching (up to 40%)

Stage 3

Focus: Further consolidate and build on planning for learning in different contexts (holistic development)/Focus on short term planning. Begin to identify ways in which cross-curricular responsibilities can be embedded and develop awareness of subject specific pedagogies (Subject Studies 1.1, Literacy and Numeracy). Identify the personal literacy and numeracy skills in need of development

Developing practice: progress from microteaching/team teaching as appropriate to more autonomy and fuller lessons (responsibility for planning and delivering 3-5 hours of lessons).

Stage 4

Focus: Further consolidate and build on planning for learning (holistic development).

Developing practice: Autonomy and fuller lessons (responsibility for planning and delivering 8 hours of lessons).

Welsh Portfolio – collect evidence for Part B of your Welsh Portfolio.

Stage 5 (in HEI – following practice)

Focus: Debrief and reflect on second school experience

Stage 6 (Year 3)

Focus: Critical observation of effective practice. Planning and teaching in a new context.

Developing practice: Increased autonomy and complete lessons (responsibility for planning and delivering 12 hours of lessons).

Develop expertise in research methods (action research and further data collection methods).

Observation and reflection in the previous primary phase.

Stages 7 – 8 will be developed in Year 3

School experience schedule

The following pages show a detailed plan of the eight stages of the School Experience Module

Lead school
Network school
HEI

NLM – Network Lead Mentor

SM – School Mentor

SER – School Experience Report

PM – Principal Mentor

PAF – Pedagogy Assessment Form

AoLE – Area of Learning and Experience

On the following pages, activities have been designed to facilitate and structure ATs' observation and reflection. The order and timing shown are suggestions and the school, department and mentor may well want to rearrange the activities to fit with their needs.

All activities in the following pages are to be provided within the constraints of the department and the mentor's timetable. They act as a guidance.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Welcome by the Head Teacher and essential safeguarding (Principal Mentor)</p> <p>ATs Observe whole class with a focus on oracy/speaking (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera (on phone/ I Pad) where relevant to literacy.</p> <p>Focus on communication (including Cymraeg bob dydd/gloywi iaith)</p>	<p>Remain in base class</p> <p>Observe whole class with a focus on oracy/speaking (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Support learning, taking the role of the TA, as directed by the mentor.</p> <p>Capture pupils' work using camera (on phone/ I Pad) where relevant to literacy.</p>	<p>Remain in base class</p> <p>Observe whole class with a focus on oracy/speaking (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera (on phone/ I Pad) where relevant to literacy.</p>	<p>Remain in base class</p> <p>Observe small group with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.</p> <p>Continue to identify possible instances of the four purposes of learning.</p> <hr/> <p>Afternoon - Observe whole class management strategies.</p> <p>Identify key strategies being used to support organisation and management of learners.</p> <p>Make detailed notes of strategies observed, differentiation towards individuals, the effect strategies have on learners and learning, how learners are encouraged to take responsibility for behaviour and learning.</p>	<p>Remain in Class Base</p> <p>Morning - Team teach a lesson planned by the mentor; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>Capture pupils' work if required.</p> <hr/> <p>Afternoon – Discussion with Mentor of Microteaching 1 & 2 requirements for next Thursday & Friday. Identify a group of learners to teach. Mentor to offer guidance with planning using the CaBan template.</p> <p>AT to start planning micro teaching 1 & 2.</p> <p>ATs to post their reflections (around 300 words) on their PLP's (create an experience).</p>
<p>Reflect: At the end of each day, ATs reflect on their observation of learning. Make notes in Professional Journal. Discuss with another AT.</p> <ul style="list-style-type: none"> • What did you notice? • How did the pupils talk? • What did they do in groups? • How did they interact? 				

Mentor responsibilities
 Introduction to the phase and class;
 Practical considerations (where things are kept etc);
 Ways of working;
 Addressing Health and Safety issues as needed;
 Review of the first three days – from whole class talk to small group activities.

Stage 2 Week 2

21/11/22 – 25/11/22

Observation, support, planning and team teaching)

AM activities could be swapped with PM activities, if this works better for ATs & Mentors

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Lead School Day (Broughton)</p> <p>AT to ensure that micro teaching 1 & 2 lesson plans are sent to mentor for checking and annotating (if they haven't done so already over the weekend).</p> <div style="border: 1px solid #000; padding: 5px; margin-top: 10px;"> <p>Mentor to annotate lesson plans and give back to AT by Tuesday.</p> </div>	<p>Team teaching</p> <p>AM – Team teach a lesson planned by the mentor; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals. Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning environment and managing learners' engagement.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes in their Professional Journal, remembering what was said and done. They analyse learning.</p> <p>Observe whole class management strategies.</p> <p>Afternoon - Mentor discussion with AT of micro teaching lesson plans for Thursday & Friday. AT to amend if necessary and show again to mentor for signing off. Create and prepare resources.</p> <p>Reflect: At the end of each day, ATs reflect. AT to make notes in Professional Journal.</p>	<p>Team teaching</p> <p>AM – Team teach lesson planned by the mentor; AT given greater responsibility to teach small group of learners.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes in their Professional Journal, remembering what was said and done. They analyse learning.</p> <p>Observe whole class management strategies.</p> <p>Afternoon – ATs to ensure that the lesson plans and resources are ready for tomorrow and Friday.</p> <p>Reflect: AT to make notes in Professional Journal, if haven't already done so.</p>	<p>Microteaching 1</p> <p>AM - Plan and teach the specific focussed activity to a group of learners.</p> <p>Mentor to write up an Evaluation in AT's PJ.</p> <p>Afternoon - Extended Reflection ATs to reflect on their planning and teaching of Microteaching 1 in their PJ. Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (ATs also to fill in their section of this morning's evaluation).</p> <p>Discuss/check - Microteaching 2 plan with mentor. Ensure resources are ready.</p>	<p>Team Teach Whole Class & Microteaching 2</p> <p>Introduction and plenary (planned for by mentor).</p> <p>Mentor to support AT.</p> <p>Microteaching 2 - Continue with same group of learners as yesterday.</p> <p>Mentor to write up an Evaluation in AT's PJ.</p> <p>Afternoon - Extended Reflection - Some of it to be led by mentor. Start looking ahead to AT's return in January – group teaching sessions 1 & 2.</p> <p>ATs to reflect on their planning and teaching of Microteaching 2 in their PJ (ATs to fill in their section of this morning's evaluation), as well as Team teaching whole class intro & plenary.</p> <p>PLP - write up a reflection experience on this week's Team & Micro teaching and upload to PLP.</p>

Mentor meeting and responsibilities

Share and discuss plans for team teaching/microteaching lessons.
 Check and annotate plans for microteaching 1 & 2.
 Ensure ATs have understood starter activities/microteaching tasks.
 Consider observations for Cymraeg Bob Dydd (if possible, film other year groups to observe).
 Brief the AT on the lessons to be taught in Week 3 in January, highlighting which lessons are their full responsibility.
 Brief AT regarding Team Teaching for Week 3 in January.
Contact Link Tutor if any cause for concern - Enhanced support: the mentor should decide as soon as possible whether the AT needs an Enhanced Support Plan.

Monday	Tuesday	Wednesday – Friday
<p>Group Teaching 1</p> <p>AM - Identify a group of learners with the mentor beforehand. Plan and teach a specific focussed activity.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. Use Knowledge Quartet to support reflection on planning and teaching and the impact this had on learning.</p> <p>Afternoon - Extended Reflection & Planning (Afternoon)</p> <p>Discuss Group Teaching 2 plan with mentor.</p> <p>ATs reflect on learning and complete planning for group teaching 2.</p>	<p>Group Teaching 2</p> <p>Continue with same group of learners.</p> <p>Following yesterday's delivery, continue to develop learning.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning.</p> <p>Use Knowledge Quartet to support reflection on planning and teaching and the impact this had on learning.</p> <p>Some of the afternoon - Complete Evaluation in Professional Journal.</p>	<p>Follow the Lesson study activity where mentor teaches half class followed by the AT teaching the other half of class if possible.</p> <p>ATs begin to take whole class delivery and responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT should teach around 6 - 8 hours in Week 3 & 4. If this is not possible, the enhanced support plan should be implemented.</p> <p>ATs begin to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc)</p> <p>Observation of practitioners in other classrooms (if possible) – focus on cross-curricular responsibilities.</p> <p>Lesson planned by the mentor; AT given greater responsibility to teach small group of learners';</p> <p>AT plans and delivers two short whole class activities to support learners' wellbeing (20-30min).</p> <p>Final activity used to support PAF 1.</p> <div data-bbox="875 683 2009 762" style="border: 1px solid black; padding: 5px;"> <p>PAF 1 to be done during Week 4 by Mentor. Observed lesson. Mentor to fill in PAF and send to link tutor when completed by themselves and AT.</p> </div> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning. Complete Evaluations in journal.</p> <div data-bbox="875 847 2009 919" style="border: 1px solid black; padding: 5px;"> <p>Mentor to complete an 'Evaluation' every time the AT teaches. Mentor to check that AT is then completing the rest of the Evaluation.</p> </div> <p>Discuss and plan lessons for Week 5 & 6. Mentor to annotate lesson plans.</p>
<p>Mentor meeting and responsibilities</p> <p>Share and discuss plans for group teaching/ lesson study sessions. Mentor to annotate plans. ATs to plan using the CaBan template.</p> <p>Ensure ATs have understood starter activities/group teaching tasks.</p> <p>Complete PAF 1 in Week 4.</p> <p>Consider observations for Cymraeg Bob Dydd (other year groups to observe).</p> <p>Discuss and identify a second group of learners to re do group teaching 1 and 2 process.</p> <p>Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility. Mentor to annotate plans. ATs to plan using the CaBan template.</p> <p>Brief AT regarding Team Teaching for next week.</p> <p>Contact Link Tutor if any cause for concern. Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support.</p>		

Stage 4 Weeks 5- 6

06/02/23 –17/02/23

Please note that there is a Lead School Day during Week 6 on Monday February 13th

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 8-10 hours of lessons/ delivery.

Monday - Friday	Mentor meetings
<p>Overall</p> <p>ATs plan & deliver group/ half and whole lessons which include the CCRs. Lesson plans to be shared with mentor at least 48 hours in advance. Mentor to annotate lesson plans and offer support and guidance. All lesson plans to be written on CaBan template.</p> <p>ATs to plan a sequence of 3 differentiated and progressive learning opportunities, ensuring CCR's are prominent, can be delivered in groups/half class/whole class.</p> <p>ATs to plan autonomously with mentor support.</p> <p>ATs should teach for approximately 8 - 10 hours whole class sessions as soon as possible (if this is not possible, by end of week 6, the enhanced support plan (ESP) should be implemented.</p> <p>PAF 2 (Week 6) – Observed lesson jointly observed by Mentor and Link Tutor. Mentor to fill in PAF and send to link tutor when completed by themselves and AT.</p> <p>AT to continue to take responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT begins to take responsibility for further developing Welsh language opportunities e.g. Helpwr Heddiw session</p> <p>AT continues to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc)</p> <p>Observation of practitioners. – focus on differentiation and behaviour for learning strategies.</p> <p>ATs - Continue to support and observe, looking at ALN, Equity, assessment for learning, (8 hours)</p> <p>ATs - Analyse a linked series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used.</p> <p>ATs - Continue to reflect at the end of the day, complete observation and evaluations in PJ and upload assets and evidence to PLP.</p> <p>The opportunity may arise to complete Lesson Study</p>	<p>Mentor to:</p> <ul style="list-style-type: none"> • meet with AT formally once a week. • check that AT is completing Observations in the PJ at least twice a week. • write comments every now and then. • complete an 'Evaluation' every time the AT teaches. • check that AT is then completing the rest of the Evaluation. • observe, review and complete Pedagogy Assessment Form (PAF 2 in Week 6) and set targets. • check planning and annotate lesson plans. • check PAFs are uploaded to the ATs PLP and ensure AT is uploading other evidence as well (AT to share PLP link with both Mentor & Link Tutor). <p>Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support. Mentor to contact Link Tutor if this is the case.</p> <p>Lead School Day during Week 6 on Monday 13/02/23</p>

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 10 - 12 hours of lessons/ delivery.

Monday - Friday	Mentor meetings
<p>ATs plan & deliver group/ half and whole lessons which include the CCRs. Lesson plans to be shared with mentor at least 48 hours in advance. Mentor to annotate lesson plans and offer support and guidance. All lesson plans to be written on CaBan template.</p> <p>1) With little mentor support engage with the learners (Pupil voice) and plan 3 learning opportunities (within topic, from a book/learning experience etc.)</p> <p>2) Plan a sequence of differentiated and progressive learning opportunities, ensuring CCR's are prominent, delivering to whole class.</p> <p>ATs to plan a sequence of 3 differentiated and progressive learning opportunities, ensuring CCR's are prominent, and can be delivered in groups/half class/whole class.</p> <p>ATs to plan autonomously with mentor support.</p> <p>ATs should teach for approximately 10 - 12 hours whole class sessions as soon as possible (if this is not possible, by end of week 6, the enhanced support plan (ESP) should be implemented.</p> <p>PAF 3 (Week 7) – Observed lesson by Mentor. Mentor to fill in PAF and send to link tutor when completed by themselves and AT.</p> <p>AT to continue to take responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT plans and delivers daily (if possible) Welsh activity to group/half/whole class. AT plans & delivers a Welsh lesson (Welsh Portfolio task).</p> <p>AT continues to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc)</p> <p>Observation of practitioners. – focus on differentiation and behaviour for learning strategies.</p> <p>ATs - Continue to support and observe, focusing on at ALN, MAT and behaviour for learning (8 hours).</p> <p>ATs - Analyse a linked series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used.</p> <p>ATs - Continue to reflect at the end of the day, complete observation and evaluations in PJ and upload assets and evidence to PLP.</p> <p>Opportunity may arise to complete Lesson Study</p>	<p>Mentor to</p> <ul style="list-style-type: none"> • meet with AT formally once a week. • check that AT is completing 'Observations' in the PJ at least twice a week. • write comments every now and then. • complete an Evaluation every time the AT teaches. check that AT is then completing the rest of the Evaluation. • observe, review and complete Pedagogy Assessment Form (PAF 3 in Week 7) and set targets. • check planning and annotate lesson plans. • check PAFs are uploaded to the ATs PLP and ensure AT is uploading other evidence as well (AT to share PLP link with both Mentor & Link Tutor). • discuss PAF 3 with link tutor in preparation for completing School Experience Report. • write School Experience Report (SER) and share with Link Tutor by Wednesday March 8th. • share and discuss SER with AT on Thursday/Friday of Week 8.