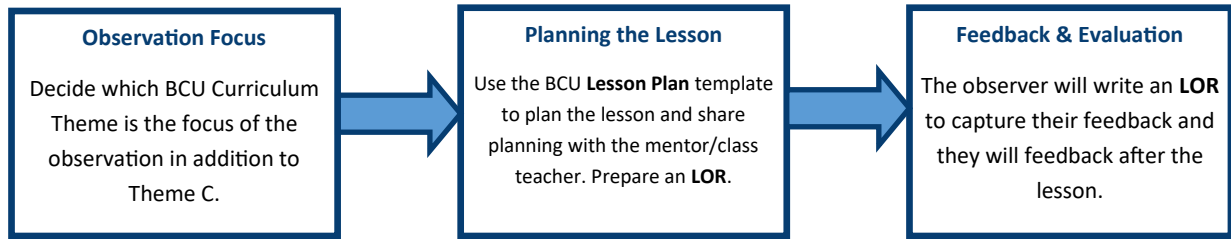


## Lesson Planning and Preparation for Observed Lessons

Documents you will need: **Assessment Tracker, Lesson Plan, LOR**



**Approach to be used:**

- \* Theme C (subject knowledge and subject pedagogy) will always be a focus area for every observation.
- \* Use targets from the previous week to inform your choice of the 2nd theme to focus on.
- \* AT provides **LOR** for the mentor with the themes identified on the first page.

**Approach to be used:**

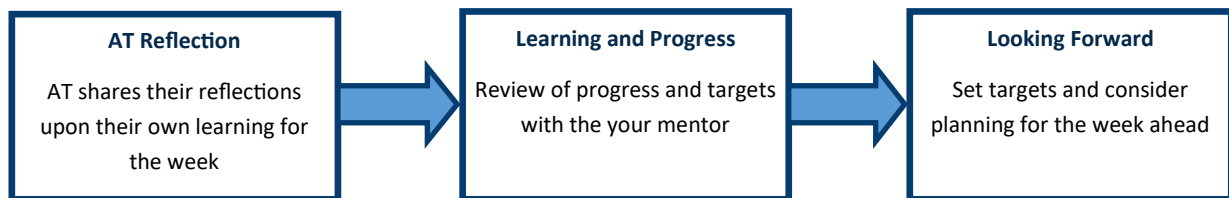
- \* Plan the lesson making reference to long-term planning (i.e. the Unit of Work), any previous **Lesson Evaluations** you have written when teaching this class and previous targets from your **LORs** and **PAD**.
- \* Share **Lesson Plan** with the subject placement mentor at least 48 hours in advance to provide time for feedback where appropriate.
- \* Provide an **LOR** for the subject placement mentor with the themes and targets identified on the first page.

**Structure to be used:**

- \* At the start of the feedback meeting, summarise your own reflection of the lesson (write this on the **Lesson Evaluation** section of the Lesson Plan after the meeting).
  - \* Mentor provides feedback by discussing the strengths and targets as informed by the **Assessment Tracker** using the BCU Mentoring Model.
- Note: For lessons that are not formally observed you can use any planning template that your mentor has authorised (e.g. school lesson plan template).*

## Weekly Mentor Meetings

Documents you will need: **Assessment Tracker, the PAD with last week's targets, this week's targets, Lesson Evaluations, LORs, Curriculum Map**



**Structure to be used:**

- \* Show your mentor your **Reflection and Progress Meeting Record** (in the **PAD**) which captures your observation of an expert colleague that week.
- \* Show your mentor **Lesson Evaluations** from that week (this is the final page of the **Lesson Plan** template). Complete 2 per week.
- \* Review your **LOR** feedback, from your subject placement mentor.
- \* Make sure you have engaged with any Subject Phase Tasks set for this week (refer to **Curriculum Map**).

**Structure to be used:**

- \* Mentor and AT discusses the links between centre and school-based training, informed by the **Curriculum Map**.
- \* Using last week's **Reflection and Progress Meeting Record** (in the **PAD**) and **LOR**, reflect upon targets from the previous week—have these been met? Document this on the first page of the **Reflection and Progress Meeting Record**.
- \* Update the **Assessment Tracker** with your mentor to capture progress in relation to the BCU Curriculum themes by highlighting any newly achieved formative descriptors. Use a different highlighting colour in each new school placement.

**Structure to be used:**

- \* Your mentor will set targets for the week ahead on the second page of the **Reflection and Progress Meeting Record**. Targets to be informed by the language of the **Assessment Tracker**. Carry over any targets that were not previously met.
- \* Targets will be subject-specific and will support you in making progress from 'Working Towards' through to 'Working Beyond'.
- \* Look at planning for the week ahead with your mentor and organise observation of an expert colleague (based on your targets).

## Check Lists for Key Processes

Formally Observed Lessons:	Non-Observed Lessons:	Weekly Mentor Meetings:	Review Meetings with BCU Tutor:
<ul style="list-style-type: none"> <li>⇒ <b>Assessment Tracker</b>—decide on theme</li> <li>⇒ <b>Lesson Plan</b> (submit 48 hours in advance)</li> <li>⇒ Prepare resources (submit requisition for DT/Science as per school policy timeline)</li> <li>⇒ Provide <b>LOR</b> for observer (with themes and targets identified)</li> <li>⇒ Complete <b>Lesson Evaluation</b> after the lesson (final page of <b>Lesson Plan</b>)</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Lesson Planning (submit 48 hours in advance—on any template agreed by mentor)</li> <li>⇒ Prepare resources (submit requisition for DT/Science as per school policy timeline)</li> <li>⇒ Although a formal evaluation is not required, reflect upon the learning in the lesson to inform your planning for the next time you teach this class/topic</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Complete the reflection of your observation of an expert colleague on a new <b>Reflection and Progress Meeting Record</b> for that week</li> <li>⇒ Have last week's <b>Reflection and Progress Meeting Record</b> ready to reflect upon targets</li> <li>⇒ Make sure you have written your Lesson <b>Evaluation/s</b> for the week.</li> <li>⇒ Have your <b>LORs</b> from that week available (especially if your mentor did not write them all).</li> <li>⇒ Have your Assessment Tracker open and ready for use</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Ensure <b>OneDrive</b> is up-to-date (make sure your <b>Subject Knowledge Tracker</b> is also updated)</li> <li>⇒ Have access to your most recent <b>End of Phase Review</b> (included in the <b>PAD</b>)</li> <li>⇒ Follow any further instructions from the Course Leaders for requirements for the Review Meeting</li> </ul>

### BCU ITE Curriculum Themes

- A** Associate teacher uses **critical enquiry** and **research informed practice** to develop their understanding of effective teaching and learning
- B** Associate teacher's **classroom practice** establishes effective **behaviour management** using **high expectations** and awareness of **pupil wellbeing**
- C** Associate teacher knows more, remembers more and applies **subject knowledge** and **subject-specific pedagogy** to impact on pupils' progress
- D** Associate Teacher uses knowledge about **how pupils learn to plan and assess learning** to ensure that all pupils make progress
- E** Associate Teacher implements effective **adaptive teaching approaches** to meet all learners' needs, including SEND and EAL learners.
- F** Associate Teacher demonstrates **professional behaviours** and contributes effectively to the wider life of the school.

#### OneDrive Structure:

**Folder 1: Main Folder: Curriculum Map, Assessment Tracker, Subject Knowledge Tracker**

**Folders 2—6: Phase Folders:** Create a separate folder within these for ITaPs (where appropriate), lesson plans, resources, **LORs** and timetable.

**You MUST share your OneDrive link with your SM, PM & BCU Tutor.**

### Key Documentation

Document	Responsibility	Use	Availability	Storage
<b>Assessment Tracker</b>	Mentor	Highlight weekly, refer to when completing <b>LORs, Reflection and Progress Meeting Record &amp; End of Phase/Placement Reviews</b>	OneDrive & Partnership Website	OneDrive
<b>Lesson Plan</b>	AT	Full planning template to be used for formally observed lessons, the last page is the evaluation.	OneDrive & Partnership Website	OneDrive
<b>Learning Observation Record (LOR)</b>	Mentor	1 per week (on most routes) - use <b>Assessment Tracker</b> to inform targets. Provided by AT with themes identified.	OneDrive & Partnership Website	OneDrive
<b>Lesson Evaluation (end of Lesson Plan)</b>	AT	Complete 2 per week. Informs <b>Reflection and Progress Meeting Record</b> discussion	Final page of lesson planning document	OneDrive
<b>Curriculum Map</b>	AT & Mentor	This is a reference document which shows what has been delivered as part of the centre based training at the university, and ATs should make explicit links to this in discussion, evaluation, and potentially planning	OneDrive	OneDrive
<b>Reflection and Progress Meeting Record (in the PAD)</b>	AT & Mentor	Use all documents above in weekly meeting and specifically the <b>Assessment Tracker</b> to set targets	OneDrive in the PAD	OneDrive
<b>Subject Knowledge Tracker</b>	AT & Mentor	Used to document progress in regards to Subject Knowledge, this is updated every half term throughout the course	OneDrive	OneDrive
<b>End of Phase Review</b>	Mentor	Use all documents above, specifically the <b>Assessment Tracker</b> and <b>Reflection and Progress Meeting Record</b> to complete	PAD	OneDrive & Moodle