

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 – Maths Guidance:

We want student teachers to take the start of lessons, welcoming pupils in and directing them to the starter task and ensuring pupils to engage with it. Once pupils have had sufficient time on the task, gain pupils attention with a countdown or in line with any school policy, briefly reviewing answers for the task and ensuring silence during teacher talk – addressing any pupils in line with policy or if there is no policy using clear warning language for behaviour

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 – Maths Guidance:

This can build from ITAP 1 if student teachers are confident, taking the start of the lesson before doing some modelling. Collaboratively designing the resources with mentors and/or class teachers for the Teacher Led element of the lesson ahead of some formative assessment, thinking about how the topic is broken down ideally want to get student teachers to model one aspect that builds into another which will then lead into students practicing, potentially on a mini whiteboard – this is where the pupils will have an opportunity to ‘hand over’ by giving pupils clear instructions to the pupils but then giving responsibility back to the class teacher

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

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 – Maths Guidance:

Student teachers can start the lesson off well and can use modelling as their tool for questioning if they are confident. We want to focus on cold calling and use of mini whiteboards, in both cases carefully considering the questions they design. Cold calling can come as part of modelling or in an example(s) worked through with pupils, using their responses to complete steps towards a solution, checking pupils' understanding. In the whiteboard questions this could be in the middle of the teacher led element to check understanding or hinge question(s) ahead of an independent task.

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 – Maths Guidance:

Our focus will be on Variation Theory, we want student teachers to think carefully about the planning of each small step towards independent learning, addressing misconceptions head on without overloading pupils. Mentors/class teachers should help students understand the prior knowledge and support the planning process with well designed task(s) for independent learning, but students should think about how to create a flow of difficulty that is accessible for pupils, and address the misconceptions head on in delivery. This will take the whole of the teacher led elements of the lesson and student teachers *may* want to take the whole lesson as a result. Mentors should give feedback on the appropriateness of the level of challenge and flow of the questions designed.