# Extension and Enrichment

**The following document contains some suggestions for trainees who are going in to the extension and enrichment phase following the Developing Independence FRAP. Some suggestions are general, others are subject-specific. These are suggestions only and trainees, Lead Mentors and Reflective Mentors may choose alternative activities. Please bear in mind that the focus is on preparation of trainees for their ECT year, including continuing to develop areas of strength as well as to further develop in areas of relative need. This might entail a particular subject-specific pedagogical focus developed through their current timetable, rather than a change of timetable. It is not at all essential that a trainee in extension and enrichment has an altered timetable, though this is of course an option depending on their particular needs. Activities should be agreed with the trainee, Lead Mentor and Reflective Mentor, and of course, appropriate permissions sought.**

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| **General Suggestions** | **Subject-specific suggestions** |
| Revise a departmental scheme of work (Curriculum) | **English:** In revising this scheme of work, focus on writing, looking for opportunities to embed contextualised attention to grammar and/or talk for writing.**Science:** Explore how the scheme of work uses practicals, paying particular attention to how these can be ‘minds on’ as well as ‘hands on’.**RE:** Review your Department’s Key Stage 3 schemes of work and highlight the particular understanding(s) of religion that are implicit or explicit in these schemes of work. Use the article published by Walshe and Teece in the BJRE as a framework to help you. Share your findings with your Department and use them as a springboard for a discussion about the nature of religion(s) and the purpose of RE. **History:** Devise a new enquiry which fits the requirements of NC2014**Maths:** Whilst revising the SoW, ensure that there are opportunities for mastery and problem solving |
| Teach an A level extension session or group for students interested in studying your subject at University (Curriculum and Pedagogy) |  |
| Visit feeder schools and observe/support their teaching within your subject area, plus literacy and numeracy, collating information into a transition document for use within your secondary school department (Curriculum, Professional Behaviours) |  |
| Teach Functional Skills, IB, or other qualifications which you don’t already have experience of (Curriculum and Pedagogy). |  |
| Teach a small group of extracted GCSE students with a specific target grade within your subject area (e.g. 4-5 borderline, 8-9 borderline) (Curriculum, Pedagogy, Assessment, Adaptive Teaching). |  |
| Team teach a class which has been identified as particularly challenging (Behaviour). | **English:** In this team teaching, focus on generating classroom dialogue or engagement with texts.**Science:** Focus on managing class debate and the concept of argumentation in science, or how literacy can be supported in science lessons with these classes. |
| Plan an out of school visit for a group of students (Professional Behaviours). | **English:** Plan a theatre visit**Science:** Plan a visit to a science and discovery centre, zoo or other informal science learning centre.**History:** Plan a visit to a local historic site |
| Further develop your understanding of post- levels assessment by developing mark schemes for assessed tasks which focus specifically on *concepts* in your subject area (Assessment) | **History:** Build on your action research into the learning of a particular historical concept by devising an assessment and task specific mark scheme |
| Investigate and critically analyse two school’s curriculum sequences and structures across KS3-5, in terms of developing students’ knowledge and conceptual understanding in your subject area. (Curriculum) |  |
| Teach a ‘full’ ECT timetable (Professional Behaviours) |  |
| Through discussion with the appropriate member of SLT, your departmental head, and an outstanding classroom teacher, develop a deeper understanding and working knowledge of how schools use data to support learning (Assessment) |  |
| Observing and collaboratively working alongside the school **SENCO** (NB Discussed & agreed with their Lead Mentors, trainees work very closely with the school SENCO, understanding his/her role & responsibilities & supporting pupils with SEN/D) (Adaptive Teaching, Professional Behaviours) |  |
| Contribute to/lead discussion in departmental meeting (Professional Behaviours) |  |
| Shadow a Head of Year for a day, including if possible a ‘difficult’ meeting with parents (Professional Behaviours) |  |
| Use the SEN task comparatively between the two placement schools (Curriculum, Adaptive Teaching) |  |
| Shadow/observe/work with an Educational Psychologist visiting the school (with appropriate permissions and ethical consideration) (Adaptive Teaching, Professional Behaviours) |  |
| Visit and teach in local primary school or FE College  |  |
| Visit and teach in a Special School |  |
| Visit and teach in a Pupil Referral Unit |  |
| Attend a school Governors’ meeting and meet with a Teacher-Governor to discuss the role of governors within the school (Professional Behaviours). |  |
| Shadow a member of the senior management team (Professional Behaviours) |  |
| Additional subject specific suggestions | **History*** Develop your understanding of teaching across other Humanities subjects
* Investigate how your school is/could contribute to commemorations within the local community of  First World War anniversaries
* Consider the relative merits and disadvantages of teaching and learning history in mixed ability classes and ability groups
* Investigate the similarities and differences between the 2016 GCSE History specifications which are currently still in draft format
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|  | **Dance*** Attend additional classes or courses in styles that you need more experience of.
* Attend the NRCD training courses (the summer school for teachers is particularly helpful)
* Organise a performance of Dance work
* Develop a club that targets low participation groups in dance
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|  | **MFL*** Devise a bridging project to share with year 6 colleagues and teachers in a local primary school
* Devise a short, cross-curricular MFL project which to be shared across year groups or teams
* Plan (with MFL staff) a languages event (French/Spanish Day, café, breakfast, themed lunch menu, etc.)
* Investigate links, including video conferencing projects, with schools abroad
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|  | **RE*** Adopt an RE pedagogy (such as RE-searchers) for two weeks and assess its impact on pupils’ learning.
* Create a mini scheme of work (2-3 weeks) in which you prioritise '*Learning From*' a particular religion and assess its impact on pupils’ learning.
* Compile an annotated list of stories that could be used to support learning about a particular topic in RE. Briefly describe how each story could be used and how resources/tasks could be differentiated.
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|  | **PE*** Observing and collaboratively teaching a **second teaching subject** (NB Discussed & agreed with their Lead Mentors, trainees must have taken their chosen subject at A Level & achieved a grade of ‘C’ or above).
* Observing and collaboratively teaching **PE in a local primary school** (NB Discussed & agreed with their Lead Mentors, trainees work very closely with a PE teacher/School Sports Coordinator within the PE Department who has responsibility for supporting primary generalist classroom teachers in the learning and teaching of PE and school sport in a family of schools)
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|  | **English:** * If not already doing so, teach Drama, Media Studies, or another related subject (S3).
* Design a drama / public speaking / reading / poetry / Shakespeare competition or festival, for a year group to participate in, researching the focus using the websites for The National Youth Theatre / English Speaking Union / National Literacy Trust / Poetry Society / British Shakespeare Association / RSC, and including the materials for one or more lessons to accompany the competition or festival (S1, S8).
* Conduct intervention work with student/s with low reading attainment, including some research into the relevant support strategies (phonics, developing comprehension etc) and discussion with SENCO / HTLA (S2, S5).
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|  | **Science*** Organise a Science competition for a particular year group (Salters’ Chemistry Club/the RSC are good places to start for ideas)
* Set up or participate in a Science club
* Drawing on research into a particular area of debate in science pedagogy, such as inquiry learning, devise an alternative short sequence of lessons to teach a key concept or topic using that pedagogical approach
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|  | **Maths*** Start an afterschool club, or help with an existing one, that targets low attaining or particularly high attaining pupils
* Work with year 6 teachers in feeder schools to develop a bridging project that could be worked on over the summer
* Work on developing Numeracy across the curriculum with other subject areas
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