

**Issues to be covered in ITAP and feedback from DfE Associates**

*Institution 1*

* Routines and proactive behaviour management,
* SSP as part of Early Reading
* Inclusion & scaffolding
* Questioning & feedback

*Institution 2*

* How Pupils Learn
* Managing Behaviour for Pupil Learning
* Promoting progression through Curriculum, Pedagogy and Assessment
* Assessing Learning
* Embedding and Enhancing Knowledge

*Institution 3*

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| **Establishing a positive classroom climate** | **Explicit teacher models** | **Questioning to establish and respond to what pupils know** | **Ensuring pupils have meaningful learning opportunities over time** |

*Institution 4*

* Classroom presence and communication skills to support high expectations for all
* Behaviour management and addressing challenging situations to ensure all pupils are able to learn
* Subject knowledge for teaching to ensure all pupils can make progress

This has been talked through with our associate and they are happy with it. We also rehearsed with them that there would be no practising in high stakes environments within our ITPs, this would happen in carefully structured follow-up activities within the student's placement school. Again this raised no concerns.

*Institution 5*

* AfL
* BfL
* Early reading & phonics
* Adaptive teaching

*Institution 6*

(for both UG Primary and PGCE Primary)

* Managing Behaviour
* SSP
* Adaptive Teaching – misconceptions;
* Adaptive teaching – SEN/D; Assessment

*Institution 7*

For secondary:

1 – explanations and modelling

2 – Questioning

3 – Talk for learning

4 – Interacting with feedback.

For primary:

1 – Behaviour (routines)

2 – Phonics

3 – Retrieval

4 – Modelling

*Institution 8*

For primary (UG):

Y1 – 1) Professional Behaviours, 2) Behaviour Management, 3) Curriculum (Subject knowledge)

Y2 – 4) Inclusion

Y3 – customised ITaP experience based on trainees progress and identified training needs

For secondary:

* Behaviour management
* Subject pedagogical knowledge
* Literacy/Oracy/Eal
* Assessment - questioning.

*Institution 9*

* Adaptive teaching (focussing on SEND and EAL learners) in the mid stage of the course.
* Literacy (Foundation phase for primary focussing on early reading, broader literacy focus with initial input (to include SSP) in the foundation phase for secondary, revisited prior to the final assessment with a school improvement focus)