

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 – Science Guidance:

The student teacher should plan and deliver the start of lessons, welcoming pupils into the classroom, directing them to the starter task and ensuring pupils engage with it.

Once pupils have had sufficient time to complete the task, the student teacher should gain the pupils' attention using a countdown or other strategy which is in line with the school policy.

Once the pupils are refocused the student teacher should briefly review answers to the completed task, ensuring silence during teacher talk.

Any necessary behaviour warning must be in line with the school policy.

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 – Science Guidance:

This can build from ITAP 1 if student teachers are confident with managing the class start up routines.

The student teacher will work collaboratively with the class teacher to prepare an explanation/modelling episode for delivery in a lesson. The student teacher will deliver this explanation/modelling activity in the lesson.

The student teacher should also plan to assess the pupils' understanding of the episode before handing the class back to the class teacher.

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 – Science Guidance:

The student teacher will build on their past ITAP experience to help them assess student knowledge and understanding through the use of questioning.

The student teacher should prepare a section of the lesson that uses questioning to assess pupil progress. They should select from a range of questioning strategies and include cold calling, individual responses, questions for pair and group work discussions. The student teacher should also plan for managing the feedback when questioning pupils.

Questioning strategies should be introduced across the week and should not all be attempted in the same lesson. The student teacher will have used a full range of strategies over the week.

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 – Science:

The pedagogy focus of this ITAP is practical work in Science.

Practical work provides opportunity to embed foundational substantive knowledge while explicitly developing pupils' disciplinary skills through hands-on enquiry.

Purposeful practical work ensures pupils do not merely follow recipes, but instead build a long-lasting understanding of scientific principles and fundamental processes.

The student teacher should plan a practical activity for pupils to complete which:

- promotes the use of appropriate subject-specific vocabulary
- takes into account common pupil misconceptions associated with the substantive knowledge
- develops pupils' disciplinary knowledge, for example standard measurement techniques or appropriate use of equipment.