## 

**What Impact is the Trainee Having on Pupil Learning – Guidance for UVT Visits**

**Trainees**: You will need to ensure your IDP is kept up to date. Please prepare for these by selecting a class you have been working with and ensuring you have available (depending on the phase you are working in):

* Lesson plans and evaluations for the last 3 weeks
* Relevant examples of pupil’s work from your lessons
* Relevant pupil data for that class
* Lesson observations for that class

Be prepared to discuss the progress of the selected class and your impact on their learning – the prompt questions below will help you to reflect on this with your UVT

**UVTs:** When you meet with the trainee, discuss their impact on learning with reference to the above evidence.

The **prompt questions below** will help you guide this conversation and enable you to make an informed judgement about the trainee’s impact on learning in different phases as required for the UVT visit records.

NOTE: If a trainee is working *beyond* the phase they are currently in, then that is indicative of higher-level impact.

**Scroll down for prompt questions….**

|  |  |  |
| --- | --- | --- |
| **You may wish to select target pupil(s)/ group(s) for the focus of your discussion and use some/all of these prompt questions as appropriate.**  **How well did the pupil(s)/group(s):** | | **What might a higher level impact on learning look like in the different phases? *(A trainee does not need to do all of these to be deemed to be having a higher level impact, this is simply guidance in support of your professional judgement).*** |
| **Higher level Impact** |
| Succeed in meeting appropriately planned objectives | To what extent did all pupils meet the lesson objectives?  Were lesson objectives differentiated? And if so how?  To what extent were the lesson objectives appropriate for the lesson?  To what extent were all pupils provided with opportunities to show that they had met the objectives? | **Beginning Practice:** Clear objectives, referred to throughout the lesson/episode, if appropriate. Activities are relevant to the learning objectives  **Consolidating Practice:** Plans show sequenced lesson objectives, adjusted as a result of pupil learning.  **Developing Independence:** Medium-term planning is appropriate for the range of pupils’ needs and shows evidence of differentiation. Lessons are dynamic, with plans adapted as necessary to support pupils’ learning.  **Enrichment & Extension:** Medium and longer term planning is secure and dynamic. Trainees might experiment with co-construction of lesson sequences with pupils: they are involved in identifying and shaping lesson objectives and purpose of learning. |
| Apply skills, knowledge or understanding to meet the objectives in the lesson sequence or scheme of work? | How did the pupils use prior knowledge and/or skills/knowledge learnt in the lessons to meet the objectives?  How did pupils show that they had understood new knowledge?  What evidence is there to suggest that the lessons were pitched correctly?  How did the pupils respond to questioning?  Did pupils use higher order thinking skills? If so, how? | **Beginning Practice:**  Pupils answer well-targeted questions, and are interested in the lesson/episode  **Consolidating Practice:** Pupils make links to prior learning  **Developing Independence:** Opportunities given to link learning with other subjects and beyond the classroom. Pupils reflect on their learning.  **Enrichment & Extension:** Higher level questioning allows pupils to demonstrate progress made throughout the lesson. The lesson is adapted in response. |
| Engage with the learning? | Were the pupils able to follow instructions?  Did the pupils work enthusiastically? Were they active or passive in the lesson? Were they on task?  Were pupils keen to ask questions? Comment on the type of questions asked.  Did they work independently? Did they work co-operatively?  Did the pupils listen intently to the teacher/each other?  Did their behaviour meet expectations?  Could all the pupils engage equally? Were episodes /lessons were differentiated to meet individual pupils’ needs.  Was the pace and timing of the lesson appropriate? | **Beginning Practice:** Teacher is focused on what student is doing, although learning may be largely teacher-led. Pupils are engaged in their learning.  **Consolidating Practice:** Pupils ask as well as answer appropriate and relevant questions. Pupils talk about their learning.  **Developing Independence:**  Excellent behaviour for learning. Pupils work well independently or cooperatively, with a range of modes of working within the lessons. Pupils have opportunities to experiment with their own ideas and reflect on their learning. The pace of the lesson is appropriate.  **Enrichment & Extension:** Trainee designs novel ways of capturing interest and involving students, who engage in their own learning. |
| Use classroom resources including adult support to improve their learning? | How well did the pupils learn from the Interactive Whiteboard?  Were they able to choose resources independently?  How did they use books, ICT equipment, displays to support their learning?  Did they use peer support? How?  Were they able to access the teacher or classroom assistant for support? | **Beginning Practice:** A range of resources used in lessons/episodes, drawing effectively on resources within the department. Pupils are able to seek adult support.  **Consolidating Practice:** Resources are designed appropriate to the learning. Lesson discussed with TA, feedback sought from TA on learning of the learners they support  **Developing Independence:** Pupils support each other in their learning. Teacher is adaptable in their use of resources. Pupils use resources independently to support learning. Activities are well-scaffolded.  **Enrichment & Extension:** Strong working relationship with TA or other support staff, so TA is well-informed and able to make informed decisions independently to support learning. Trainees contribute original resources to the department. |
| Did the trainee’s assessment, evidenced in lesson plans, evaluations and pupils’ books, extend learning?  Do pupils use self/peer assessment to improve their own learning? | How did pupils show that they had an accurate sense of their achievements and what they needed to do to improve their learning further?  Did pupils have opportunities to assess their own learning?    How did pupils use peer or self-assessment to assess their own learning?  Did the pupils consolidate their learning during plenaries?  Did the pupils have a sense of how each lesson fitted into previous and future lessons? | **Beginning Practice:** Lesson or episode includes basic assessment of knowledge/skills through questioning and plenary activities. Trainee has a record of relevant data for their classes.  **Consolidating Practice:** A range of Assessment for Learning techniques are used. Supported by class teacher, planning provides challenge and support for *all* pupils.  **Developing Independence:** AfL used throughout lesson and informs teaching. Marking of work shows knowledge of pupil learning and this is used to inform teaching, and data is recorded appropriately. Pupils have the opportunity to reflect on learning and set their own targets.  **Enrichment & Extension:** Pupils are able to explain or demonstrate the ‘big picture’, linking the skills and knowledge developed across a unit of work. They peer mark and set targets for each other. |
| How well did the trainee adapt their planning for the different needs of the pupils? | How did they use their knowledge of the pupils, including pupil data, to inform their planning and teaching?  Did they discuss the pupils’ needs with relevant support staff when planning? | **Beginning Practice:** Lessons are differentiated by outcome  **Consolidating Practice:** Trainee shows awareness of a range of differentiation strategies. Seating plans and grouping strategies are used to support differentiation  **Developing Independence:**  Trainee responds flexibly to changes in the development of a lesson. Teaching is personalised, with planning informed by data and knowledge of pupils and high quality oral and written feedback used to support and challenge individual pupils  **Enrichment & Extension:** Trainees know the pupils well, ensure they work with all pupils during any given lesson, and ask targeted, subject-specific, appropriate questions to support pupils in directing their learning and reflecting on their progress. Trainees are able to record and report on pupil progress effectively. |