



Teaching at The Academy

(Module 4)



A) Note making

(REF: PAGE 18 MODULE 1)

Teachers should ensure that for all groups (except Anchor L1) all lessons are taught on the whiteboard, with clear notes that explain concepts and the purpose of particular tasks carried out in class. This forms the teaching element of “teach-test” and normally takes between 10-20 minutes. This teaching part can happen up to 2 times in a lesson, with the remaining part of the lesson taken up with a TAQT and testing.

All the instructions below would be written on the board and students should copy these so that when they refer to the lesson at the end of the teaching theme, the notes present a history of events that took place in class. All classnotes should have a date and title along with any pages covered from the workpack as a reference. If an accesslink has been given then ask students to write this down also.

Example:

Complete Task A (page 18, questions 1-3)

Example:

Today in class we spent 10 minutes discussing.... Now spend 15 minutes answering the following questions....

Example

Last week discussed... to understand In more detail. Today we will be doing....

Example

Spend the next 20 minutes in groups of 3 brain storming

B) Testing

(REF: PAGE 18 MODULE 1)

After teaching an idea and providing students with a comprehensive set of notes, diagrams, examples and worked examples, you should always test students. Ensure you provide enough questions for the best students to complete the majority of questions and the weaker students to complete half.

When testing (particularly in maths,) always ask students to complete a small number of questions first. Check individually or as a group before asking them to finish.



C) TAQT

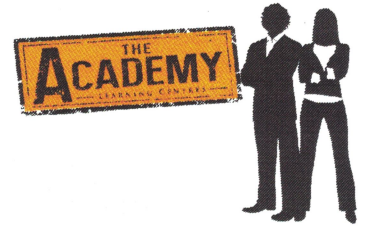
(REF: PAGE 19 MODULE 1)

- I. Always aim to conduct one of these at the start of each lesson, even if you are covering a lesson and don't know exactly what students did the week before (although the teacher records should tell you this.)
- II. Provide enough questions to summarize any information taught the previous week. The results of the TAQT help you deduce whether to **move forward with the lesson objectives, to review some ideas again before moving forward or whether to review the whole lesson again.**
- III. One of the purposes of the TAQT is to ensure that students read their notes before attending classes. This gets them used to the idea of regular revision. Poor results should not be accepted by any teacher. At the very least, a poor results should be addressed as a level 1 Incident on PDP, in some cases a level 2, where the teacher should provide an SPR to let parents know.
- IV. The TAQT is always done in silence, under exam style conditions. This means that the start of each session will be very quiet for all the groups. Getting students into a habit of coming to class, opening books and starting their TAQT provides a solid structure and offers greater discipline in class.
- V. At the end of the TAQT, you do not need to go over methodology. Simply ask students to put their pens down, swap books and mark their neighbours work in a different coloured pen (this maybe harder for English and it may better for students to mark their own work.) Teachers should go through answers very quickly and record scores for individuals. After all the scores have been collected, teachers should decide on the lesson plan.
- VI. This is part of our progress guarantee.

D) SPR's

(REF: PAGE 25 MODULE 1)

- I. Try to include one specific bit of praise and one area of improvement.
- II. Always staple these in to the correct page of the workpack and update your teaching record with a "S" against the student who received one.
- III. You can write SPRS during the TAQT, if for example you are reviewing homework. You can write SPRS during the test portion of your lesson, you can even write SPRs during the break if you run out of time (although we do not recommend this.)
- IV. A target is set for each group every month and we ask teachers to given a minimum of 1 to each child every 4 weeks.
- V. Keep a regular look out to see they are being signed by parents. You can remind students to do this for homework or during the end of day debrief if you are team leading on a particular week.
- VI. This is part of our progress guarantee.



E) Homework

(REF: PAGE 26 MODULE 1)

- I. Ensure homework is given every week (minimum 30minutes-max 60minutes)
- II. Ask students to write this down in their workpack on designated page.
- III. You can check homework during the lesson TAQT, during the testing portion of your lesson or during the break. It is also a good time to hand out SPRs as feedback.
- IV. Homework should be directly related to material students did in class. If you are running out of time do not simply give any page or task for them to complete. In this case give the students an access link and let them know their homework will be uploaded by Tuesday 5pm for them to complete.
- V. Only end a lesson when you have double checked that homework is written down by all and understood by all.
- VI. During the start of class, teachers can get students in a routine of having their homework out in front of them whilst they are completing their TAQTs.
- VII. Teachers should record homework completion weekly in the teacher records.

F) Clarity and pace

- I. Ensure verbal explanations are clear and explained without rushing.
- II. Ensure your handwriting on the board is legible to all.
- III. Ensure you teach with 2-3 examples and explain followed by 1-2 worked examples with the group. During worked examples, you engage the group and have the ability to select students to answer questions.
- IV. Always ask your groups lots of questions as you are teaching to make sure everyone is keeping up.
- V. Pay particular attention to students who are quiet and have a history of poor TAQTs and homework.

G) Discipline

- I. Ensure discipline is present in all aspects of your class, not just the obvious like shouting out etc.
- II. Know the PDP and utilise it correctly when required
- III. Get your groups into a habit of raising hands. Calling out should not be accepted under any circumstance (see maintaining control in module 2.)
- IV. Think about strategies to get students to pay attention when they are not listening (e.g. raising hands and remaining quiet when you want the groups attention.)
- V. It is always useful to have students get into a habit of arriving to your lesson, taking their books out and starting a TAQT in silence.



- VI. Some class exercises may not involve group work or any interaction between students. If you ask the group to work by themselves, ensure the group is silent and obeys instructions. We always think it is a good idea to specify with each task whether students can discuss answers.
- VII. Students should be sitting with their back against the chair. Slouching is not acceptable in class and shows great disrespect for the teacher. Eating, chewing bubble gum and drinking during lessons is prohibited (see student code of conduct.)
- VIII. At the end of class, summarise the lesson and have groups in total silence to signal to other teachers that your lesson has finished.
- IX. Ensure desks are presentable during your lesson.

H) Teaching Style

- I. Do not teach sitting down. This projects the wrong energy to the group.
- II. During TAQTs and the testing portion of your class, walk around the group and look out for presentation of work, dates and titles etc.
- III. Hand gestures and body language will demonstrate your passion for a topic area, reinforce your mood and aid with teaching concepts and ideas in class.

Other things worth remembering:

i) End of Month Protocol

- I. At the end of the month, during the class, average student performance and provide a percentage result for each child. Record this in the student record and highlight any poor performances.
- II. Flag any child who has done poorly during the debrief.
- III. Award student of the month prize. Prize draw is also conducted by TL's for merits.

J) Planning Lessons

- I. It is imperative that as a new teacher you plan your lesson well.
- II. Ensure before class you are prepared and know what your teaching and testing portion of the lesson will include.
- III. Workbooks provide a guide and skeleton structure to your lesson. You may adapt the objectives for your lesson and email any materials to upload.
- IV. Plan monthly/termly- see the bigger picture
- V. Have enough questions for classwork and homework.
- VI. Ensure the material is challenging enough for the most capable student in your group. This may mean providing extension activities or harder problems to solve.



- VII. Have a clear aim for the lesson and write this down at the start of each class.
- VIII. Build the lesson plan to include 2 cycles of teach and test.
- IX. The weekly team brief may have information received from parents during the week. This information may be emailed directly to tutors, or it may be included in the team brief.

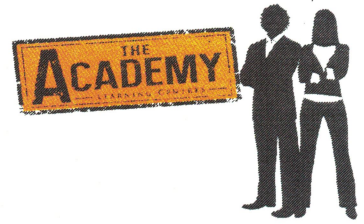
K) Resources

- I. There are a number of different resources online that we recommend. Please see the table below.
- II. If teachers would like to purchase other resources like revision guides please contact Paras before purchasing these as The Academy will usually pay for these if they don't already have these in stock.
- III.

Group	Resource
Anchor L1/L2	PRIMARYLEAP.CO.UK MATHS-DRILLS.COM TES.COM
DEVELOP/ DEVELOP+	
ACHIEVE, GCSE L1, L2, L3	TEACHERSPAYTEACHERS.COM 3MINUTEMATHS.CO.UK TES.COM
GCSE SUPPORT/ GCSE SUPPORT PLUS	TEACHERSPAYTEACHERS.COM 3MINUTEMATHS.CO.UK TES.COM
Please request the username and passwords for these accounts.	

K) New students joining my class

- I. It's really important that new students are welcome into the lesson and that we give them enough attention to feel comfortable on their first day. There are lots of ways this can be done. We always recommend the new student welcomer to meet the child at the start of the session and introduce them to their teachers when the TAQT is taking place. This way the students knows at the very start who their new teachers are. Whilst students are doing a TAQT, the new student welcomer should take the child through the student code of conduct and the student welcome pack.
- II. Ensure the new student knows the following 5 things: what TAQTs are, what stationary to bring to class, understands the school uniform policy and knows what an access link is.



- III. During break and at the end of the session, the new student welcomer should take 5 minutes to get feedback from the new child, ensure they are happy, enjoyed their classes and know what to do for next week.

L) Maintain control

(REF: PAGE 26 MODULE 2)

- I. See our practical tips on maintaining control of groups. There are various strategies you can employ right from the beginning to ensure your groups behave as we expect them.
- II. Students will cast judgement on your behaviour and appearance. Always maintain confidence in your approach to alleviate any misconceptions.

M) Parents, professionalism and confidence

- I. Teachers should be professional at all times with students, other teachers and parents. Teachers should have the confidence to approach parents, make banter and project maturity and understanding.
- II. Parents will cast judgement on your behaviour and appearance. Always maintain confidence in your approach to alleviate any misconceptions or pre-formed judgements. Parents are less confident with teachers who look young, so be assertive in your actions at all times.

N) Scope of work

- I. Your primary role as a tutor with The Academy is to teach children, maintain a positive relationship with parents and ensure progress with every child attending your class.
- II. Summarising your lesson at the end of class helps students understand what they have learnt in the lesson. Even if you have been unable stick to your teaching plan for the day, students will still have learnt something and it is important that you explicitly say to them what this is.
- III. For any questions the parents ask outside of their child's education, please refer them to the centre manager or alternatively provide them with our contact details to discuss over the phone or via email: 0203 603 9502 | bcc@theacademylearning.co.uk

O) Access-links and staff equipment

- I. Try to stick to one or two access links each term. The easiest way to do this will be to save a word file on your laptop and add to this as required. You'll then need to save the file as a PDF, with the correct NAME in CAPS. Send this file to staff@theacademylearning.co.uk.



- II. Where you are unable to add material to a single access link, use a suffix like A1 or KB1, KB2, KB3 with each new upload. At the end of the term, students will have a range of access links that they can use for revision.
- III. It will be your responsibility to ensure you carry all the relevant staff equipment highlighted in module 1.



Teacher Records

(See supplement)

(Your trainer will refer to the supplementary records sheets provided)



Think about the list above and all the training material covered in Modules 1 and 2. Can you fill in the blanks below? What is the relevance of each part of the checklist? Use

Start

	I read the team brief before I came to my teaching session and addressed any concerns with my centre manager.
	I have brought relevant materials to my class, including my board markers and stapler.
	I have written up my TAQT on the board 15minutes before the teaching session is due to start.
	I have arrived presentable, in correct attire and with my name badge clearly visible.

Teaching

	My lesson started on time.
	Anyone with 2 consecutive low TAQT's, lateness, absences, missing homework, missing work packs, poor behaviour has been sent an SPR and I have informed my centre manager E.g. I have also stated the importance of revising for the TAQT with my group and told those that arrived late to ensure they come to class on time.
	I have reminded students what we covered last week and I have set out the objectives for todays lesson and asked students what they know about the topic already.
	My teaching style was fun and engaging. Students enjoyed my class and actively participated.
	Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.
	I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group. At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.



END

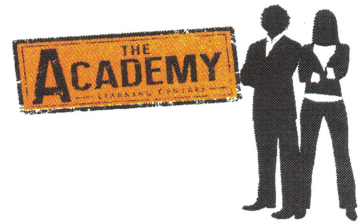
	I made my manager aware of anyone I think should be on the student watch list
	My records sheets are complete 100%
	I have awarded my students with merits.
	I have made the centre manager aware of problem students whose parents should be contacted.
	I have helped tidy the centre ready for closure.

Practical Tips

Brainstorm ideas that will help your lesson run smoothly

A Typical Teaching Week





Teaching-Day Summary

Before My Teaching Session

- Have I arrived on time? If I'm running late I should have told my centre manager.
- Have I signed in and read the weekly team brief?
- Have I brought my teaching gear?
- Is my classroom set up correctly?
- Are my tables and floors clean?
- Is my weekly TAQT ready to go?
- Have I conducted my other responsibilities well?
- Is there anything I need to ask the centre manager?

During Teaching Session

- TAQT conducted and scores recorded.
- Students in correct uniform and jackets behind chairs.
- Have I made small talk?
- Are my students disciplined and quiet in class? A group shouting out is disturbing others and failing the schools core values.
- Teachers are not allowed to sit during a teaching session, unless an exercise has been set for the group to get on with.
- Have I met my SPR target for the week?
- Students are not allowed any food or drink during a lesson.

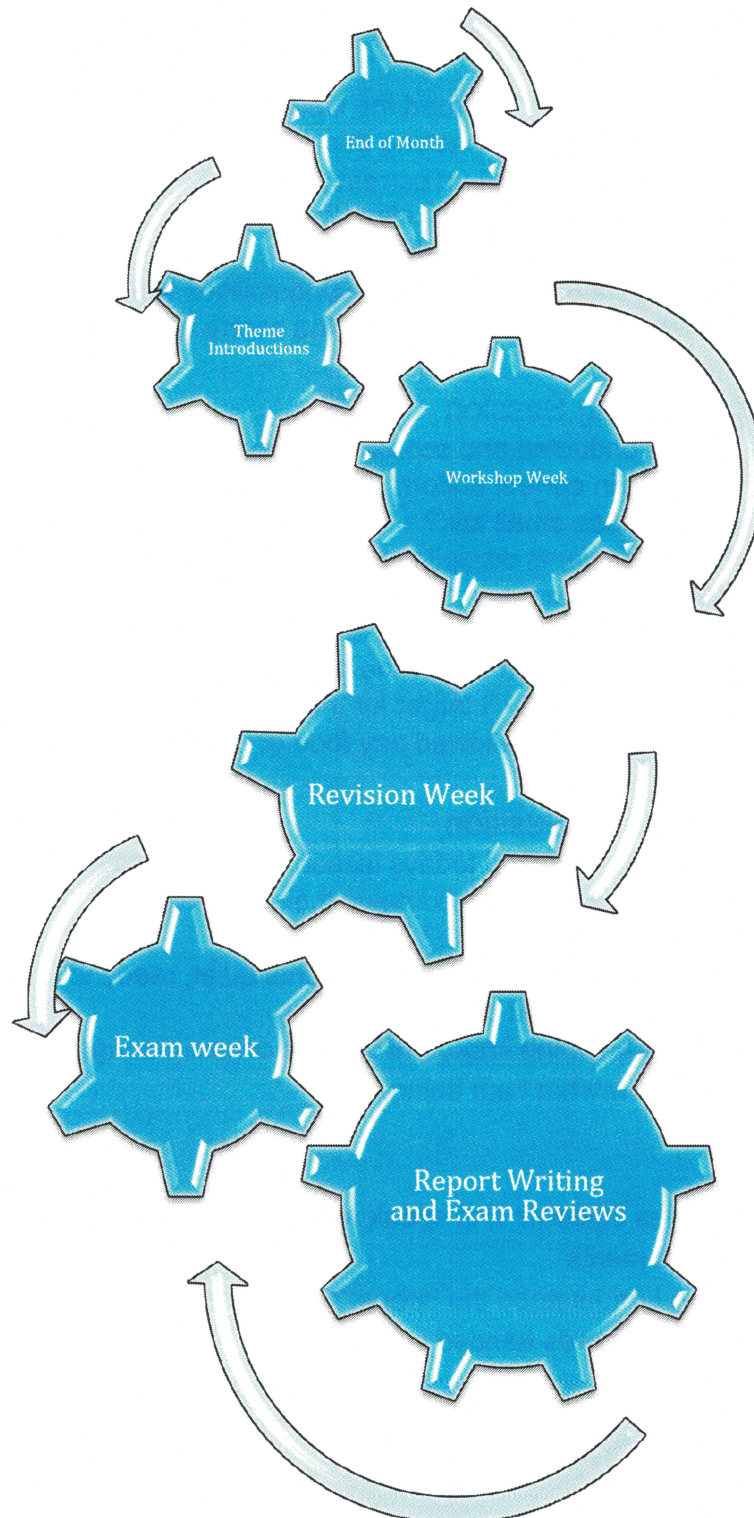
End of Teaching Session

- Have I summarized today's lesson with students?
- Have my students jotted down their homework?
- Have I finished on time?
- Are floors and tables tidy & students quiet, ready to leave?
- Have I completed all record sheets.
- Is there anything important that the centre manager should know?
- Do I know what I am doing now?

Closure

- Dismiss students and speak with parents
- Award merits
- Have I understood the debrief?
- Centre records handed in?

Key Events (Term)





Practice Exercises

1. Lesson Planning (15minutes)

This exercise will help you devise your weekly/monthly/termly teaching plan. Teachers can use previous workpacks available for inspiration and ideas.

2. Ice Breaker (5-10minutes)

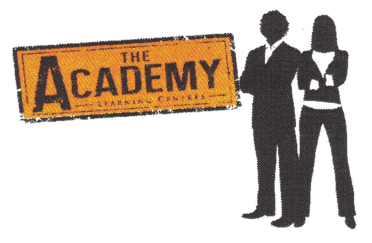
Imagine it's your first day teaching or it's the start of your weekly lesson with one of your groups. Use the plan created in part 1 to demonstrate how you would welcome the group and start your lesson.

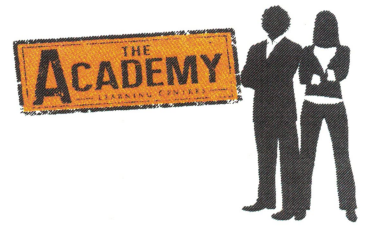
3. Teach Test (5-10minutes)

Take one sections of the teach test created in part 1. Demonstrate with the aid of a white board how you would teach the group.

4. Ending a lesson (5-10minutes)

Demonstrate how you finish your lesson with a group. How do you provide homework? When do you check to complete all records, Do you summarise the lesson and take final questions? How should your students behave to mark the end of class?





Planning a lesson

Introduction

The Academy Quick
Test

Teach Topic #1

Test Topic #1

Check Topic #1

Teach Topic #2

...

Test Topic #2

...

Check Topic #2

...

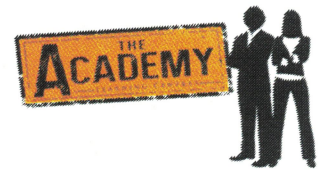
Homework

Conclusion



Practice Exercises

(Use the teacher checklist and teacher observation form to review others as they present.)



Teacher Observation Notes Sheet

Teacher Name: _____ Date of observation: _____

Observer Name: _____ Class and subject observed: _____

Start of Class

- | | |
|--|---------------|
| <input type="checkbox"/> Lesson started on time | <i>Notes:</i> |
| <input type="checkbox"/> Teacher has all necessary equipment | |
| <input type="checkbox"/> All students in correct uniform | |
| <input type="checkbox"/> No students eating/drinking | |
| <input type="checkbox"/> Made use of a TAQT | |

Style of Teaching: (E.g. clarity, speed, activities)

Positives of teaching style:

Suggestions for improvement:

Taught Material

Did the material taught seem appropriate for the class? (YES /NO)

Is there any way you thought this material could be improved or be made more engaging?



Atmosphere

Were there any incidents of challenging behaviour? (YES / NO)

If YES, did the teacher respond well? Did this match the progressive discipline plan?

What atmosphere did the teacher create? Did the teacher seem comfortable with the students?

Were all students engaged in the taught material?

Class Structure

Did the teacher make the learning objective for the day clear?

Did the teacher give enough time for each activity?

Did the teacher give opportunity for the learned material to be practiced?

End of Class

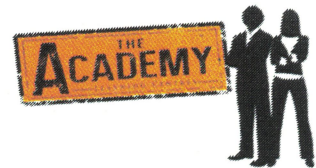
- Lesson ended on time
- Homework clearly explained and recorded
- Major themes of lesson summarised
- Tables and floor clean for next lesson

Notes:

Record Keeping

- SPR Record Complete
- Teacher Record Complete

Notes:



Teacher Observation Notes Sheet

Teacher Name: _____ Date of observation: _____

Observer Name: _____ Class and subject observed: _____

Start of Class

- Lesson started on time
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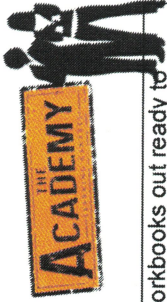
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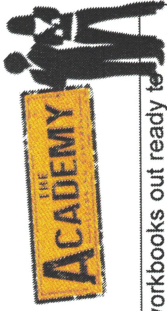
Record Keeping

- SPR Record Complete
- Teacher Record Complete

Notes:



<p>Have I arrived on time and checked in with my manager? If I was running late did I call my centre manager to inform them?</p>	<p>My group came upstairs and quickly had their workbooks out ready to start the lesson. My lesson started on time. I have made small talk with students about their past week. At the start of class, students had their jackets behind chairs and were all in correct uniform. Bags were on the floors underneath the table.</p>	<p>I made my manager aware of anyone I think should be on the student watch list</p>
<p>I have helped set up the centre, teaching hall and fulfilled my designated duties successfully.</p>	<p>Students completed their TAQT's in silence.</p>	<p>I utilised the PDP</p>
<p>I read the team brief before I came to my teaching session and addressed any concerns with my centre manager.</p>	<p>I completed record sheets after my TAQT, noting student scores and whether they had completed their homework. Additionally I've recorded anyone not in correct uniform or that arrived late. I have told students who have not completed their homework about the PDP and made clear what I expect of them.</p>	<p>My records sheets are complete 100%</p>
<p>I have brought relevant materials to my class, including my board markers and stapler.</p>	<p>Anyone with 2 consecutive low TAQT's, lateness, absences, missing homework, missing work packs, poor behaviour has been sent an SPR and I have informed my centre manager E.g. I have also stated the importance of revising for the TAQT with my group and told those that arrived late to ensure they come to class on time.</p>	<p>I have awarded my students with merits.</p>
<p>My tables and chairs are tidy and clean to welcome my first group.</p>	<p>I have reminded students what we covered last week and I have set out the objectives for today's lesson and asked students what they know about the topic already.</p>	<p>I have made the centre manager aware of problem students whose parents should be contacted.</p>
<p>I have written up my TAQT on the board 15minutes before the teaching session is due to start.</p>	<p>I have taught students new material that is written as story like notes on the board. Each taught section is supported with 2 examples and 2 worked examples.</p>	<p>I conducted my duties successfully and ensured the centre/hall was left in the same condition as when I first started my session.</p>
<p>I have spoken with parents.</p>	<p>Students were asked to practice questions after each section. During this time, I walked around the class, marked homework, wrote out SPR's were needed and encouraged those struggling.</p>	<p>I completed a teacher self assessment</p>
<p>I have arrived presentable, in correct attire and with my name badge clearly visible.</p>	<p>After going through the answers and asking students to mark their work in a different coloured pen, I am confident that they are all happy and working to the best of their ability.</p>	<p>I am on target to meet my SPR record for the month.</p>
	<p>My teaching style was fun and engaging. Students enjoyed my class and actively participated.</p> <p>Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.</p> <p>I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group.</p> <p>At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.</p> <p>My records sheets are 100% accurate and complete.</p>	<p>I was proactive to speak with parents at the end of the day and address any concerns they had with their child.</p> <p>I have helped tidy the centre ready for closure.</p>



<p>I have helped set up the centre, teaching hall and fulfilled my designated duties successfully.</p>	<p>My group came upstairs and quickly had their workbooks out ready to start the lesson. My lesson started on time. I have made small talk with students about their past week. At the start of class, students had their jackets behind chairs and were all in correct uniform. Bags were on the floors underneath the table.</p>	<p>I made my manager aware of anyone I think should be on the student watch list</p>
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	<p>After going through the answers and asking students to mark their work in a different coloured pen, I am confident that they are all happy and working to the best of their ability.</p> <p>My teaching style was fun and engaging. Students enjoyed my class and actively participated.</p> <p>Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.</p> <p>I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group.</p> <p>At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.</p> <p>My records sheets are 100% accurate and complete.</p>	<p>I am on target to meet my SPR record for the month.</p>
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<p>My tables and chairs are tidy and clean to welcome my first group.</p>	<p>I have reminded students what we covered last week and I have set out the objectives for today's lesson and asked students what they know about the topic already.</p>	<p>I have made the centre manager aware of problem students whose parents should be contacted.</p>
<p>I have written up my TAQT on the board 15minutes before the teaching session is due to start.</p>	<p>I have taught students new material that is written as story like notes on the board. Each taught section is supported with 2 examples and 2 worked examples.</p>	<p>I conducted my duties successfully and ensured the centre/hall was left in the same condition as when I first started my session.</p>
<p>I have spoken with parents.</p>	<p>Students were asked to practice questions after each section. During this time, I walked around the class, marked homework, wrote out SPR's were needed and encouraged those struggling.</p>	<p>I completed a teacher self assessment</p>
<p>I have arrived presentable, in correct attire and with my name badge clearly visible.</p>	<p>After going through the answers and asking students to mark their work in a different coloured pen, I am confident that they are all happy and working to the best of their ability.</p>	<p>I am on target to meet my SPR record for the month.</p>
	<p>My teaching style was fun and engaging. Students enjoyed my class and actively participated.</p>	<p>I was proactive to speak with parents at the end of the day and address any concerns they had with their child.</p>
	<p>Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.</p>	
	<p>I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group.</p>	
	<p>At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.</p>	<p>I have helped tidy the centre ready for closure.</p>
	<p>My records sheets are 100% accurate and complete.</p>	



<p>I have helped set up the centre, teaching hall and fulfilled my designated duties successfully.</p>	<p>My group came upstairs and quickly had their workbooks out ready to start the lesson. My lesson started on time. I have made small talk with students about their past week. At the start of class, students had their jackets behind chairs and were all in correct uniform. Bags were on the floors underneath the table.</p>	<p>I made my manager aware of anyone I think should be on the student watch list</p>
<p>I read the team brief before I came to my teaching session and addressed any concerns with my centre manager.</p>	<p>Students completed their TAQT's in silence.</p>	<p>I utilised the PDP</p>
<p>I have brought relevant materials to my class, including my board markers and stapler.</p>	<p>I completed record sheets after my TAQT, noting student scores and whether they had completed their homework. Additionally I've recorded anyone not in correct uniform or that arrived late. I have told students who have not completed their homework about the PDP and made clear what I expect of them.</p>	<p>My records sheets are complete 100%</p>
<p>My tables and chairs are tidy and clean to welcome my first group.</p>	<p>Anyone with 2 consecutive low TAQT's, lateness, absences, missing homework, missing work packs, poor behaviour has been sent an SPR and I have informed my centre manager E.g. I have also stated the importance of revising for the TAQT with my group and told those that arrived late to ensure they come to class on time.</p>	<p>I have awarded my students with merits.</p>
<p>I have written up my TAQT on the board 15minutes before the teaching session is due to start.</p>	<p>I have reminded students what we covered last week and I have set out the objectives for today's lesson and asked students what they know about the topic already.</p>	<p>I have made the centre manager aware of problem students whose parents should be contacted.</p>
<p>I have spoken with parents.</p>	<p>I have taught students new material that is written as story like notes on the board. Each taught section is supported with 2 examples and 2 worked examples.</p>	<p>I conducted my duties successfully and ensured the centre/hall was left in the same condition as when I first started my session.</p>
<p>I have arrived presentable, in correct attire and with my name badge clearly visible.</p>	<p>Students were asked to practice questions after each section. During this time, I walked around the class, marked homework, wrote out SPR's were needed and encouraged those struggling.</p>	<p>I completed a teacher self assessment</p>
	<p>After going through the answers and asking students to mark their work in a different coloured pen, I am confident that they are all happy and working to the best of their ability.</p>	<p>I am on target to meet my SPR record for the month.</p>
	<p>My teaching style was fun and engaging. Students enjoyed my class and actively participated.</p>	<p>I was proactive to speak with parents at the end of the day and address any concerns they had with their child.</p>
	<p>Students always put their hands up to speak in my class and the noise level was acceptable for my group without disturbing other sessions.</p>	
	<p>I ended my class on time and wrote down homework on the board. Floors and tables were left tidy and I recorded those receiving merits in my group.</p>	
	<p>At the very end I summarised the lesson, addressed any final questions and had my group in silence for their next session/end of day.</p>	
	<p>My records sheets are 100% accurate and complete.</p>	<p>I have helped tidy the centre ready for closure.</p>

SPR HANDOUT

SPR HANDOUT			
	Maths	English	Science
1			
2			
3			
4			
5			
TOTAL			
TARGET	11	11	11

TEACHING NOTES

Please familiarise yourself with the following information before every session. Tailor your lessons to match the needs of the group. Please add further notes where this will help fellow teachers.

- This is a new group made up of the strongest Achieve students.
- The purpose of this group is to introduce strong students to the GCSE syllabus (KS4)
- **When you are teaching:**
 - Ensure the basics are clear. We do not want to push students ahead if the bedrock is shaky.
 - Provide clear notes for reference. Students benefit greatly from this.
 - Introduce exam style questions and mark schemes where possible
- **ENCOURAGE students to complete JOURNAL CLUB.**

MATHEMATICS

Workpack Title:

1	Date: <input type="checkbox"/> TAQT <input type="checkbox"/> Homework Marked Homework reference details:	TEACHER INITIALS:	
2	Date: <input type="checkbox"/> TAQT <input type="checkbox"/> Homework Marked Homework reference details:	TEACHER INITIALS:	
3	Date: <input type="checkbox"/> TAQT <input type="checkbox"/> Homework Marked Homework reference details:	TEACHER INITIALS:	
4	Date: <input type="checkbox"/> TAQT <input type="checkbox"/> Homework Marked Homework reference details:	TEACHER INITIALS:	
5	Date: <input type="checkbox"/> TAQT <input type="checkbox"/> Homework Marked Homework reference details:	TEACHER INITIALS:	

