PHASE 1a (Sept- Oct half term) - UW Blueprint Toolkit

In the first few weeks (Phase 1a - Sept – Oct half term) trainees will be working with tutors, alliance leads and mentors on “practice-able” skills as a dress rehearsal for their phase 1 teaching. They develop essential routines and procedures and focus on lesson planning and personal target setting skills. We ask mentors to ‘**go granular**’ with focused SHARP target setting, ‘**plan, practice, follow-up and repeat**’ using ‘**regular and frequent feedback**’.

After half term (Phase 1b – Oct half term – Christmas) trainees build on skills so that routines and procedures become embedded and they begin to use formative assessment to ‘**assess, plan, do and review**’.

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| **UW Phase 1a – Surviving/emerging – (modelled during September – rehearsed in the induction weeks)** | |
| **Teacher behaviours to be deliberately practiced using instructional coaching** | **Ensuring pupil progress** |
| **Develop basic essential routines and procedures**   1. **Basic routines and procedures**:    * Create and explicitly teach critical routines and procedures moment by moment (entry and exit, transitions, safety routines, planned whole class resets) modelling the types of courteous behaviour expected of pupils (BM7). Plan and practice how to introduce the routine for the first time. Explain what each routine means and what it looks like (BM1, BM3).    * Model the routine. Give manageable, specific, and sequential instructions (BM4).    * Use countdowns to work the clock (“do that in 3, 2, 1”) (HPL6).    * Rehearse sanctions for pupils that don’t follow the routine (including the use of expert colleagues as support) (BM5).    * Learn pupils’ names – use name tents, annotate a seating plan, use photographs (BM1).    * Reinforce and praise expected behaviours. (BM6)      + 1. **Strong voice:** (BM1, BM7)    * Stand and speak with purpose    * When giving instructions, stop moving and strike a formal pose    * Use formal register, including tone and word choice. | **Basic principles of individual lesson design:**   1. **Build the foundation of an effective lesson rooted in what pupils need to learn asking**:   **Who am I teaching?** (BM2) (HPL2)  i.e., age, SEND, more able, PP, EAL using assessment data and prior learning.  **What am I teaching?** (HPL7) (SKP1) (SKP2)   * Precise lesson objectives, curriculum driven. Able to be accomplished in one lesson.   + Script a basic “I do”- that models the task as a core part of the lesson.   **How am I teaching?** (HPL4) (HPL6) (HPL10)   * Break lesson into chunks – starter, modelling, explanations, scaffolds.   **How will the learning be assessed?** (HPL3) (HPL8)   * Plan a formative assessment task (brief final mini-assessment) linked to lesson objectives.   **How did my teaching create learning?** (HPL9)   * Reflection (weekly reviews).  1. **Internalise existing lesson plans:** (HPL6)  * Make existing lesson plans your own * Internalise and rehearse key parts of the lesson, including the “I do” that models the task and all key instructions * Build time stamps into the lesson plan and follow them.  1. **SHARP target setting** (HPL9)  * Target setting that is granular, practice-able, measurable – time related (**if you cannot do in a week, it is not granular enough**). |

PHASE 1b- (Oct half term – Christmas) UW Blueprint Toolkit

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| **UW Phase 1b – Surviving/emerging – (modelled during induction weeks – implemented after half term)** | |
| **Teacher behaviours to be deliberately practiced using instructional coaching** | **Ensuring pupil progress** |
| **Build and monitor routines**   1. **Giving clear instructions:** manageable, specific, and sequential instructions (BM3) (BM4).  * Use language economically by: giving clear, intentional consistent instructions with as few words as possible to prevent cognitive overload (e.g. 3-word directions). * Check pupils’ understanding of instructions before a task begins.  1. **Building on routines and procedures** Demonstrate consistency (BM1) (BM3) (BM4) (BM5) (BM6) (BM7)  * Revise routines that need more attention to detail or is inefficient, with particular emphasis of what pupils and teachers are doing at each moment. * Reinforce: have pupils do the routine again if not done satisfactorily the first time and respond consistently to pupil behaviour. * Know when to stop the ‘do it again’.  1. **Teacher radar:** Know when pupils are off task (BM1) (BM4) (BM5) (BM6) (BM7).  * Deliberately scan the room for off-task behaviour.   + Choose 3-4 ‘hot spots’ (places where you have pupils who often get off task) to scan constantly.   + Be seen looking: exaggerate by craning your neck to appear to be seeing all corners of the room.   + Circulate the room with purpose:   + Move among the desks and around the perimeter.   + Stand at the corners: identify three spots on the perimeter of the room to which you can circulate to stand and monitor pupil work.   + Move away from the pupil who is speaking to monitor the whole room.  1. **Whole-class reset** (BM3) (BM4) (BM5)  * Implement an “in-the moment reset” when a class veers off task during the lesson. Example: stop teaching, give a clear “what to do”, praise, pick up tone and energy. | **Plan opportunities for pupil independent practice**   1. **Formative assessment: Model effectively:** Set the bar for excellence (HPL1) (HPL5) (SKP1) (SKP2) (SKP3) (A2)  * Script out the ideal responses you want pupils to produce during independent practice. * Align independent practice to the upcoming interim assessment.  1. **Independent practice:** Set up lesson routines that build opportunities for pupils to practice independently (HPL1) (HPL5) (SKP1) (A2)  * Practice independently first, talk second; give pupils tasks prior to the class activity (think, pair, share), so that every pupil acts independently before hearing their peer’s contribution. * Implement a purposeful lesson starter activity (e.g. ‘do it now’ or ‘bell work’) to either introduce the lesson objective or retrieve material from a previous lesson. * Implement and review a longer independent practice and/or a plenary task to see how many of the pupils have mastered the concept.  1. **Monitor rigorously:** Check pupils’ independent work to determine whether they are learning what you are teaching (HPL1) (HPL3) (HPL5) (SKP1) (A1) (A2) (A4).    * Create and implement a monitoring pathway    * Create a seating plan (if applicable) to monitor pupils most effectively.    * Monitor the fastest workers first, then the pupils who need more support.    * Monitoring pupil work during lessons.    * Check for misconceptions.    * Check answers against your exemplar.    * Track correct and incorrect answers to class questions.    * Live marking: Assess pupil work as you circulate    * Use a coding system to affirm correct answers.    * Cue pupils to revise answers, using minimum verbal feedback (name the error, ask them to fix it, tell them you’ll follow up). |