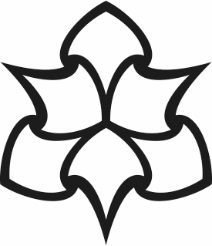
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**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**School-Based Training Handbook**

**PG1 Primary Placement**

**(Unit number 83130005 Crewe, 22020005 Manchester)**

**Paired Placements Guidance**

**2017 - 2018**

**PGCE Primary Education**

**Paired Placements: Guidance for Schools & Students**

Paired placements are not unusual and the model is a common approach within ITT. This guidance describes the special features of the paired placements model and shows how it may be structured. Please note that a paired placement means that two students are placed in ONE base class for the duration of their placement. They will also work in other classes and on tasks, often on an individual basis. If two students are placed in the same school but **different** base classes, this is not a paired placement.

**Paired Placement Headlines**

Placement expectations, requirements and week-by-week timetable for each cohort is specified in the relevant SBT Handbook and these also apply to the paired placement model.

**Students will be engaging in one of five ways of working at any one time:**

1. Lead Teacher 2. Group Teaching
2. Team teaching 4. Peer observation
3. PPA & Professional Development/PDA Time

**Each of these elements is described in more detail on pages 3 – 4.**

* **Students** will use their time when they are not the lead teacher to work in a variety of ways (e.g. plan/teach a group; observe peer/CM; team-teach; complete SBT tasks; work towards SBT targets; peer support; group support; preparation for university unit assessments)
* **Students** will receive more observations of teaching since both mentors and student colleagues will observe them.
* The **University Visiting Tutor** will provide support from an initial contact and will make separate visits (although this may be on the same day). The two visits will involve:

1. Joint observation and discussion of progress for student A
2. Joint observation and discussion of progress for student B

* **Class mentors** provide a minimum of 1 written Record of Lesson Observation (RoLO) per week per student. In a paired placement the mentor will use **two different** RoLO formats – the traditional format (see pp. 8-9) and the grid format RoLO (see pp. 10-11). Both can also be found on the Primary Partnership website as well as on the pages in this guidance documented above.

<https://www2.mmu.ac.uk/primary/partnerships/resources/>

* **Class mentors** will complete:

**Week 2 (first week of block placement):**

* Traditional RoLO for Student A
* Grid format RoLO for student B

**Week 3**:

* Grid format RoLO for student A
* Traditional RoLO for Student B

This pattern will continue on an alternate week by week basis.

* RoLOs may be produced for parts of a lesson if taking place during team - teaching and not necessarily a whole lesson.
* **Class mentors** will produce1 interim report and 1 final report per student. It is envisaged that they will be supported with this by the Professional Mentor. **Please can class mentors ensure that they complete separate reports based upon the specific strengths and needs of each student individually.**

**What do each of the five ways of working mean for a student on a paired placement?**

1. **Lead Teacher sessions**

It is vital that both students have the opportunity to learn and flourish as the teacher leading the class.

Student A will take responsibility for the planning, teaching, assessing and evaluating of a whole class session (building up to 6 of these sessions per week when teaching is at 60%).

During Student A’s lead teacher sessions, Student B may be supporting as an additional adult, observing, planning and teaching a small group or intervention group or may not be present in the classroom.

Similarly, Student B will take responsibility for the planning, teaching, assessing and evaluating of a whole class session (building up to 6 of these sessions per week when teaching is at 60%).

In EYFS, the suggestion is that the ‘Lead Teacher’ plans for inside learning and leading the directed teaching whilst the ‘Group Teacher’ plans for and manages the outside learning environment to fit in/support/extend the focused learning experiences introduced by the ‘Lead Teacher’. This will mean that the ‘Lead teacher’ and the ‘Group teacher’ will need to plan ideas together in the first instance and then each will need to take their area of responsibility and plan specifically and in more depth for this.

1. **Group Teaching**

Students will plan for and teach a small group or work with an intervention group on specific, planned activities. This contributes to the 50% (by interim) and 60% (final two weeks) of teaching time. Each student should take responsibility for the planning and teaching of a group during the week.

1. **Team Teaching**

Team teaching is a significant area of skill development. This contributes to the 50% (by interim) and 60% (final two weeks) of teaching time. The opportunity the placement affords for focused development of this aspect of practice will enhance the employability of the student teachers engaged in a paired placement even further.

Team teaching has many employability benefits but students and mentors should acknowledge and discuss possible challenges too and support each other in this aspect of the placement. Team teaching involves a set of skills that need development and feedback throughout the placement.

1. **Peer observation**

Studentsshould observe each other teaching and give feedback once per week. The observation should last for 20 to 30 minutes (but can be for longer). A traditional RoLO format should be used to record feedback against the Standards and the two students should meet as soon as possible after the session for a post-observation meeting. A pro-forma is available to record the outcomes of this meeting (see page 12 of this guidance document). This needs to be completed along with the RoLO and may form part of the weekly review and reflection with the class or professional mentor. The university visiting tutor will also discuss the peer observation process and outcomes during their visits.

1. **Professional Development Time and PPA**

Students will use their Professional Development Time and the sessions when they are not the lead teacher to:

* Offer peer support to class mentor and student colleague
* Work as teaching assistant/learning support
* Observe experienced teachers
* Engage in wider professional activities
* Complete tasks from professional training guides (PDAs)
* Engage in peer observation against the standards
* Prepare and research for university-based assessments, working collaboratively with colleagues where appropriate, for e.g. arranging joint meetings with key staff.

**Constructing a timetable for PG1 Students**

This is a *guide* and **can be used flexibly** to suit different contexts.

If we assume a teaching week comprises 4 main teaching periods each day (2 in the morning, 2 in the afternoon) there are 20 teaching sessions per week.

**An example of a 50% teaching timetable for Student A & Student B in a KS1/2 setting:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Session 1 |  | Student A Lead Teacher  Student B – Group Teacher | Student A Lead Teacher  Student B – Group Teacher | Student A Lead Teacher  Student B – Group Teacher | Team Teaching |
| 2 | Team teaching | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher |  |
| 3 | Student B Lead Teacher | Student A Lead Teacher |  |  |  |
| 4 |  |  |  | Student B Lead Teacher | Student A Lead Teacher |

To meet the 50% requirement, students must teach **10** sessions or the equivalent per week.

5 sessions – Lead Teacher

2 sessions – Team Teaching

3 sessions – Group teaching (having *planned* for this group)

**An example of a 60% teaching timetable for Student A & Student B in a KS1/KS2 setting:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Session 1 | Student A Lead Teacher  Student B – Group Teacher | Student A Lead Teacher  Student B – Group Teacher | Student A Lead Teacher  Student B – Group Teacher | Student A Lead Teacher  Student B – Group Teacher | Team Teaching |
| 2 | Team teaching | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher |
| 3 | Student B Lead Teacher | Student A Lead Teacher |  |  |  |
| 4 |  |  |  | Student B Lead Teacher | Student A Lead Teacher |

To meet the 60% requirement, students must teach **12** sessions or the equivalent per week.

7 sessions – Lead Teacher

2 sessions – Team Teaching

3 sessions – Group teaching (having *planned* for this group)

The above timings can also be supported by careful consideration of when students have PD/PDA/File time. By arranging these at different times for each student, this allows for each to have some time when they feel in charge of the class. Similarly, if the 5 days for the SEND experience are arranged to be taken in different weeks, this can also contribute to a sense of greater ownership of the class for each student. This then allows for an overall good balance of collaborative as well as individual teaching, where there is support available and the opportunity to be more independent at times.

**Paired Placement in EYFS**

We appreciate that early years settings can range from a 30 place reception class to a large mixed age early years foundation stage unit. Rather than taking the roles of Lead and Group teacher for 50 or 60% of the week, students will deliver the EYFS framework. The timetable for two students placed in an early years setting will reflect practice in the placement setting and we expect students to contribute to the EYFS team’s weekly plans. For example, as suggested earlier, students may alternate between planning for provision of indoors or outdoors. Or they may agree to alternate between planning for continuous provision or focused adult-led activities. These are only two examples of how the paired placement may be organised in EYFS settings

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| C:\Users\55123899\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\BWUOQDWT\MMU Symbol Transparent Background Outlined CS6 (002).jpgC:\Users\55123899\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\BWUOQDWT\MMU Symbol Transparent Background Outlined CS6 (002).jpg**FACULTY OF EDUCATION**  Traditional Format RoLO  **RECORD OF LESSON OBSERVATION** | | | | | |
| **Programme:** *(please indicate)* | | | **Name of student:** | **Year Group:** | |
| **BA1 / BA2 / BA3 / PGCE / SD** | | |  |  | |
| **Name of School:** | | | **Lesson:** | **Date of Observation:** | |
|  | | |  |  | |
| **Targets from last RoLO/Weekly Review and Reflection:** | | | | | |
|  | | | | | |
| **COMMENTS ON QUALITY OF TEACHING AND LEARNING OBSERVED:** | | | **HIGHLIGHT ASPECTS OF THE STANDARDS OBSERVED:** | | |
|  | | | 1. **High Expectations which inspire and motivate children**   S1a – How does the student gain the respect of the children? Is the atmosphere in the classroom purposeful and positive?  S1b- How effectively does the student identify learning intentions that stretch and challenge all children?  S1c-In what ways does the student model the positive attitudes, values and behaviour expected of the children? | | |
|  | | | 1. **Promote good progress and outcomes by children**   S2a &S4d-How well does the student evaluate each session so that they demonstrate the impact of their teaching on children’s learning, by referring specifically to individuals and groups? Have previous evaluations affected the student’s planning and teaching and impacted on children’s learning? How has evaluation and discussion contributed to modification of planning and teaching?  S2b- How does the student take account of children’s prior knowledge and understanding?  S2c-How does the student encourage children to reflect on their learning?  S2d- In what way does the student’s planning & teaching demonstrate understanding of how children learn? Is the student aware of their impact on children’s learning?  S2e-In what ways does the student encourage the children to take responsibility for their own learning? | | |
|  | | | 1. **Demonstrate good subject and curriculum knowledge**   S3a-How does the student engage the children in learning? How does the student address misconceptions when these occur? Does the student ensure that their subject knowledge is secure? Does the student select appropriate pedagogy?  S3c-Does the student provide a good model of Standard English, both spoken and written? If the student makes errors, what are these?  S3d-How does the student demonstrate clear understanding of systematic, synthetic phonics when teaching early reading in all contexts? Does the student use a range of appropriate teaching strategies?  S3e-How does the student demonstrate clear understanding of a range of appropriate teaching strategies when teaching mathematics? | | |
|  | | | 1. **Plan and teach well-structured lessons**   S4a –Is the pace of the session appropriate to the needs of the children? Is use of the session time maximised?  S4b-How creative is the student’s teaching: To what extent does the student’s teaching engage and inspire all children? How does the student achieve this?  S4c-Has the student planned appropriate homework tasks for the children? What other contributions has the student made to other out of class learning?  S4e-To what extent does the student contribute their own ideas and develop their own resources? How has the student contributed to team/year group planning? | | |
|  | | | 1. **Adapt teaching to respond to strengths and needs of all children**   S5a-Does the student use a range of teaching approaches and demonstrate that they differentiate appropriately?  S5b-How well does the student demonstrate that they understand the link between their teaching and classroom and behaviour management?  S5c-In what ways does the student demonstrate that they are aware of, and responsive to, any barriers to learning so that teaching is appropriate for children at different stages of development? Is the student sensitive to children involved in intervention programmes?  S5d-How well does the student meet the needs of children including those eligible for pupil premium, high attaining, underperforming groups and those with special educational needs and/or disabilities How does the student take into account children’s individual targets/IEPs? | | |
|  | | | 1. **Make accurate and productive use of assessment**   S6 a&b- How does the student use evaluation and assessment to secure children’s progress?  S6c-To what extent does the student set and monitor pupil targets perhaps by use of marking, success criteria, steps to success etc?  S6d-How does the student make good use of oral feedback including praise and questions? Does the student mark children’s work systematically and in line with school policy? | | |
|  | | | 1. **Manage behaviour effectively to ensure good and safe learning environment**   S7a-How does the student establish clear rules and routines for behaviour?  S7b-Does the student have high expectations of behaviour and use a range of behaviour management strategies?  S7c- How effective is the student’s management of children’s behaviour? To what extent does the student manage sessions effectively using approaches to involve and motivate children?  S7d-How does the student maintain effective relationships with children? Do the children respond positively to the student? | | |
|  | | | 1. **Fulfil wider professional responsibilities**   S8c-How effectively does the student plan for additional adults, share plans with them and obtain feedback? How effectively does the student *manage* the work of additional adults?  S8d-To what extent do the student’s session evaluations focus on impact on learning? Do evaluations indicate next steps for the student and the children? Are these evident in subsequent planning? Do evaluations provide evidence of critical consideration of the student’s teaching? How does the student respond to advice from colleagues? | | |
| **Areas of strength (including reference to the Standards)** | | | | | **Standards** |
|  | | | | |  |
| **Targets for future action (including reference to the Standards)** | | | | | **Standards** |
|  | | | | |  |
| **Observed by** | **University Visiting Tutor** | **Class Mentor/Professional Mentor/Other** | | | |
|  |  | | | |

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Grid Format RoLO – ensure both pages are completed by your CM/PM

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject knowledge** | Addresses misconceptions or understanding of children’s learning. **S3** | Secure subject knowledge is evident. Student has secure understanding. **S3** | Selects appropriate pedagogy for teaching.  **S2** | Children are engaged in learning and display enthusiasm.  **S1** | Student displays good model of standard English both written and spoken.  **S3** |
| **Planning** | Identifies learning intentions in planning. Challenges all children.  **S1**  **S4** | Takes into account children’s prior knowledge + understanding. **S4** | Plans are clearly differentiated.    **S5** | Plans opportunities for children to take responsibility for their own learning. **S2** | Is independent in planning and contributes own ideas.    **S4** |
|  | Develops and makes own resources.  **S4** | Annotates planning on a regular basis.  **S6** | Will readily change and adapt planning if required. **S6** | Plans display a clear learning objective.  **S4** | Opportunities for assessment are included in planning.  **S6** |
| **Teaching** | Learning objective is shared with the children.  Learning objective maybe displayed. **S4** | Student is aware of their impact on children’s learning.  **S2** | Pace of the lesson is appropriate.    **S4** | Session time is maximised.  **S4** | Teaching is creative and engaging.    **S4** |
|  | Range of teaching approaches are used.  **S2 S4** | Obvious differentiation in teaching.  **S4** | Student is aware of any barriers to children’s learning. **S5** | Teaching meets the needs of all children.  **S5** | Takes into account children’s individual targets.  **S5** |
|  | Effective use of questioning.  **S4** | Allows children to think independently and problem solve.  **S1 S2** | Refers back to the learning objective throughout lesson.  **S4** | Explanations and instructions are clear and easy for children to follow.  **S7** | Opportunities for collaborative learning are evident. I.e. talking partners.  **S2 S4** |
| **Assessment** | AFL opportunities evident and used to assess children’s learning. **S2** | Allows children to reflect on their own learning.  **S2** | Monitors progress being made and is able to reflect on this.  **S6** | Uses written and oral feedback to monitor pupils’ progress.  **S6** | Uses school’s marking policy.  **S6** |
| **Classroom and**  **behaviour management** | Gains respect of children.  Displays positive and purposeful atmosphere.  **S7** | Has established clear rules and routines for behaviour. Sets high expectations. **S7** | Uses a range of behaviour strategies.  **S7** | Effectively manages children’s behaviour.  **S7** | Can motivate and enthuse the children and has strong, positive relationships.  **S7** |

**Additional notes**

Grid Format RoLO continued…

**Points to consider**

**Peer Observation information**

**What do you gain by being an observer?**

* You see colleagues doing things you can emulate
* You may learn much from watching others use learning technologies, software or resources
* You see other ways of going about teaching
* You can support your colleagues by watching them teach
* You get time out to watch and reflect
* You can see things through the pupils’ eyes
* You can learn from colleagues’ expertise in different subject areas
* You may see things to avoid doing yourself! (and have professional conversations with your colleagues about this learning)
* You get to know your colleagues better
* The process of giving feedback helps you to become more receptive to feedback on your own teaching
* Being an observer is the best possible preparation for getting the most out of being observed.

(adapted from Leeds Beckett University ‘Using Peer Observation to Enhance Teaching’)

To use during Post-observation meeting

|  |  |
| --- | --- |
| **Peer Observation Proforma**  Date of observation:  Lesson/session: | |
| Observed colleague: | Observer: |
| Observed colleague: summary of main outcomes (e.g. what you got out of the observation, feedback & discussion) | Observer: summary comments (e.g. what impressed you about the session/things you may adapt in your own teaching) |
| Agreed action points and any other matters arising: | |