

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – English Guidance:

We want student teachers to take the start of lessons to welcome pupils in and direct them to a starter task. They must ensure pupils engage with the starter task. Once pupils have had sufficient time on the first task, we want student teachers to gain pupils' attention with a countdown or in line with any school policy. They may briefly review responses to the task and enforce silence during teacher talk, in line with the school's behaviour policy, including relevant sanctions and rewards.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – English Guidance:

The confidence that student teachers have developed in Itap 1 should feed into Itap 2. Student teachers will model a process or a skill, related to reading, writing or speaking and listening. They may demonstrate the following methods:

I do: showing thought processes on a worked example, using a visualiser or whiteboard.

We do: scaffold the co-construction of another example by asking many questions.

You do: Ask pupils to complete a fresh task alone or in pairs. Provide targeted support.

ITAP 3 – How do I ask and respond to questions in my subject?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – English Guidance:

Student teachers may build on their emerging confidence in questioning from Itap 2. They should try pose, pause, pounce, bounce or similar. This means that student teachers could display a question on the board. They may then model oracy by clearly posing the question. This would necessitate allowing appropriate wait time or pausing after asking the question. They may then nominate a pupil to answer. After repeating the pupil's answer back to the class, they could bounce the answer around the class, like a basketball. The point of this would be to develop a specific skill within reading, writing or speaking and listening. For reading, it may be inference or narrative voice. For writing, it may be using ambitious vocabulary and varied sentence structures. For speaking and listening, it may be engaging in diverse perspectives or presenting ideas clearly.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 – English Guidance

Now English student teachers have completed Itap 3, they are ready to focus on their subject pedagogies. Itaps 1-3, of course, asked student teachers to incorporate English-specific teaching methods into their teaching experiences and reflections on classroom management, modelling and explaining and then questioning. Now, the focus is on deepening understanding of how to deliver English teaching episodes. Reading comprehension: For example, student teachers may wish to try reciprocal reading: pupils or the teacher may take turns leading small-group discussion of a text using four strategies: predicting, questioning, clarifying and summarising (Palincsar and Brown, 1984). The teacher models first and gradually steps back. If the placement school does not favour reciprocal reading, they should try the school's method of developing reading comprehension at Key Stage 3, for example by reading aloud, or deploying their own guided reading, echo reading, popcorn reading or similar.