

BRIGHT FUTURES PRIMARY SCITT CURRICULUM HANDBOOK



The best for everyone, the best from everyone

We are Bright Futures SCITT

Bright Futures SCITT is a school-led teacher training provider which sits within the Bright Futures Development Network. We are proud to be part of Bright Futures Educational Trust - a multi-academy trust made up of richly diverse schools across Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.

Our trainees are immersed in schools from day one of the programme and receive high quality training from practicing subject specialists. Our mentors find that developing new teachers enriches their own practice and trainees love to be part of the school communities in our partnership. Thank you for the valuable part you play in developing future teachers and for working with Bright Futures SCITT.



Passion

We take responsibility,
work hard and have
high aspirations.



Community

We work together for
a common purpose
acknowledging our
diversity as strength.



Integrity

We do the right things
for the right reasons..

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Bright Futures Curriculum

Our Curriculum Strands

Our curriculum is organised around 6 key strands. The first 5 are based on the core areas of the ITT Core Curriculum Framework and the final area, Mental Health is a fundamental part of our work at Bright Futures and a key strength of our programme. We use a Learn, Explore, Apply model to help Mentors and Trainees to make strong connections between what is learned in training and what is practised in the classroom. The table below shows our learning approach and our curriculum strands:

Learn Explore Apply					
Behaviour	Pedagogy	Curriculum	Assessment	Professional Behaviours	Mental Health

Connecting learning

Trainees, tutors, mentors and trainers all have a part to play in making connections between Centre-based and School-based learning. We help schools to do this by sharing our Curriculum Plan (see Mosaic) and we ask trainees to lead the conversation on this by sharing what they have learned with schools. Effective learning makes connections between theoretical knowledge and practical pedagogy. The table below shows the different elements of a trainee's learning experience:

<p>Centre-based learning</p> <p>This usually takes the form of directed training, some of which takes place at our SCITT centre and some in schools.</p>		<p>School-based learning</p> <p>School-based learning might be directed training, professional dialogue, professional development sessions or experiential learning in the classroom.</p>	
Professional Development Training	Curriculum Subject Knowledge Training	Professional Dialogue with mentor and colleagues	
<p>Experiential Learning</p> <p>Observation, Planning, Teaching, Reflection</p>			

Our Curriculum Design

Our curriculum is designed to develop motivated, collaborative and learner-centred teachers who contribute effectively to schools and the teaching profession. We are committed to providing a rich, responsive and well-sequenced curriculum for our trainees which will allow them to fully meet the Teachers’ Standards by the end of the programme. Mentors play a significant role in the implementation of our curriculum by supporting our trainees to **Learn**, **Explore** and **Apply** their centre-based learning in the classroom. The table below outlines our curriculum Intent, Implementation and Impact:

Bright Futures SCITT Curriculum		
Intent To develop teachers who are...		
Motivated	Collaborative	Learner-centred
<ul style="list-style-type: none"> Engaged with research Reflective Innovative 	<ul style="list-style-type: none"> Deep, sustainable relationships High levels of professional conduct 	<ul style="list-style-type: none"> High quality outcomes for learners Supportive and nurturing environment – all flourish
Implementation Embedding knowledge into practice through collaboration with others		
Learn	Explore	Apply
<ul style="list-style-type: none"> Centre-based Learning Independent CPD 	<ul style="list-style-type: none"> Guided/structured observation Modelled practice Professional dialogue Guided reflection 	<ul style="list-style-type: none"> Apply knowledge gained through learning and exploration
Impact Motivated practitioners that motivate others		
Teachers	Children and young people	The Profession

<ul style="list-style-type: none">• Motivated to learn and develop practice• Learning from and taking part in research• Engaging in sustainable working practices	<ul style="list-style-type: none">• Feel secure and valued• Love to learn• Are ready to move on	<ul style="list-style-type: none">• Engagement with research and collaboration with others ensures a positive future for the profession
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Training Calendar – tracking trainee learning

SCITT training sessions are carefully sequenced to support trainees’ development in school. This calendar is included both here and in the Placement Handbook so that Mentors are aware of the way that knowledge is sequenced in our curriculum. We ask that Mentors and Trainees use this as a guide to inform discussions and to plan lessons that build on knowledge gained in training sessions. The calendar shows both Professional Development Training and School-based Curriculum Training.

* Please note that this is a guide. The live timetable and curriculum handbook are available on Mosaic and may be subject to change.

Term One								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training
1	23-Aug-21						Effective observation Planning a well-structured lesson Curriculum – focus on Foundation Adaptive teaching for learners with SEND How children learn Adapting teaching to meet pupil need	Curriculum Subject Training Early Reading and Phonics Reading for Pleasure Effective behaviour management Guided reading Science 1 – Introduction to Primary Science History Maths 1 – Teaching for Mastery and subject knowledge
2	30-Aug-21							
3	06-Sep-21							
4	13-Sep-21							
5	20-Sep-21							
6	27-Sep-21							
7	04-Oct-21							
8	11-Oct-21							
9	18-Oct-21							
10	25-Oct-21						Setting high expectations Teacher Identity Protected characteristics Making accurate and productive use of assessment Teacher Wellbeing	Developing Children’s Writing 1 Spelling, punctuation and grammar Art Maths 2 - Additive reasoning and the CPA approach Maths 3 – Multiplicative reasoning and mathematical fluency Indoor PE
11	1-Nov-21							
12	8-Nov-21							
13	15-Nov-21							
14	22-Nov-21							
15	29-Nov-21							
16	6-Dec-21							
17	13-Dec-21							
18	20-Dec-21							

19	27-Dec-21							
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Term Two								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training
20	3-Jan-22						Behaviour Clinic Employability Day Planning effectively in a new key stage Adaptive teaching for EAL learners LGBTQ+ and sexism in school	Science 2 – Working scientifically in the Primary classroom Geography English 5 - Developing Children’s Writing Maths 4 – Fractional reasoning Maths 5 - Geometric reasoning and learning theories
21	10-Jan-22							
22	17-Jan-22							
23	24-Jan-22							
24	31-Jan-22							
25	7-Feb-22							
26	14-Feb-22							
27	21-Feb-22						Understanding the pastoral role PSHE and Citizenship Effective communication and parental engagement Childhood Trauma Emotional intelligence Evidence-informed practice and professional learning	Science 3 Religious Education and Collective Worship Computing Design Technology Outdoor PE
28	28-Feb-22							
29	7-Mar-22							
30	14-Mar-22							
31	21-Mar-22							
32	28-Mar-22							
33	4-Apr-22							

Term Three								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training
34	11-Apr-22						Preparing for moderation	Languages
35	18-Apr-22							

36	25-Apr-22						Early Career Framework Career Entry Development Profile	
37	2-May-22							
38	9-May-22							
39	16-May-22							
40	23-May-22							
41	30-May-22							
42	6-Jun-22							
43	13-Jun-22							
44	20-Jun-22							

CALENDAR KEY

SCITT DAYS 180 days on programme	Primary 3-7	Primary 5-11
Placement	110	115
Enhancement	6	6
Enrichment	4	4
School-based training	26	26
Early Primary Training AGGS	6	1
Whole Cohort Professional Development Training AGGS	13	13
Primary Only Professional Development Training AGGS	6	6
PGCE	8(+1)	8(+1)

Subject Knowledge Training

Quality Teaching

Our Subject Knowledge Training is planned and delivered by experienced practitioners in our partner schools. Our training is underpinned by a shared understanding of what quality teaching means:

- Having high expectations for all learners
- Lessons should be planned and sequenced to build knowledge and skills over time
- Lessons are informed by sound subject knowledge
- Content is presented clearly, promoting appropriate discussion
- Learners' understanding is checked systematically, misconceptions accurately identified and clear, direct feedback provided
- Teaching is adapted as necessary without unnecessarily elaborate or differentiated approaches
- Assessment is used effectively to help learners embed and use knowledge fluently or to check understanding and inform teaching
- The environment and resources used allow a focus on learning without creating workload

Training Session Content

Each of our curriculum subject areas is delivered by a subject specialist and includes the following elements:

National Curriculum Overview	Navigating the National Curriculum for the subject Understanding National Curriculum aims and what they might mean for planning
Key concerns or challenges of the subject	Any specific challenges associated with teaching the subject and national attainment trends
Subject-specific pedagogy	Effective approaches for teaching this particular subject. Might be types of modelling, worked examples, specific methods etc.
Addressing common misconceptions	How to identify and address common misconceptions Assessment techniques for identifying misconceptions
Sequencing lessons to build knowledge and skills over time	Examples of lesson sequencing – might be block planning or medium-term planning.

	How to break content down into appropriately sequenced steps.
Subject-specific assessment	Using assessment to check understanding and promote further learning
Further Reading	Each session includes suggested follow-up - reading, reflection or activity

Curriculum Subject Knowledge

We see subject knowledge as key to providing a quality education. Here are the ways that we support our trainees to develop their curriculum subject knowledge. Mentors can support trainees in this by sharing resources and knowledge that they have gained as an experienced teacher and through professional dialogue.



Professional Development Training

The following map shows our Professional Development Training throughout the SCITT programme. Some sessions are whole cohort sessions, some Primary Only and some Early Primary Only. The sessions are carefully sequenced to allow trainees to acquire and develop their knowledge throughout the year. Drawing on the 6 curriculum strands, knowledge is revisited and extended to ensure that it is retained effectively. We use the Learn, Explore, Apply approach in training to encourage trainees to make effective connections between their professional development training and their classroom practice. Each session is based on current and relevant research and trainees are encouraged to engage critically with research throughout the programme. Suggested follow-up tasks offer trainees the opportunity to explore and apply their learning. Giving trainees choice in this allows them to address their own individual training need and manage workload.

Bright Futures SCITT

Professional Development Training Session Map

Wk.	Date	Session Title	Session Content	Curriculum Strand	Core Content Area	Suggested follow-up
1	23 Aug 21	Understanding the professional role of a trainee teacher	<ul style="list-style-type: none"> • Handbook overview • Elements of a lesson • Making effective use of observation time 	Professional Behaviours	Professional Behaviours Pedagogy	<ul style="list-style-type: none"> • Plan a series of observations • Evaluate observed lessons • Reflect on observed practice • Specific focus on behaviour and classroom management strategies

2	30 Aug 21	Introduction to Bright Futures Understanding your school and making a contribution to the wider school life	<ul style="list-style-type: none"> • Understanding Bright Futures values • Establishing positive relationships • Making a positive contribution to the wider life of the school 	Professional Behaviours	Professional Behaviours	<ul style="list-style-type: none"> • Find out more about your school using the website, Ofsted reports and talking to staff. • Identify opportunities for making a positive contribution (likely to be ongoing)
4	17 Sep 21	PRIMARY ONLY Subject and curriculum	<ul style="list-style-type: none"> • Understanding subject and curriculum knowledge as a professional responsibility • Developing sound subject knowledge and a critical understanding of subject and curriculum developments • Developing a knowledge of subject-specific pedagogy including common misconceptions, associated challenges and effective classroom practice. • Developing subject specialism and promoting interest in your subject 	Curriculum Pedagogy Professional Behaviours	Subject and curriculum Classroom Practice	<ul style="list-style-type: none"> • Focus on a subject of interest to you. Talk to the subject lead and reflect on both curriculum and school policy in this area • Research and join one or two subject associations that are of interest to you. Find out more from: • https://www.subjectassociations.org.uk/ • Identify a subject that you find challenging. Talk to the subject lead and your mentor to identify the specific challenges of teaching that subject to your year group. How will you identify the common misconceptions you might encounter? •
		Adaptive teaching: Focus on SEND learners	<ul style="list-style-type: none"> • Understanding the SEND code of practice 	Pedagogy	High expectations	<ul style="list-style-type: none"> • Speak to the school SENCO to find out more about the role and the school's approach

			<ul style="list-style-type: none"> • Education and Healthcare plans - purpose and impact • Understanding a range of learning needs from moderate to profound • Identifying barriers to learning • Adapting practice to engage and support learners with SEND • Classroom visits and access to music and sensory rooms 		<p>Adaptive Teaching</p> <p>Classroom Practice</p>	<ul style="list-style-type: none"> • Read the SEND policy for your school and identify what this means for your classroom practice • Reflect on your practice and the practice you observe in school – how can SEND provision be more inclusive?
5	24 Sept 21	<p>PRIMARY ONLY</p> <p>How do children learn?</p>	<ul style="list-style-type: none"> • Understanding the factors that shape and influence children’s learning • Overview of the evidence base • Understanding metacognition and self-regulated learning • Creating a classroom culture where learning is valued and children understand how to learn. 	<p>Pedagogy</p> <p>Classroom Practice</p>	<p>High expectations</p> <p>Adaptive Teaching</p> <p>Classroom Practice</p> <p>Assessment</p> <p>Behaviour</p>	<ul style="list-style-type: none"> • Read: https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/ • Reflect: Consider those children in your class that struggle to regulate their own learning and identify strategies that you might use to overcome barriers to learning • Observe other classes in the school to build a picture of the ways that teachers create a classroom culture •

6	28 Sept 21	EARLY PRIMARY ONLY Child Development and Communication	<ul style="list-style-type: none"> • Developing a critical understanding the early years curriculum • Securing knowledge around early childhood, development (including the importance of attachment) and how young children learn/develop. • Understanding effective observation, planning and assessment processes to ensure successful learning for all children. 	Curriculum Pedagogy	Subject and curriculum Classroom Practice Assessment Classroom practice	<ul style="list-style-type: none"> • Read: 7 of the Best-Known Theories of Child Development (verywellmind.com) • Choose 1 or 2 of the main childhood theorists to research in more depth about. • Using what you have found out, reflect on how this might impact on your own practice. What approaches from your chosen theorist/theory might be successfully applied to your own setting?
8	12 Oct 21	PRIMARY and EYT Early Literacy & Numeracy	<ul style="list-style-type: none"> • Overview of the early years literacy and mathematics curriculum and how this provides firm foundations for practice in KS1/KS2. • Understanding the teaching of early communication and language, reading and writing and what this looks like in practice. • Understanding appropriate strategies for the successful teaching of early mathematics. 	Curriculum Pedagogy	Subject and curriculum Classroom Practice	<ul style="list-style-type: none"> • Read the following reports from the Education Endowment Foundation (EEF): Improving behaviour in schools (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 Education Endowment Foundation EEF and Improving communication,... North Yorkshire Coast Research School • Reflect: Choose 1 or 2 strategies highlighted in the reports for both literacy and mathematics. Thinking of children in your own class, why might it be important that this practice has been embedded first within Nursery and Reception?

9	22 Oct 21	<p>PRIMARY ONLY</p> <p>Adaptive teaching: how do I adapt my practice to meet the needs of all pupils?</p>	<ul style="list-style-type: none"> • Understanding the range of needs in the Primary classroom • Understanding equity and challenge for all pupils • Evaluating current practice • Adapting practice to meet pupil need and school policy • 	<p>Pedagogy</p> <p>Assessment</p>	<p>High Expectations</p> <p>How Pupils Learn</p> <p>Adaptive Practice</p> <p>Classroom Practice</p>	<ul style="list-style-type: none"> • Read the school policy on meeting pupil need • Reflect on your own philosophy and the school's approach • Discuss your training with your mentor and identify strategies that you might use in the classroom • Choose one or two of the recommended readings from the session and evaluate it against your current experience of classroom practice •
12	12 Nov 21	<p>PRIMARY ONLY</p> <p>How can I set high expectations in my classroom?</p>	<ul style="list-style-type: none"> • What high expectations means for all pupils. • Creating a safe and stimulating environment • Parental engagement • Building a learning culture 	<p>Behaviour Management</p> <p>Pedagogy</p>	<p>High expectations</p> <p>Classroom Practice</p> <p>Adaptive Practice</p> <p>Mental Health</p>	<ul style="list-style-type: none"> • Spend some time understanding the wider community and talking to your mentor or other school staff about steps taken to engage parents and others in the community with school life • Look at Carol Dweck's work on growth mindset • Reflection: how does your school communicate high expectations to all pupils? •

15	29 Nov 21	Understanding and developing a teacher identity	<ul style="list-style-type: none"> Political context of teaching The challenges of the role Understanding your own perceptions of who a teacher is Recognising the role of others in your identity Developing a professional identity 	Professional Behaviours	Professional Behaviours Mental Health	<ul style="list-style-type: none"> Structured reflection: Teacher Identity What expectations did I bring to the role? How is my identity shaped by school policy? What are the value, interests, skills that are beginning to shape your professional identity? How will you take this further?
		Understanding self and others in a diverse community	<ul style="list-style-type: none"> Understanding protected characteristics The role of Part 2 Recognising your own positionality and bias 	Professional Behaviours	Professional Behaviours Part 2	<ul style="list-style-type: none"> Structured reflection: Understanding self and others This session can be challenging – how did you respond and why? Consider how you might address intolerance in the classroom. What practices might you employ to build up a respectful culture in the classes that you teach? Does school policy address this and what does it mean for classroom practice?
16	10 Dec 21	PRIMARY ONLY How can I make accurate and productive use of assessment?	<ul style="list-style-type: none"> Understand that assessment can take different forms and is used for different purposes Explore and evaluate a range of formative assessment strategies 	Assessment Behaviour management	Assessment High expectations Managing behaviours	<ul style="list-style-type: none"> Read the school's assessment policy and talk to your mentor about the way that schools use assessment data to inform planning and school strategies. If possible, it would be useful for you to access the school data system with your

			<ul style="list-style-type: none"> • Making use of assessment for strategic planning • Building a learning culture (building on session from week 12) • Making effective use of questioning and understanding its potential • The role of pupil voice in learning and assessment 			<p>mentor in order to understand the way that assessment data is recorded and interpreted.</p> <ul style="list-style-type: none"> • Review a lesson that you have recently planned and delivered and consider how you might have used formative assessment strategies to check prior knowledge, move the learning forward or plan for next steps. • Read Teacher Feedback to Improve Pupil Learning. Found here: https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/ • •
17	13 Dec 21	Teacher wellbeing	<ul style="list-style-type: none"> • Understanding wellbeing • Identifying helpful and unhelpful behaviours • Strategies for managing wellbeing and mental health • Recognising when you need help 	Mental Health	Mental Health	<ul style="list-style-type: none"> • Structured reflection: Wellbeing • • Which behaviours help you to feel better and manage your stress levels? • What do you do that is less helpful for managing stress? • What practices might you build into your working week to help you manage the workload and challenges of the role?

22	17 Jan 22	Behaviour Clinic	<ul style="list-style-type: none"> Establishing positive relationships Defining boundaries and expectations Consistent application of classroom rules Addressing challenging behaviour 	Behaviour Management	Managing behaviour High expectations	<ul style="list-style-type: none"> Read the school behaviour policy and consider the principles that inform it Identify the strategies that you have found effective and consider them against the school behaviour policy Identify areas that can be problematic such as transitions – could you improve your practice in this area? Consider the differences in your placement schools - both children and policy. Do you need to talk to a colleague about managing this change?
23	26 Jan 22	EARLY PRIMARY Embedding Early Reading and Writing in the classroom	<ul style="list-style-type: none"> Deepening understanding of the teaching of early reading and writing through the using effective teaching strategies, resources and continuous provision to support all learners as successful readers and writers. Effective observation, assessment and planning of teaching and learning in reading and writing to ensure that learners make significant progress in their literacy development. 	Curriculum Pedagogy Assessment	Classroom practice How pupils learn High expectations	<ul style="list-style-type: none"> Read: Every-Child-is-a-Writer-Understanding-the-Importance-of-Writing-in-Early-Childhood-Writing.pdf (instituteofchildsuccess.org) and Writing_booklet_0.pdf (oxfordshire.gov.uk) Using some recommendations from the above documents, what things can you do in your school to successfully support children’s mark-making and writing skills? How might you also differentiate your approaches to ensure that all learners have equal access to high quality reading and writing opportunities.

25	8 Feb 22	EARLY PRIMARY and EYT Early Years Profile/Reception	<ul style="list-style-type: none"> Developing a critical understanding of the EYFS curriculum and educational continuum of expectations, curricula and teaching of Reception, Key Stage 1 and 2 	Curriculum Pedagogy Assessment	How pupils learn Adaptive teaching Pedagogy	<ul style="list-style-type: none"> Focus on one curriculum area i.e. literacy, mathematics, art and design (expressive arts and Design) etc. How is this subject area planned and delivered to ensure curriculum skills progression for children from Reception to Year 2? (Here are a couple of examples of curriculum skills maps). C9A97BD06EA4F42E65C8E386EE5F622F.pdf (vaughan.harrow.sch.uk) oracy-curriculum-progression.pdf
25	7 Feb 22	Adaptive teaching: Focus on EAL learners	<ul style="list-style-type: none"> Understanding who learners with EAL are Evaluating EAL practice Practical strategies for engaging learners with EAL and promoting access to the curriculum 	Pedagogy	High expectations Adaptive teaching Pedagogy	<ul style="list-style-type: none"> Talk to a colleague with responsibility for EAL learners to find out how it is approached in your placement school Follow up with further research if your school has few/no learners with EAL in order to build confidence in your knowledge of this area
27	21 Feb 22	Understanding the pastoral role	<ul style="list-style-type: none"> Understanding pastoral responsibilities Overview of the Citizenship and PSHE Creating a respectful classroom culture 	Professional Behaviours	Subject training High expectations Curriculum Pedagogy	<ul style="list-style-type: none"> Structured Reflection: What do you do to build a respectful classroom culture? How can you open a dialogue with pupils about difference and respect? What kind of practices might you employ to build this into your classroom culture? Plan and deliver a PSHE or citizenship lesson.

						<ul style="list-style-type: none"> • Observe and evaluate a PSHE or citizenship lesson. • Consider joining a professional group or body to enhance your knowledge in this area
30	14 Mar 22	Early childhood trauma	<ul style="list-style-type: none"> • Understanding early childhood trauma and its impact on children’s learning and mental health • Understanding your role and responsibilities towards learners who have experienced trauma 	Mental Health	Professional Behaviours	<ul style="list-style-type: none"> • Find out more about your school’s approach to Mental Health by looking at school policy and talking to colleagues with responsibility for this area • Consider how you might develop your knowledge and skills in this area further • Find out if your school works with a counsellor or mental health organisation • Consider the practices that you might employ which will give children opportunity to communicate with you and others about their mental health
		Emotional intelligence	<ul style="list-style-type: none"> • What emotional intelligence is • Teaching others about emotional intelligence • Managing your own emotions and interpreting the actions of others 	Professional Behaviours Mental Health		<ul style="list-style-type: none"> • Structured reflection: Emotional Intelligence • Consider a specific situation which has upset or troubled you recently. • Focus on your behaviours and the way you might have interpreted the behaviours of others.

						<ul style="list-style-type: none"> • How might you consider this differently? • How might you support a child in your class to understand their emotions and handle conflict situations? •
32	1 Mar 22	PRIMARY ONLY Evidence-informed Practice and Professional Learning	<ul style="list-style-type: none"> • Understanding teaching as an evidence-informed profession • Teacher as researcher – developing an enquiring approach to teaching • Evaluating evidence and applying it in practice 	Professional Behaviours Pedagogy Curriculum		<ul style="list-style-type: none"> • Follow up on additional reading from session • Read about Rosenshine’s Principles of Instruction https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/ • Consider the principles against your own practice, identifying practice that might move your teaching forward.

Connecting the learning in the Weekly Progress Review

We ask trainees and mentors to meet once a week to discuss trainee learning and progress and to plan the next steps. The Weekly Progress Review is a place to capture this. We ask trainees to lead the conversation with a reflection on what they have learned in their centre-based learning and how they have explored and applied this knowledge. There is an opportunity also for the mentor to comment trainee development. Please ensure that targets are reviewed and set each week – this should be a shared process. Below is an annotated copy of the Weekly Progress Review form – this is intended as a guide.

Bright Futures SCITT Weekly Progress Review

To be completed by Trainee Reflect on practice across the week.			
5 Core Areas	Learn What did you learn in centre-based training?	Explore How have you explored this?	Apply How have you applied it in the classroom?
	Please refer to relevant research or theory you are currently engaged with, to support comments		
Behaviour	Trainee to reflect on key learning points from recent training and record them here	Trainee - record the ways in which you have explored this further. This might include discussions with mentor, further self-directed study, observation of colleague etc.	Trainee – record how you have applied your learning in the classroom. For example, planned for and consistently used a specific range of behaviour management techniques designed to promote positive behaviour reinforcement.
Pedagogy			
Curriculum			
Assessment			
Professional Behaviours			
To be completed by Mentor Comments on trainee progress across the week including impact on pupil learning			
Mentor to comment on trainee progress across the week. This might include the following: <ul style="list-style-type: none"> • Application of centre-based learning in planning and in the classroom. • Impact of planning and teaching on pupil learning • Examples of pro-active response to feedback • 			
Complete together Progress made against previous targets (short-term and long-term)			
It is important that reviewing progress against trainee targets is a shared process. Trainees should play an active part in reflecting on progress made as well as planning for further development.			
Areas for development Please set 2/3 SMART targets referenced to the 5 Core Areas			Action steps to achieve targets

Targets should be referenced against the 5 Core Areas to ensure progress across the curriculum and also:

- Specific
- Measurable
- Attainable
- Relevant
- Time-based

Make sure the trainee understands next steps in order to meet the targets.