



**Faculty of Education**

**In Partnership with Settings, Colleges and**

**Early Years Settings**

**BA (Hons) Primary Education**

**YEAR ONE**

**(Unit number 224Z1005)**

**BA1 School-Based Training Handbook**

**For:**

**Students**

**Class Mentors**

**Professional Mentors**

**University Visiting Tutors**

**2017 - 2018**

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# Contact Details

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| **Primary Placements Office**  Tel: 0161 247 5070  Email: [primaryplacements@mmu.ac.uk](mailto:primaryplacements@mmu.ac.uk) |

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| **Year 1 Student Experience Leader**  Ms Mairead Owens |

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| **Year 1 SBT Unit Leader**  Mrs Helen Ryan-Atkin  Placement Email: [BA1 SBT@mmu.ac.uk](mailto:BA1%20SBT@mmu.ac.uk) |

**In the event of absence, students must contact the Programmes Office.**

**0161 247 2436**

# Introduction

For students, School-Based Training (SBT) is the central element of their BA (Hons) degree programme. It is an opportunity to develop and enhance their skills and synthesise their school and university training for the benefit of themselves and the children they teach, in response to a range of increasing demands.

To do this well requires 100% effort in relation to planning, files, teaching, the classroom environment and relationships with all the people involved, from the first moment a student visits the setting to the last day of the placement. The staff in the setting and the University will expect this of them. School-based training and University-based training share an equal role in the development of new teachers. While in university, students have the opportunity to learn from tutors who are experts in particular aspects of primary education and who have all been teachers. In school, students have the opportunity to learn from effective practitioners in a specific setting with children.

This handbook contains **placement specific** information for BA (Hons) Primary Education **Year 1.**

There are **general SBT folders** on the Partnership website containing essential information and guidance [**http://www.mmu.ac.uk/education/partnerships/primary**](http://www.mmu.ac.uk/education/partnerships/primary), for example, guidance concerning equal opportunities and resolution of issues and guidance on the procedures for placing a student At Risk of Failure (ARoF). Please ensure you refer to these in addition to this handbook.

Note that copies of all documentation, including Record of Lesson Observation (RoLO) forms, Phonics Observation RoLOs, grading criteria and report forms are all electronic and are accessible via the partnership website. These should be accessed and downloaded ready for use before your student arrives to begin the placement with you.

There is an additional ***Paired Placement Handbook*** and ***Pod Placement Handbook*** on the Partnership website to support students, Mentors and University Visiting Tutors in managing the structure and requirements of a paired/multiple placement. This also contains guidance on how the 50% teaching timetable can be achieved where a pair or trio of students are working together in the same class. There is also guidance in Appendix 5 of this handbook.

# Acknowledgement

**We acknowledge the enormous part our Partnership Schools play in developing and training the next generation of teachers and we thank you for your involvement and commitment to this. This was confirmed in our 2015-16 Ofsted inspection, where Ofsted praised the work of our Partnership Schools.**

# Professional Responsibilities

**Code of Professional Conduct**

As Education students you are expected to adhere to the guidelines of both the University's and the Faculty's code of conduct. Please read these carefully. You will be asked to sign a copy of the Faculty of Education code of professional conduct.

**Equal Opportunities**

There are Equal Opportunities procedures in place to support students and mentors whilst working on placement. For further information please see the general section of the Partnership website or contact the unit leader.

**Safeguarding**

In England the law states that people who work with children have to keep them safe. Whilst on placement you must make yourself aware of the setting guidelines and pass on any concerns you have accordingly. If you are unsure please talk to the Class or Professional Mentor or contact the unit leader. For more information on safeguarding please refer to the Partnership Website.

**Regulations, Policies and Procedures for Students**

This handbook provides additional guidance specific to placements but students should refer to the University’s guide on Regulations, Policies and Procedures for Students.  This provides up to date information on all policies, for example assessment regulations, exceptional factors, appeals, financial regulations and is available via this link [Regulations, Policies and Procedures for Students](http://www.mmu.ac.uk/academic/casqe/regulations/docs/policies_regulations.pdf)

# Who is who? Who do I contact and when?

**Placement Terminology - who to contact regarding queries or issues before and during placement**

**Class Mentor (CM)**

This is the teacher of the class in which the student is undertaking their placement.

Most of your daily communication about the placement will be with your Class Mentor while on Placement Days visits and during your main placement. You should both use this handbook and documentation on the partnership website to guide you. You can also share any relevant documents from Moodle, if they are not on the partnership website.

**Professional Mentor (PM)**

The **Professional Mentor** is the person within the setting with designated responsibility for students. The mentor may be working with several students at the same time, in a co-ordinating / overseeing capacity. There is an acknowledgement that in some settings the Class Mentor also undertakes the role of Professional Mentor. If you have a query or an issue that cannot be resolved with the Class Mentor, then the next point of contact is the Professional Mentor.

**University Visiting Tutor**

The **University Visiting Tutor** supports the setting (both Class & Professional Mentor) and the student from the time that the student is placed through to the end of the placement.

If any queries arise **before** **or during** your placement, you must firstly ensure that you have consulted this handbook, the FAQs document (available from your Moodle page and the partnership website) and the school based training PowerPoint. If you still cannot locate the answer to your query by looking through the documents or if issues arise that you cannot resolve with your Class and/or Professional Mentor, your **University Visiting Tutor** is the person that you must contact.

**Personal Tutor**

The **Personal** **Tutor** will support students with their target setting and action planning for SBT; this happens through the PDR process prior to the start of placement and the week following the ‘interim reporting point’. A student may wish to contact their personal tutor if their concern is of a personal nature. The Personal Tutor will then liaise with the SBT Unit leader and Student Experience Lead *if and where necessary*.

**SBT Unit Leader**

This is the University based unit leader of your School Based Training experience. This member of staff is part of the Partnership Co-ordination team. Please note that NO general queries should be directed to the unit leader. As outlined earlier, you should consult the appropriate documents first, and then only consult your University Visiting Tutor if the answer cannot be found there. If the matter is of a more serious nature the unit leader will be contacted by your University Visiting Tutor or your Personal Tutor.

**Student Experience Leaders**

These are university-based tutors who work alongside the SBT unit leader to support the students in their university experience.

**Partnership Tutor**

This is a university-based tutor who works with a cluster of schools, supporting and developing the partnership between the schools and Manchester Met. University. The Partnership Tutor is the point of contact for Professional Mentors concerning partnership activities, issues, beyond an individual student and their placement.

# Communicating with Tutors – BA1

**If your SBT problem is of a personal nature**

**SBT problem**

**(once student in school)**

**Class Mentor and/or Professional Mentor**

**Personal Tutor**

**University Visiting Tutor (UVT)**

**University Visiting Tutor (UVT)**

**BA1 SBT Unit Leader (notified by UVT if case is of a serious nature)**

**BA1 SBT Unit Leader (notified by UVT if case is of a serious nature)**

**Check SBT Documentation and/or FAQs**

**SBT problem**

**(once placement confirmed)**

**Please follow this flowchart when communicating about your School- Based Training. The boxes highlighted in red indicate your first contact.**

# List of Key Dates

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| **Briefings for Placement**  ***Placement Days****:*  Friday 1st December, 2-4pm, MFH.  ***Block Placement****:*  Friday 16th March, 2018, 4-6pm, Geoffrey Manton LT1 | Student School-Based Training Briefing  **Attendance is mandatory for both briefings.**  **CMs to be invited to these.** |
| EYFS workshops  **Week 19 provisional date of Thursday 7th December** | For students in EYFS base class, students to attend one of a choice of three, one-hour slots on the day. Details for signing up on Moodle at a later date. Run by Elly Hoskins |
| **Weeks 24-34**  Tuesday 9th January-20th March 2018  (school half-term 19th-25th February) | Placement Days each Tuesday (10 in total)  If setting has a two week half term student to negotiate another day visit during these 10 weeks |
| Once you know who your UVT is. | Contact to be made between student and University Visiting Tutorby e-mail with the following information:   * Name of Class Mentor and email address * Year group taught * First weekly review meeting record, and action plan. |
| To be discussed in PDR tutorial prior to placement | * Your letter to the headteacher |
| **TBA**  **Around Week 27** | Class Mentor Briefings  Additional briefing for those not able to attend the student briefings. |
| **Week 38**  16th April – 25th May, 2018 | Six Week Block Placement |
| **Weeks 39-41**  w/c 16th April – w/c 30th April | Interim Report window  UVT will visit during this period to observe student and discuss progress. |
| **Week 40**  w/c 23rd April, 2018 | **Interim Report** completed by Class Mentor (in discussion with student). UVT sends Interim grades and QA document to Placement Office. |
| **Week 41**  **Date tbc**  Dates to be posted on the Y1 PDR Moodle site, but likely to be w/c 7th May. Look out for messages from tutors. | Students return to University for PDR tutorial following their Interim assessment week, with grades and targets. |
| **Weeks 42-43**  w/b 14th May or w/b 21st May 2018 | Senior Moderator visits |
| **Week 43**  w/b 21st May 2018, and no later than Thursday 24th May | Final Report completed by Class Mentor/ Professional Mentor and sent to University Visiting Tutor. |
| **Week 43**  Friday 25th May 2018 | End of placement |

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| Absence from Placement **The student must:**   * Contact the setting – **telephone the setting personally** * Contact their University Visiting Tutor * Contact the Programmes Office, tel: 0161 247 2436   University Visiting Tutor should be notified about planned absences, ie trips, as soon as the date of absence is known.  Unplanned absences should be notified as early as possible on the day of absence –  **8.30 am at the latest -** and subsequent days where necessary. A student **MUST** telephone the setting **EACH DAY** of their absence so that the setting can plan accordingly.  **It is not acceptable for a student to send a text message to the Professional Mentor or Class Mentor to notify them of an absence from setting in place of the telephone call to setting.**  **The University will treat any breach in these arrangements very seriously.**  If a student fails to attend a placement for 2 consecutive days without contacting the setting, the Class/Professional Mentor should ring the appropriate Placements Office immediately (0161 247 5070).  The implications of absences should be discussed with the Class Mentor, the Professional Mentor and the University Visiting Tutor. Any days of absence must be made up in the school or setting. This applies to both the block placement, including the Placement Days. Students will not be allowed to take time off from setting for family celebrations, weddings etc. It is the student’s responsibility to inform family and friends of these regulations.  Settings should not agree to students taking time out of their placement without a discussion with the relevant University Visiting Tutor. |

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| **If there are problems**  There are several people who are available to help (refer to the flow-chart, earlier):   * The Class Mentor * The Professional Mentor * The Head Teacher * The University Visiting Tutor * The Personal Tutor * The BA1 SBT Unit Leader * The Student Experience Leaders * The Placements Office – 0161 247 5070 * Counselling Services - 0161 247 3493   **If you are asked by the Head Teacher to leave your placement or you withdraw yourself from a placement, you will automatically fail the placement. Remember - the sooner someone knows about the problem, the sooner help can be provided. It is the student’s responsibility to share their concerns.** |

# BA Year 1 Placement Overview

**School-based Training Placement : 9th January- 25th May 2018**

**In BA Year 1 the emphasis will be on developing your knowledge and understanding of the setting and its environment, of your professional duties as a trainee teacher and of the planning-teaching-assessment cycle.**

**This process will contribute to you becoming a 'reflective practitioner', that is, a teacher who is not only able to 'do' the job of teaching, but can explain and discuss 'why' they are doing it.**

**Overview**

Focus and expectations of this placement:

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| **Your focus** | **Expectations.** |
| * Understanding Learners * Understanding educational institutions * Understanding the role of the teacher * Observing learning and learners * Teach groups of children * Teach and plan for whole classes * Understanding the learning within an Early Years setting * Understanding the learning and pedagogy when teaching PE/ Physical Development | *By the end of the placement, you will have:*   * developed an understanding of the range and diversity of educational institutions; * developed an understanding of the roles of adults and children in a setting; * involved yourself in the life of the setting; * contributed to the educational experience of a group of children; * taught and planned for whole classes across the curriculum planned; * taught and begin to assess an activity during the Early Years focus week; * planned and taught PE/ Physical Development. |

**Quick guide to the different phases of the placement**

(more detailed guidance on pages 12 -16

***Placement Days (10):***

* Use ‘Guidance Allocation of Teaching Timetable’ (page 12) to plan your teaching and tasks.
* Observe in all three age phases for half a day EYFS, KS1, KS2 during Placement Days 1-3.
* Complete activities as required in the overview of student requirements including a developing Contextual Analysis, which should comment on the setting’s approach to the teaching of systematic synthetic phonics
* Liaise with Class Mentor to discuss placement expectations and suggested timetables, including arrangements for the ‘Focus Time’.
* Identify areas for development, which will go towards your initial action plan and be finalised at the end of your first week of block placement, including any areas of subject knowledge that should be an area of focus.
* Prepare and send documents to your University Visiting tutor.

***Block placement (6 weeks)***

* Use ‘Guidance Allocation of Teaching Timetable’ (page 12) to plan your teaching and tasks.
* Use Professional Development time to help meet targets: 40% of timetable each week (equivalent to 2 days). This can be used to observe other teachers, shadow a TA, talk to the SENCO etc. Ensure this is mapped on to your timetable indicating when and what you will be doing.
* You will have 10% (half a day) file time. This is when you need to ensure that evaluations/assessments/planning are up to date.
* Be prepared for your Weekly Review and Reflection Meetings.
* Arrange and carry out your ‘Focus time’: Spend 3-5 days either in EYFS if base class is in KS1/KS2 or in KS1/2 if base class is in EYFS. This can be split into half days/ whole days over the whole block placement. See p18 of this handbook.

***Up to interim assessment point***

* Whole class teaching and group work as appropriate to your setting, in curriculum areas agreed with your CM.
* Ensure that planning is in place for all taught sessions and that all teaching activities are evaluated.
* Complete a weekly reflection on progress against key issues/targets and Teachers’ Standards. Use the proforma in Appendix 2.
* Begin to develop your Assessment for Learning strategies to support your evaluation of children’s learning.
* Interim Report: write a written response to each of the targets set by your CM. Ensure you receive your own electronic copy of the report.

***Up to Final Report***

* Observe Class Mentor and other members of staff demonstrating good practice in relation to interim targets.
* Continue to use teacher’s planning as a guide, but become more responsible for your own planning: in Weeks 5 & 6 you should be planning independently, although in discussion with your CM.
* Plan, teach and assess 50% of timetable, which needs to include a series of sessions in one subject/ area of learning. Focus on a mix of foundation and core subjects/specific areas of learning. (Equivalent to 2.5 days)
* Continue to write your weekly reflections in the Weekly Review and Reflection Meeting proforma, and take more responsibility for guiding these meetings.
* Check you are on track with tasks and activities.
* At Final Report stage discuss your progress and targets for BA2. Ensure you receive your own electronic copy of the report.

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| Professional Mentor/Class Mentor Responsibilities: |
| * **First Placement Day:** organise the student’s timetable to include Placement Days, Weekly Mentor Review Meetings, ‘Focus Time’, PE observations and teaching, and the Lesson Study activity. * **Week 1 of Block Placement:** if not already done, plan overview of subjects taught to Interim, meetings with key staff, share student induction booklet. Share key policies. Observe student and complete first RoLO (Appendix 12 and online). * **First Weekly Review & Reflection Meeting:** support student with setting targets for the rest of the placement and steps to achieve these. This will be the student’s Action Plan. * **Week 2:** ensure student is marking in line with policy. Observe student and check evaluations/reflections are in place and appropriate. When observing for 2nd RoLO, ensuring targets from previous RoLO are addressed. * **Weekly Review and Reflection Meetings/On a weekly basis:** discuss teaching and progress with student, using the Interim Report template to support these discussions. We encourage the student to highlight the matrix, in discussion with their CM, in order to track their progress. Look through student files and comment on planning, teaching and assessments, including evaluations. Discuss weekly reflections. * **RoLOs: i)** one during the latter half of the ***Placement Days*** (days 7-10). Ii) ***Block Placement:*** **weekly**. *If possible,* the Phonics and Early Mathematics RoLOs are to be in addition to the regular RoLOs: to negotiate with student and relevant staff members. * Carry out two school/setting based tutorials. One in Placement Day 4, and one after the Lesson Study activity, either in Week 4 or 5 of the block placement. This could be part of the weekly review and reflection meetings if there is enough time for an extended discussion. . * **Interim Report Stage:** with student, agree areas of strength and targets for development. Complete the **Interim Report by w/b 23rd April 2018** in discussion with the student. Set targets for each QTS standard. Student to write their response to targets for each Standard on the report. * **The week after Interim:** students to focus on their interim targets. Class Mentors will need to support students with this through demonstrating these in their practice and signposting to other teachers in school who can demonstrate good practice relating to students’ targets. * **Week 4 or 5:** arrange for Lesson Study Activity. * **Week 5:** meet with student to plan P.E. session. Ensure targets from Interim are addressed. Begin to consider targets for Final Report. * **Final Report: to be completed by w/b 21st May 2018,** in discussion with the University Visiting Tutor (UVT). Final version of report to be emailed to UVT by the **Thursday of that week**. They will forward this to the Placements Office. * **Towards the end of the placement**: complete the online Setting Based Training Evaluation (a link will be sent to you by the university), and check all student tasks have been completed. |

# Guidance for Allocation of Timetable:

**Student’s Teaching, assessment and professional development activities**

The following provides an outline of how your teaching timetable should develop over the course of this placement, working towards 50% mainly whole class teaching in the Final Report Week. This should be used as a *suggestion* and as long as you are meeting the minimum requirements, your timetable can be created flexibly and creatively. When planning and teaching lessons, you may teach mathematics, English, science, computing or any of the foundation subjects (but note there are special arrangements for P.E. – see below). Ensure you teach a range of subjects to build up your confidence and subject knowledge in different curriculum areas.

Use your Professional Development (PD) time to help meet SBT targets. During block placement, this is 40% of timetable each week (equivalent to 2 days). This can be used to observe other teachers, shadow a TA, talk to the SENCO etc. Ensure this is mapped onto your timetable indicating when and what you will be doing. You will also have 10% (half a day) file time to complete planning and evaluations and organise your file.

Your first experience of SBT will be through your Placement Days. These are an integral part of the holistic training entitlement. Over time your role will change as your confidence and experience develop. It is envisaged that you will be an active member of the setting and particularly the teaching team. It is essential that you discuss your Placement Day timetable with your Professional Mentor/Class Mentor in order to maximise your experience and complete all your SBT activities.

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| **Placement Days** | | |
| **Day 1** | Meet your Class Mentor/Professional Mentor and share this timetable and key requirements of the Placement. Show them this handbook. Give them contact details of your UVT and Personal Tutor.  Discuss prior experience of work in school/setting.  Negotiate how you will contribute to the life of the school/setting.  Explain you will need to observe at least 4 phonics sessions, whatever your base class. Negotiate how this can be done, especially if you are in KS2. | |
| **Days 1-3** | Observe in all three age phases for half a day EYFS, KS1, KS2  Observe and make notes on how additional adults are deployed in all three age phases.  Use Teacher and child observation proformas from website to make notes when observing teaching and learning. In EYFS use Observation of EYFS Class Mentor (Appendix 4) BA Y1- EYFS Observation of Adult Led Activity’.  Notice the organisation of the classroom/ teaching environment and how this affects teaching and learning. Compare this in different phases in the school, and discuss with staff.  **Early Reading and Phonics Task 1**: *Explore the Provision for Reading Across the School including Early Years* (see page 21 of this handbook for details). This could continue into Days 4-10.  **Early Years Task 1**: *Observation of Adult Led Activity* (see Appendix 4).  **Bilingualism Portfolio** (PDR/Whole Cohort Moodle page): in discussion with your CM, plan opportunities during your placement to start to address the tasks in here. N.B. this portfolio is for your whole time at Manchester Met University.  **Contextual Analysis** - continue to add to this (see Appendix 9a & b).  Read relevant information on setting policies, for example safeguarding children, SEN and behaviour.  What resources are available to you and what will you be expected to provide yourself?  Discuss with your Class Mentor, a range of strategies to promote a) good behaviour and b) how to establish a purposeful learning environment, including developing displays (in preparation for the Behaviour Management Observation activity on Day 4). | |
| **Day 3:** | **Early Reading and Phonics Task 2:** *Understanding the child as a Reader (p20)****.*** Carry out the initial discussion with your chosen child to help you to begin to understand them as a reader. Remember you will be reading with this child on a regular basis throughout this placement. | |
| **Days 4-10** | If possible, complete the **Science Task** (on Moodle) and **Number Tasks** (in your Early Mathematics/Number Handbook) during these Placement Days. However, if you are unable to do this they can be completed within your block placement.  Continuation of **Early Reading and** **Phonics Task 1**: *Explore the Provision for reading across the school and Early Years.*  Research any areas of uncertainty in your own subject knowledge.  Consider cultural diversity. Are there any cultural activities/religious festivals taking place during placement which you can involve your class in?  Investigate oral and written feedback to children. How does the Class Mentor carry out individual and group assessments? How are children helped to review their own progress? What provision is made for children on the SEN record/ with EHC plans?  Look at children’s work and discuss levels of attainment with the Class Mentor. Begin to develop records on individual children with your annotations. | |
| **Day 4** | Support a group in either mathematics or English (or equivalent in EYFS) in base class using the teacher’s planning.  **School/Setting-based Tutorial 1:** Carry out a focussed observation on behaviour management in base class during this day visit. Observations and reflections to be discussed (within pair/pod if applicable) with Class Mentor/Professional Mentor at the end of the day. See Appendix 6 for behaviour management question prompts for both students and Class Mentors. | |
| **Day 5** | Plan and teach a group in base class in a subject agreed with your CM, using teacher’s planning **that you have adapted on the university’s planning proformas.**  **Early Reading and** **Phonics Task 3:** *Observe and teach a phonics lesson****:*** *Observe* a phonics session in either base class or elsewhere in school. | |
| **Day 6** | Plan and teach a **different** ability group from Placement Day 5 in a subject agreed with your CM, using teacher’s planning **that you have adapted on the university’s planning proformas.** | |
| **Days 7-10** | Ask your Class Mentor to complete **one** RoLO for you during any of the day visits 7-10.  If your base class is in KS1/2: plan and teach the whole class in a subject agreed with your CM, using teacher’s planning **that you have adapted** **on the university’s planning proformas** on Placement Day 7, 8, 9 **and** 10.  If your base class is in EYFS: plan, organise and assess learning through observations and questioning within the EYFS **continuous provision** for one session based on teacher’s plan for that day/week on Placement Day 7, 8, 9 **and** 10. Use the Man Met ‘Planning for the EYFS Group Activity’ proforma  **Continue with Early Reading and Phonics Task 3:** *Observe and teach a phonics lesson***.***Observe* 3 more phonics sessions, and *teach* a phonics lesson if you have the opportunity.    Discuss the **Lesson Study Activity** for week 4 or 5 of your Block Placement (see Appendix 7). | |
| **Block placement** | | |
| ***For each week:***   * Ensure that planning is in place for all taught sessions and that all teaching activities are evaluated, including the impact your teaching has had on the children’s learning. You must share your planning with your CM at least 24 hours in advance (not including weekends), in order to give them time to comment. Mark the children’s work for all sessions you teach. Use the school marking policy to support you with this. Your evaluation and marking should be used to inform your subsequent planning and teaching. Gather samples of children’s work you have marked (and annotated) to include in your SBT file. * Act upon written and/or oral feedback provided by CM. * In preparation for your Weekly Review and Reflection Meeting complete your weekly reflections on progress against key issues/targets and Teachers’ Standards (from the SBT report), using the proforma for these meetings (Appendix 2). * You will have one RoLO each week. Ensure you work on the targets set after each of these: observing your CM or other members of staff to help you. * Use your Professional Development (PD) Time (40%) to support the meeting of your targets.   ***Over the placement:***   * ‘Focus time’: Spend 3-5 days either in EYFS if base class is in KS1/KS2 or in KS1/2 if base class is in EYFS. This can be split into half days/ whole days over the whole block placement and be part of Professional Development time. The Focus Time can be part of your PD time. * Engage with the following specific tasks and activities: * the Phonics and Early Reading Activities (see p22 of this Handbook); * the Early Mathematics Booklet (Tasks A & B pp 21-28); * the Bilingualism Portfolio (on the PDR1/Whole Cohort and SBT Moodle pages). * Begin to manage the work of additional adults/key workers: use your CM’s paperwork or system to guide you. * Be involved in the wider life of the setting (see Appendix 8). * Develop a learning environment and displays that support learning in the classroom (and in the outside area in EYFS). * Begin to communicate with parents and carers and the wider community where possible. * Begin to develop group and whole-class assessment records. * Begin to plan and mark homework, and/or out-of-class learning where possible. * Continue with your BBT Learning Journal (BBT Moodle page, Sessions 2 & 3). * Continue to add to your Contextual Analysis | | |
| Week 1  w/c 16/4/18 | | **Teach 20% of timetable** (equivalent to 1 day) whole class in KS1/2 or focus group work in EYFS. This will be from the teacher’s plans.  Adapt teacher’s plans using the university’s planning proforma/ Man Met Planning for EYFS Group Activity planner.  Observe a PE lesson in base class. Use the PE Observation proforma (or physical activity in EYFS) on the website.  Read key school policies.  Establish timetable for following week’s teaching.  Complete contextual analysis in preparation for Weekly Review and Reflections Meeting. |
| Week 2  w/c 23/4/18 | | **Teach 30% of timetable** (equivalent to 1.5 days) whole class in KS1/2 or focus group work in EYFS. This will be from the teacher’s plans. One lesson must be phonics.  Adapt teacher’s plans using the university’s planning proforma/ Man Met ‘Planning for EYFS Group Activity’ planner.  Address targets from Week 1 RoLO. |
| Week 3  w/c 30/4/18 | | **Teach 40% of timetable** (equivalent to 2 days) whole class in KS1/2 or focus group work in EYFS. One lesson must be phonics.  Plan collaboratively with your Class Mentor. Use the university’s planning proforma/ Man Met ‘Planning for EYFS Group Activity’ planner.  Find out more about how your Class Mentor assesses children’s learning. |
| Week 4  w/c 7/5/18 | | **Teach 50% of timetable** (equivalent to 2.5 days) whole class in KS1/2 or focus group work and plan for one area of continuous provision in EYFS using the Man Met weekly ‘Planning for EYFS continuous provision’ planner.  Plan collaboratively with your Class Mentor, using the university’s planning proformas.  Work on Interim targets.  *Either this week or Week 5*: Carry out the Lesson Study activity. See Appendix 7 for guidance.  School/Setting-based Tutorial 2: Discuss Lesson Study activity and amendments to SBT action plan based on interim targets with Class Mentor/Professional Mentor. |
| Week 5  w/c 14/5/18 | | **Teach 50% of timetable** (equivalent to 2.5 days) whole class in KS1/2 or focus group work and begin to plan for some areas of continuous provision in EYFS using the Man Met weekly ‘Planning for EYFS continuous provision’ planner.  Discuss ideas for planning with your Class Mentor and then use these discussions to plan independently.  Begin to develop your own whole class assessment recording system.  Review your progress against Interim targets.  *Either in Week 5 or Week 6:*  Plan, deliver and assess a PE/ physical development session in base class with support from Class Mentor/PE specialist. If you are in EYFS, most Physical Development activities will take place in the outdoor provision area with the equipment available there. It will look different to a primary PE lesson but activities will closely link to the EYFS prime area of Physical Development. Please refer to this prime area whilst observing, planning, delivering and evaluating. If you are in a paired or trio placement, this can be carried out together.  If Lesson Study activity is carried out this week carry out the School/Setting-based Tutorial 2: discuss Lesson Study activity and amendments to SBT action plan based on interim targets with Class Mentor/Professional Mentor. |
| Week 6  w/c 21/518 | | **Teach 50% of timetable** (equivalent to 2.5 days) whole class in KS1/2 or focus group work and plan for some areas of continuous provision in EYFS.  Discuss ideas for planning with your Class Mentor and then use these discussions to plan independently.  Continue to develop your own whole class assessment recording system.  Ensure all tasks and activities are complete.  Ensure all activities taught have been marked in line with school policy, and all resources returned to school.  *Either in Week 5 or Week 6:*  Plan, deliver and assess a PE/ physical development session in base class with support from Class Mentor/PE specialist. If you are in EYFS, most Physical Development activities will take place in the outdoor provision area with the equipment available there. It will look different to a primary PE lesson but activities will closely link to the EYFS prime area of Physical Development. Please refer to this prime area whilst observing, planning, delivering and evaluating. If you are in a paired or trio placement, this can be carried out together.  Evaluate your placement using the link you will be sent via email. |

# BA Year 1 Placement: Important Considerations

**Confidentiality**

**Family names of children should be omitted from records and deleted on children’s work to be retained in your file. It should not be possible for anyone beyond yourself and the teacher to identify any child through the information that you keep.**

**Preparation Prior to your Placement Days**

* Read this handbook very carefully.
* Set up your SBT file. Have this available in school/setting every day: anyone can ask to see your SBT file(s) at any time.
* Do some background research on your school. Your Class Mentor will be impressed if you can show some knowledge on your first day!
* Discuss your letter to the Headteacher in your PDR session just prior to the start of placement.

**Planning**

Initially, you will work with a small group of children with the Class Mentor making clear what he/she wants you to do to teach and how to support a small number of children. At first you will work with the teacher’s plans to teach and deliver lessons but by the end of the placement you will be expected to plan and deliver your own lessons. All planning needs to refer to Early Years Foundation Stage Framework and/or National Curriculum documents. When planning you should use the Manchester Met example planning proformas for EYFS and/or KS1/2 plus the phonics planners for the appropriate phase. You must share your planning with your CM at least 24 hours in advance (not including weekends), in order to give them time to comment. If they ask for it sooner, then try to do this. When you are being observed, always provide the observer with a lesson plan.

**Planned Learning Experience and the Role of the Teacher**

It is essential that you fully understand your teacher’s expectations for both yourself and the children. You should therefore ensure that you have discussed all teaching thoroughly and prepared appropriate resources.

The following prompts may be helpful to consider:

* How will you introduce the session?
* How will you recap on previous work?
* How will you express the learning objectives of the session?
* What will you do, ask, say?
* What resources will you use?
* How will you ensure that the children are clear about what you want them to do?
* What questions will you ask? When? Which children? Why?
* Where will the children be seated?
* Will they be listening/discussing or responding to questions?
* Will they work in talk partners, groups or independently?
* Will some children be required to give out resources?
* What will any additional adult(s) be doing?
* What will you do if some/all of the children finish early?
* What will the children be doing, discussing, making, drawing, writing, problem solving, creating …?
* What will children do if they are stuck?
* How will the session end?
* How will you know what the children have learned?
* What has the impact been on the learning of the whole class/groups/individuals?

**The Focus Time**

Within your Placement Days, you will have visited all the different age phases. Within your block, you will need to negotiate **3-5** days in EYFS if you are based in KS1 or KS2 **or** a KS1 or KS2 class as an alternative setting to your EYFS base class. This time can be organised as half days over the block, separate days over the block or consecutive days and can be part of Professional Development time. During these **3-5** days, you will get to know the rules, routines, Class Mentor and children in this alternative class. You will observe teaching, learning and behaviour and class management within this alternative classroom. You will need to carry out your Focus Time Tasks within these 3-5 days and use the EYFS Checklist (Appendix 3) to ensure you have gathered evidence.

* **Focus Time Task 1:** Observe the children and adults in your alternative class. Note in your learning journal how similar/ different the organisation of teaching and learning is in this class in comparison to your base class.
* **Focus Time Task 2:** Plan, teach and assess the learning of a group of children in the alternative class.
* **Focus Time Task 3:** Evaluate the session you taught in Task 2 and suggest next steps for yourself and the children in their learning. Discuss this with the Class Mentor.

**Teaching**

During your taught university sessions you will have considered the learning process and the implications of this for you as a teacher. Time in the setting provides you with opportunities to consider a range of learning and teaching strategies. It will enable you to apply learning about issues such as questioning, grouping and addressing individual needs. In an EYFS setting this will include teaching of whole group time such as story time, register, snack provision as well as focus (small) group and scaffolding learning in continuous provision, taking responsibility for the learning of all children in that teaching group.

It is expected that every lesson/session that you teach will be well prepared. This will include having the necessary resources and age appropriate pedagogy (i.e. EYFS) available at the start of the lesson/session, ensuring any other adults are fully involved and the appropriate group or classroom organisation utilised. You also need to mark any children’s work after you have taught a session using the marking policy and Class Mentor to support you here. Ensure there are opportunities to use interactive teaching methods and collaborative group work.

**Assessment**

As you work with a group of children, discuss with the Class Mentor children’s individual learning needs. As your experience of planning and teaching develop, discuss with the Class and Professional Mentor the planning-teaching-assessment cycle and gather information about the attainment and progress of some children. After the interim assessment point, the expectation is that you will have become familiar with and are beginning to use a range of assessment to support learning in the classroom.

Students placed in an EYFS setting need to explore what this will look like with their mentor in the context of their setting. Find out what systems the setting uses to monitor and track

progress for formative and summative assessment e.g. does your setting use an electronic learning journey such as Tapestry, 2build a profile or Orbit?

You should include the following in your School-Based Training File:

* Notes on the placement setting’s assessment policy and written notes of the assessment strategies you have observed in the school
* Your lesson/session evaluations
* Completed Assessment Record sheets (tailor to the size of the group)
* Examples of children’s work that you have assessed/marked using the setting’s marking policy and annotated to give a context to the examples. It is suggested that you should include examples for different curriculum areas/areas of learning that you have taught and for children at different ability levels. This will demonstrate your responses to children’s work. **If you are in EYFS, you can include some examples that you have added to learning journeys instead**.
* Whole Class Assessment sheets in the core subjects or appropriate Areas of Learning and Development
* Additional Adult Feedback sheets
* An Education and Health Care Plans (EHC plan) written for a child in your class/focus or key worker group by the Class Mentor / SEN co-ordinator
* Demonstrate how your assessment of children’s learning influences your future planning

**Evaluation and Reflections**

Reflecting on your professional practice can help you to identify and build on your strengths and identify areas in need of development. You are expected to evaluate each lesson/session that you teach. You should talk to your mentors about your lesson/session to gain help in deciding what is significant. Act upon both written and oral feedback given to you by CM and other members of staff. Use the prompts on your planning proforma to guide you and both Planning and Evaluation P.E.N.documents on the Partnership website.

Meaningful evaluation will involve careful reflection about significant aspects of what went on in your classroom/ learning environment, analysis of why it went as it did, and implications for future practice. It is not simply producing descriptions of the lesson/session events. It will focus closely on the children’s learning, whether children met your planned Learning Intentions and on how much you feel that your teaching/scaffolding of learning helped children to achieve these objectives (or not). It will also consider how different groups of learners and, where appropriate, specific individuals made progress in their learning. Other information might include: how the children behaved, how motivated they were, if they were on task throughout the lesson/session, how comfortable you felt with what you were doing, whether the resources and/or questioning were suitable.

**Weekly Reflections**

During the block placement you will have a Weekly Review and Reflection meeting with your mentor. In preparation for this meeting, use the relevant proforma (Appendix 2) to note down your reflections on your progress in light of your targets from your SBT action plan and RoLOs (Appendix 12), with reference to the Teachers’ Standards (which will incorporate your lesson evaluations, and the impact of your teaching on the children). This shows evidence of your progress and will inform future targets. You are encouraged to use the SBT Report to support your discussions with your CM during these meetings: highlight your progress on the matrix and annotate where you have collected evidence against each area of the Standards.

You should also use these meetings to discuss your progress against the various required activities, and to help prepare you for the forthcoming week. These reflections will be discussed throughout your placement and during visits from your University Visiting Tutor. The proforma for the meeting and completed examples are found on the website.

**Keeping a Learning Journal**

All students are expected to write a learning journal. It is a flexible and creative way for you to record your learning as it happens and extracts from this will be used to inform discussions in Being and Becoming a Teacher sessions.

The most important principle for a learning journal is that it should aid your learning. This approach lends itself to capturing moments of learning which can be looked at later to re-inspire or to monitor what changes might have taken place. Many people keep notebooks of some kind, but a more systematic approach could be a richer record and evidence of learning which you can use for assessment purposes too. Short bullets points scribbled in a matter of minutes can be very valuable! Although your observations are personal reflections, the tone of the document should always remain professional as you may wish to discuss some elements with your Class Mentor.

These evaluations alongside your weekly reflections are valuable aids in identifying targets and evidencing your progress against the standards. As the placement continues you are expected to highlight your progress against the standards. Please use your own copy of the SBT Report for this. Alternatively, there is a separate **Grading Criteria** document for you to use for this purpose on the Partnership website.

**SEE PARTNERSHIP WEBSITE FOR DOCUMENTATION TO HELP YOU WITH PLANNING, ASSESSMENT AND EVALUATIONS.**

# Early Reading and Phonics Tasks for BA1 Placement

We have suggested doing some of these tasks in your Placement Days, and the main teaching of phonics in your Block Placement. However, depending on your base class, you can negotiate with your CM, the most appropriate times to complete the tasks. You may want to add to your initial observations and notes as the placement progresses. Discuss your progress with these tasks with your CM during your Weekly Review Meetings, and also with your UVT when they visit you.

**Task 1: Explore the Provision for Reading Across the School including Early Years**

Look at the provision for and promotion of reading throughout the school. Find out about how children are being introduced to and encouraged to interact with books in preparation for reading. What opportunities are young children given to develop the listening skills inherent in phonological development?

• Talk to staff about how they approach planning for reading and phonics

• Find out about the school’s reading policy including phonics and reading schemes

• What opportunities do children have to listen and respond to stories?

• What opportunities do children have to explore and experiment with sounds and words / to join in with songs, nursery rhymes, poems and music?

• How does the school promote reading for enjoyment?

• Find out how reading is assessed in your school.

*Record your findings as a short report. This will be part of your professional development and can be used as evidence of meeting standards.*

**Task 2: Understanding the Child as a Reader**

Select a child that you can work with on a regular basis. Meet with this child on a one-to-one basis twice a week during block placement and on as many of the Placement Days as can be arranged. Listen to them read, read to them and talk about reading with them. Developing a reading relationship over time will help you to find out in depth about one child’s reading and the strategies they use to decode and make sense of the text. What is their attitude to reading and how do they respond to a non-scheme book? You will also be able to reflect on your role as a reading teacher and improve your prompts and questioning. For Early Years placements consider what concepts about print the pupil understands. What do they know about the language of books and the predictable pattern of stories?

*Record your reading sessions as a journal. Write a short report reflecting on how your understanding about the reading process and the teacher’s role has developed. Comment on your impact on the child’s reading attainment. This will be part of your professional development and can be used as evidence of meeting standards.*

Prompts for Phonics Lesson Observation

**Task 3: Observe and Teach a Phonics Lesson**

*i) Observe* and make notes on at least one phonics lesson considering the points below:

• Which teaching strategies are used when revisiting tuning into sounds, phonemes, graphemes, GPCs (grapheme phoneme correspondences)?

• Does the teacher use a story, action, song or other mnemonic to help the children remember the new learning?

• Pay particular attention to the planned activities for each part and how the teacher is engaging the children and making assessments in relation to the children’s understanding

• Note any examples of the teacher correcting a misconception. How is this managed?

• Discuss the planning and assessment process with the teacher at the end of the session and record the main points of the discussion in writing

*Your lesson observation notes will be part of your professional development and will support your phonics teaching.*

*ii) Teach* a phonics lesson and arrange for the mentor to observe you and complete a phonics RoLO. You can use the teacher’s plan. A completed phonics RoLO is a placement requirement. The phonics RoLOs are on the Partnership website.

iii) Finally, evaluate your phonics teaching and consider your phonics targets to develop next year.

# What If Things Don’t Go To Plan During The Placement?

For the vast majority of our students, everything goes well and they have a successful placement. Just very occasionally, for a whole variety of reasons, things do not go according to plan on a block placement. If at the interim stage, you are not making sufficient progress towards achieving the teaching standards, you may be placed At Risk of Failure (ARoF). What does this mean?

**ARoF explained**

If you are placed ARoF at interim you will be informed of this, by your Class Mentor (CM) and your University Visiting Tutor (UVT). This means that if you do not make improved progress from this point on, you are very likely to fail your placement. This is not what you want and neither do we, therefore you are immediately afforded some support to help you to make progress. This includes the following:

* detailed action plan (‘At Risk’ proforma) written by your CM and UVT, and shared with you;
* a further support visit from your UVT;
* continued support from your CM and tight target setting and monitoring.

As part of this process, you will also have a visit from a Senior Moderator who will make an independent recommendation to the assessment board of a pass or fail; this visit can take place in the penultimate week of the placement or jointly with your UVT on the final visit.

**‘RI Requires Improvement’**

Additionally, if you are judged Requires Improvement (RI) overall at the Interim Report stage, your UVT and your CM will note whether you are ‘RI On Track’ or ‘RI Needs Support’. If you are ‘RI Needs Support’, a RI Proforma, with detailed targets will be provided. This will be written by both your UVT and CM. The UVT will also check your progress against these targets with your CM approximately one week after the interim point; this will be done via email initially. If at this point, you have not made expected progress to move towards a ‘RI On Track’/‘Good’ judgement, you could also be placed ARoF. The above steps will be set into motion, but your action plan will be changed from an RI to an ARoF proforma and you and your CM will sign this to signal the change.

**Failing the placement**

If for any reason you do fail the placement, you will have a meeting with your Personal Tutor and the SBT unit leader. You can decide whether to re-sit. If you do decide to re-sit, you will be required to carry out some voluntary work within a primary setting, in order to allow you to research those areas which you needed to develop, and to gather evidence to show your progress. This will be organised by yourself and take place at any time between the end of placement and the resit; this is likely to be when all university based activities have finished in the summer term. Please note that the resit would take place the following year in the summer term, 2019, when the new BA1 cohort are doing their placement. There is a re-sit fee payable (this year it is £330). You will only have one opportunity to re-sit a placement.

**Deferred placement**

Please note that if you have a deferred placement and re-take it in the summer term 2019 as if for first time, you may also have to pay the re-sit fee. This happens in instances where you have started a placement with a setting then deferred (for example, for medical reasons).

See Appendix 11 for further information on the requirements for Refer and Defer students.

**APPENDICES**

# Appendix 1: Contents of School Based Training Files: BA1

**Please organise your work in the order below placing this page at the front of file one. Your files must be ‘set up’ before the placement begins, ready to insert the information.**

|  |  |
| --- | --- |
| **Student:** |  |
| **School/setting:** |  |
| **Professional Mentor / Class Mentor:** |  |

|  |  |
| --- | --- |
| **FILE 1-SECTION 1:** | **COMMENTS FROM CLASS MENTOR** |
| **General Details** |
| Title page |  |
| Personal Profile |
| Action plan |
| Copy of letter to the Headteacher |
| SBT Trainee Information Form (SP2) |
| Attendance form (SP6) |
| **Contextual Analysis**  Proforma with notes and any additional notes (Appendix 9a & b) |  |
| **Class Context**  Write details about your class, including notes on individual children.  Make reference to: Gender, Pupil Premium, Ever 6, Closing the Gap  Vulnerable groups (Unseen Children, Looked After Children LAC, Gifted and Talented) SEN children including appropriate documentation (EHCs) |  |
| **Class timetable** including support staff and parent helpers |  |
| **Student timetable**  The weekly timetable should indicate your teaching time and your PD time with the focus for the week. Please also indicate on your timetable your 10% file time. |  |

|  |  |
| --- | --- |
| **FILE 1- SECTION 2:PLANNING, TEACHING, ASSESSMENT & EVALUATION** | **COMMENTS FROM CLASS MENTOR** |
| **Planning & Evaluation** |  |
| Medium term/Unit plans for each subject area/Area of Learning and Development being taught, including Computing, as appropriate to the placement requirements |
| Lesson/session plans organised by subject/area and in date order |
| Lesson/session evaluations which are analytical and identify future actions (filed behind the related plans) |
| RoLOs relating to the session observed. |
| Examples of relevant and appropriate class-based resources. *Keep in a separate file if preferred.* |
| **Assessment** | |
| Records on individual children with your annotations |  |
| Examples of children’s work (photographs, photocopies of whiteboards, recordings of children’s work) |
| Examples of your responses to children’s work ( marking, feedback, post-it notes, target setting) |
| Assessment Records |
| Additional Adult proformas |
| **FILE 2: PDR**  (\*documents to be transferred from SBT file into PDR file post placement) | **COMMENTS FROM CLASS MENTOR** |
| Observations of teachers/children/sessions |  |
| Evidence of involvement in wider professional activities (Appendix 8) |
| Weekly Review and Reflections (from your weekly meetings) |
| Notes from staff meetings / phase meetings / training days |
| **Training and Professional Development Tasks and Activities.** |
| * Early Reading and Phonics (for BA1: details in SBT Handbook p22, and RoLOs online; for BA2 & 3:– hard copy booklet) * Number: counting and calculation tasks (BA1-3: hard copy booklet) * Bilingualism (on-line portfolio on PDR/Whole Cohort Moodle) |  |
| **Observe** in all three age phases for half a day EYFS, KS1, KS2 during Day Visits 1-3 |  |
| **FOCUS TIME TASK** EYFS (or KS1/2) observations, planning, evaluation and assessments 3-5 days during block. Observation of EYFS Class Mentor (completed in Placement Days 1,2 or 3-Appendix 4) |  |
| EYFS Experience Checklist (Appendix 3) |  |
| EYFS plan for the teaching activity and evaluation (completed during ‘Focus Time’ if base class is in KS1/2) |  |
| Class Mentor EYFS planning |  |
| Records of observations of children’s learning in EYFS |  |
| **SCIENCE TASK** – forces floating & sinking. |  |
| **PE TASK** – observe, joint plan, teach & evaluate at least 1 lesson |  |
| **LESSON STUDY ACTIVITY** – over 3 lessons |  |
| **Teaching Standards and Supporting Evidence record** (\*documents to be transferred from SBT file into PDR file post placement)  Use this to gather evidence of meeting the Teaching Standards |  |
| Action plans with targets for this placement against the Standards |

**Students are reminded that they can be put formally At Risk of Failing to meet the requirements of the placement if their SBT File is of poor quality.**

**The standard of the content and organisation of Setting-Based Training files has been approved by the Class mentor throughout the placement. Please tick:**

**Quality assured by University Visiting Tutor. Please tick at final visit:**

**Class/Prof Mentor Signed: Date:**

**Uni Visiting Tutor Signed: Date:**

# Appendix 2: Weekly Review and Reflection

To be completed by student during weekly meeting with Class Mentor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week of placement** |  | **Date** |  | **PROMPTS**  **Most Weeks**   * Review gaps in subject knowledge * Review lesson planning requirements (from Week 3) * Review classroom & behaviour management * Review use of assessment * Check that student entitlement has been met * Check PD time is timetabled for following week with a clear focus   **Fortnightly**   * Review SBT file * Review Grading Criteria * Review gradual increase in timetable * Review assignment related activities * Discuss engagement with EAL/Phonics/Mathematics/behaviour tasks |
| **What lessons have you observed this week?** |  | **Which lesson(s) have you been observed teaching?** |  |
| **Topics to be discussed/focus of this meeting** |  | | |
| **Reflect on your progress against the previous week’s targets** | | | |
|  | | | |
| **What impact did your teaching have on pupils’ progress/learning?** | | | |
|  | | | |
| **Engagement with Professional Conduct/Responsibilities**  *S8a Positive contribution to wider life and ethos of school, e.g. attend staff meetings, clubs.*  *S8e Meet and greet parents and communicate with them when necessary.* | | | |
|  | | | |
| **What have you learned from your professional development time (and other CPD)? How will this inform your practice?** | | | |
|  | | | |
| **Next steps? - including actions, timings, reference to targets and standards** | | | |
|  | | | |
| **Signed by Class/ Professional Mentor** |  | | |
| **Signed by Student** |  | | |

# Appendix 3: EYFS Experience Checklist

To be used during Placement Days and during Block or Focus Time during block if in KS1 or KS2. It is important that you engage with the following experience checklist throughout:

* Ensure you have revised through EYFS documentation: ***Development Matters in******the Early Years Foundation Stage*** and ***Statutory Framework for the Early Years******Foundation Stage***, which will have already been introduced to you in university taught sessions.
* Use your good initiative to build positive, purposeful relationships with the children and EYFS team members.
* Experience a balance of indoor and outdoor activities each day.
* Observe how the EYFS team construct their planning and how this is often initiated by the children.
* Help set up and clear away throughout the whole setting (inside and outside) each day.
* Observe staff interactions with parents and links to parents throughout the setting.
* Attend any team meetings where possible.
* Observe how staff record children’s responses for assessment purposes and aid this process if opportunities arise.

In addition, please also ensure you…

* Make notes in your reflective journal about your experiences.
* Add any evidence gathered from EYFS tasks to the appropriate section of your SBT file.
* Ensure you recognise confidentiality is important at all times and make sure children cannot be identified from evidence placed in your file.

# Appendix 4: EYFS Observation of Adult-Led Activity

(To be used during Placement Days 1-3)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **School/ Setting:** | **Activity Focus:** | **EYFS Area of Learning Links:** |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Characteristics of Effective Learning** | **EYFS Areas of Learning** | |
| **Playing and exploring – engagement**   * **Finding out and exploring** * **Playing with what they know** * **Being willing to ‘have a go’**   **Active learning – motivation**   * **Being involved and concentrating** * **Keeping trying** * **Enjoying achieving what they set out to do**   **Creating and thinking critically – thinking**   * **Having their own ideas** * **Making links** | **PRIME**   * **Personal, Social and Emotional Development** * **Physical Development** * **Communication and Language** | **SPECIFIC**   * **Literacy** * **Mathematics** * **Understanding the World** * **Expressive Arts and Design** |

|  |  |  |
| --- | --- | --- |
| **Prior Learning** | | |
| ***What does this activity build upon or relate to?*** | | |
| **Activity** | | |
| **Adult** | **Children (linked to Characteristics of Effective Learning)** | |
| **Introduction** | | |
| ***How does the adult hook the children into the activity? How does the adult continue to engage the children?***  ***How does the adult use questioning to gage children’s engagement and understanding?*** | ***Observe the children in response to the adult. Are the children listening and concentrating? How can you tell?***  ***Are they willing to join in and have a go?*** | |
| **Development** | | |
| ***Does the adult continue to use questioning?***  ***How does the adult support the children to develop their ideas?*** | ***Are the children still concentrating? If so, observe how you can tell. Are the children persevering? Observe whether the children are developing their own ideas and if so what this looks like.*** | |
| **Conclusion** | | |
| ***Consider whether the adult or children conclude the activity? What does this conclusion look like?*** | | ***Have the children persevered with the activity throughout? Consider how you can judge this.*** |
| **Evaluation of the Session** | | |
| ***What did the children learn and achieve during the activity? How did the children develop their own ideas? What would be the next steps for the children following this activity?*** | | |

# Appendix 5: Suggested timetable for students working in pairs or pods in one class

**Constructing a timetable**

These are *guides* 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.

**a) Paired Placements:**

An example of a 50% teaching timetable for Student A & Student B:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 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 |

Each student teaches 10 sessions in a week, (2.5 days equivalent), either as Lead Teacher, Team Teacher, or Group Teacher.

An example could be:

5 sessions – Lead Teacher

2 sessions – Team Teaching

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

If students are paired in EYFS setting then as the Lead Teacher, the student can plan for the continuous provision and other focus group activities. Student B can plan and deliver a focus group activity during this time.

**b) Trio- or Pod-Placements**

An example of a 50% teaching timetable for Students A, B and C:

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

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

2 sessions – Lead Teacher,

4 sessions – Team Teaching,

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

# Appendix 6: Behaviour Management Observation Prompts for Placement Day 4

In discussion with your CM, and through observation, try to answer these:

**General classroom rules**

What are the rules for talking in a lesson?

How do children know when to pay attention?

How does the teacher know when they are bored or not understanding?

What are the rules for taking turns?

What are the rules for moving around the class?

What are the rules for leaving the classroom?

What are the rules for moving equipment?

**Specific techniques and strategies for behaviour management**

Making eye contact with the children

Making eye contact and smiling

Making eye contact and nodding or giving a gesture

Using verbal rewards (praise) …’well done’, ‘good’, ‘spot on’…

Using a small physical gesture…patting an arm when praising.

Giving a token rewards… house points, sticker

Drawing the rest of the group’s attention to good work or behaviour.

Putting a reward sticker or reward on a class chart.

Earning ‘golden’ time or other privilege

Sending the child to some higher authority.

Mentioning good behaviour or work in a class or school assembly.

What happens when the above are not effective?

What does the teacher do when the child does not meet the expectations that are set?

Make eye contact… perhaps frown

Use the child’s name to gain his/her attention

Using verbal sanctions – please don’t……

Giving a token punishment…name on the board

Spending a minute or two away from activities (TIME OUT)

Drawing the class attention to the poor behaviour ‘what should Ben be doing?’

Taking the child aside for a quiet word

Keeping the class in at play time

Sending the child to some higher authority

Calling another teacher to come and fetch a child.

Adapted from Medwell (2007) *Successful Teaching Placement Primary and Early Years.* Learning Matters

# Appendix 7: Lesson Study Activity Observation Proforma

During your second part of the block placement we would like you to develop and deepen your understanding of teaching through taking on different roles: teacher, support role and observer.

Where you are placed as a pod of 3 you will need to coordinate these observations so that each of you has the chance to act in each of the roles. This will be a rolling programmes over 3 lessons. Where you are placed on your own in a school we would like you to take on these roles in an adapted form. You will still be having your weekly lesson observations from your mentor, which in essence is the teacher role. In addition to this, talk to your school mentor/class teacher about taking part in a lesson in the role of the supporting adult and observing a lesson and taking on the role of an observer.

Reflect on this process during School/setting-based tutorial 2 in Week 4 (or Week 5 if more appropriate). Please use the proforma below to support the process.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Role** | | **Date** | | | | **Year** | | **Curriculum area** |
| **Teacher** | |  | | | |  | |  |
| **Teaching Assistant**  **support role** | |  | | | |  | |  |
| **Observer** | |  | | | |  | |  |
| **Standards**  **Use this chart of questions to consider which standards are being met** | | | | | | | | |
| S3c- Is a good standard of spoken and written English used? | | | | | | | | |
| S8b- How have effective relationships with colleagues been developed?  Is advice sought and acted upon? | S2b- How is children’s prior knowledge and understanding considered? | | | | S2d- In what way does the planning demonstrate understanding of how children learn? Is there awareness of impact on children’s learning? | | S 3a -How are the children engaged in learning? How are misconceptions addressed when they occur? Is secure subject knowledge checked? | |
| S4a-Is the pace of the session appropriate to the needs of the children? Is the use of session time maximised? | S5a- In what ways is the  lesson differentiated? | | | | S5c- Are barriers to learning considered?  Is teaching appropriate for children at different stages of development? | | S6d- What use is made of oral feedback including praise and questions?  Is work marked systematically and in line with school policy? | |
| S1a-How does the adult command the respect of the children? Is the atmosphere in the classroom purposeful and positive? | S1c- How are positive attitudes, values and expected behaviours modelled to the children? | | | | S7b- Are there high expectations of behaviour and a range of behaviour management strategies used? | | S7d- How are effective relationships with children maintained? Do the children respond positively? | |
| Introduction to the session - *Gaining attention* | | | | | | | | |
| * Is the lesson planned and resourced? * How has the teacher prepared the TA? * How does the teacher link with prior knowledge? * How does the teacher engage the children right from the start? * How is the TA deployed at this stage of the lesson? | | | |  | | | | |
| Development of the session - *Sustaining Attention* | | | | | | | | |
| * How does the teacher develop the session? * What strategies are used to enable the children’s learning? * What do the children do and how do they know what is expected of them? * Did activities and tasks appear to meet the needs of the learners (differentiated)? * How was learning evident? * How was behaviour monitored? * How is the TA being used to impact on children’s learning in this part of the lesson? | | | |  | | | | |
| Concluding the session - *Drawing the session to an end* | | | | | | | | |
| * How do the children know when to finish? * How does the *teacher* know what the children have learned? * How do the *children* reflect on their learning? * What was the impact on learning? * How does the teacher develop the children’s learning further? * Were any misconceptions addressed? * What was the TA’s role during this stage of the lesson? | | | |  | | | | |
| Feedback on lesson | | | | | | | | |
| * Strengths * Suggested improvement or clarification | | | |  | | | | |
| Reflections | | | | | | | | |
| What have you learnt from the process of being observed?  (*This may not be applicable if you are not in a pod or paired setting)* | | |  | | | | | |
| What have you learnt from the experience of acting as the Teaching Assistant? | | |  | | | | | |
| What have you learnt from observing others? | | |  | | | | | |
| What will you try differently in your future practice? | | |  | | | | | |

# Appendix 8: Opportunities for Involvement in Wider Professional Activities

Teaching involves much more than responsibilities within the classroom. Successful students respond to the whole range of demands placed on a teacher. Some of these are outlined below and could be a target for your Weekly Review and Reflection, the list is not exhaustive.

Students should be provided with opportunities to demonstrate evidence of their professional attributes:

* Observe the Class Mentor and other class teachers where possible, particularly subject co-ordinators
* Contribute to and develop displays
* Take the register
* Sustain behaviour management strategies around school
* Observe and be involved in playground duty
* Observe and be involved in lunchtime arrangements
* Attend/be involved in assembly
* Be involved in the general life of the staffroom
* Attend staff meetings (where appropriate)
* Attend Year/Phase planning meetings
* Be involved in staff training days (where appropriate)
* Discuss with subject/phase leaders and senior leaders their role and responsibilities
* Study school policy documents
* Shadow the Class Mentor talking to parents/carers
* Attend a parents’ consultation (where appropriate)
* Experience a visitor to the class or a class outing
* Be involved in school functions
* Be involved in a lunchtime or after-school club
* Identify the roles of the other adults who work in your classroom on a regular basis
* Record the ways the school is responding to the National Curriculum for 2014: is a Modern Foreign Language taught in class/offered as an extra-curricular activity? Are lessons planned and taught in a cross-curricular way?
* For further information on safeguarding access this link: [www.education.gov.uk/ittcriteria](http://www.education.gov.uk/ittcriteria)

# Appendix 9a: Contextual Analysis Aide - Memoire

|  |
| --- |
| **What is a contextual analysis? What is the value in completing it?** |

A contextual analysis is a very important part of your preparation for any placement. It is an opportunity to find out information about your placement school, so that you can best prepare to teach in the context of your specific school. It is very important that you know how your school operates, with regard to key areas associated with teaching and working in a school. Each school does things slightly differently and it is important to know how your school works, so that you feel ready and prepared. Sometimes university visiting tutors tell their students that after reading their contextual analysis (which is usually sent to the tutor before their first visit to school), they get a good feel for what this school is like and its ethos and approach to teaching. When they go to the school and walk through the door, they should almost feel that they already know the school and recognise it from your analysis. You can familiarise yourself with some aspects of the context through accessing the following websites:

[www.edubase.gov.uk](http://www.edubase.gov.uk)

[www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports)

You also need to take into account your own experience and the factors that relate to the particular school and the children as identified in your **contextual analysis**. For example, you need to be very clear how behaviour is managed within your school; is there a system that you need to use? What happens if you experience extremely challenging behaviour? What do you need to be aware of? What approach does your school take to the teaching of early reading? Do they use a particular scheme? Who would you report to if a child disclosed to you? It is essential that you know such information and more, before you even start teaching on block placement. Ignorance is most certainly not bliss when on placement.

Discussions with your teacher and class / professional mentors should begin as soon as you start your placement, including the Placement Days for BA1 students. Once you have collected information for your analysis and discussed this with your class mentor, you will become aware of an aspect(s) of the context of your placement which will have an influence on which targets you choose and how you will address your targets. For example, you may be going to a school which has a high number of pupils with EAL or SEND. They may accommodate specialist provision for children whose hearing is impaired. It may be a faith school or a school that embraces the forest school tradition. You may find yourself in a class where there is a child with dyslexia and where parental expectations are particularly high. Both of these could influence how you meet your targets in this context. If you have worked extensively with children with dyslexia as a learning assistant then it may be that this is not seen as great a challenge for you at this time. However, this may be the first instance where you have had to deal with high parental demand. Any of these, and others, could have implications for your teaching at that school. This will need to be considered, regularly reflected upon and addressed, in order for you to develop as a teacher and have a successful placement.

Other contextual issues may include (not an exhaustive list):

* Mixed age classes
* Particular teaching approaches used in the school
* Organisational strategies and routines – protocols and procedures
* Specific behaviour management demands
* Teaching EAL learners in my class
* How can I ensure pupils’ wellbeing is addressed in my teaching
* Range of achievement in the class
* How can I develop children’s learning to become autonomous
* Learning beyond the classroom

You will need to decide how these relate to your prior experience and current targets. This should enable you to identify any contextual influences upon how you will address your targets initially. Such contextual influences may change as the placement progresses. In order to provide support for a student, the Class Mentor will need to outline what they see as the factors influencing the teaching of the particular class. This needs to occur during the initial visits so that consideration of such issues will form part of the student’s preparation.

Completing a contextual analysis is excellent preparation for when you eventually apply for teaching posts. By analysing the context of a school, you will be fully aware of the kind of school that you are applying to and your application will be better tailored to the school, strengthening your position as an applicant.

**During your first week of your block placement, you should use the following proforma as an aide memoire and guide to source information needed to make notes in the different areas. At the end of this week, at your weekly review and reflection meeting with your class mentor, you will engage in a professional discussion about the context of your school. By the end of your discussion, you and your class mentor will have generated your three key targets for the placement, through considering the context and your prior school experience (or experience with young children). Once you have set your targets together, you will be required to complete the action plan – see Appendix 5. Discuss what you will complete in this action plan with your CM, i.e. clear steps etc then YOU must complete it electronically and send your action plan to your UVT by the end of the second week of the block placement.**

# Appendix 9b: Contextual Analysis Proforma

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| --- |
| **Contextual Analysis Proforma** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of student:** | **BA** | **1** | **2** | **3** | **PG1** | **PGF** |
| **Name of School:**  **Name of Class Mentor:**  **Class Mentor’s email address:**  **Year Group Taught:** | | | | | | |
| **Contextual Analysis**  In the sections below, write reflective notes on the school setting, **ensuring that you identify the implications for your practice**. There should be some commentary about what certain information that you have gained will mean for you and your teaching as you write your analysis. Make reference to each of the following: | | | | | | |
| **School ethos**  ….. | | | | | | |
| **School’s place in the community**  ….. | | | | | | |
| **School Context** (number on roll, single or multi-form entry, single or mixed age classes, socio economic-context of catchment area)  …… | | | | | | |
| **School Data** (% of Free School Meals (FSM), Pupil Premium, Ever 6 children, Looked after Children (LAC), Children with: Special Educational Needs & Disability (SEND); English as Additional language (EAL); diverse cultural heritage; other (please specify)  ……. | | | | | | |
| **Organisation of School** (including school routines/rules, school day – timings for each phase)  …… | | | | | | |
| **Parental links** | | | | | | |
| **School priorities and initiatives –** refer to school improvement/development plan if possible | | | | | | |
| **Latest OfSTED findings** | | | | | | |
| **Special considerations that pertain to faith schools/ specialist schools** | | | | | | |
| **Any other Significant Information about your school:** | | | | | | |
| **For each of the following policies, use the 3 bullet points to highlight key aspects of relevance to your teaching, your contribution to school life or conduct within school.** (*If your school does not have one of the following policies, please note this)***:** | | | | | | |
| **Child protection/ Safeguarding:** | | | | | | |
| **Health and Safety:** | | | | | | |
| **Behaviour:** | | | | | | |
| **Learning & Teaching (general):** | | | | | | |
| **Teaching of Early Reading:** | | | | | | |
| **Teaching of mathematics:** | | | | | | |
| **Planning:** | | | | | | |
| **Assessment & Marking:** | | | | | | |
| **How will the context of this placement influence my SBT targets?** | | | | | | |
| **You will reflect upon the above in your weekly reflection each week** | | | | | | |

|  |
| --- |
| **List of staff and their responsibilities, including Child Protection/ Safeguarding**  **Co-ordinator** |

|  |  |  |
| --- | --- | --- |
| **SMART TARGETS for further development** (to be completed jointly by student and class mentor) | **Timeframe &**  **Support to be provided by class mentor** | **STANDARD(S)**  Please identify relevant Teachers’ Standards |
| **Target:** Appendix 10 School Based Training Action Plan **Name**  **Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):  **1.**  **2.**  **3.** |  |  |
| **Target:**  **Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):  **1.**  **2.**  **3.** |  |  |
| **Assessment target:**  **Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):  **1.**  **2.**  **3.** |  |  |
| This action plan should be written after targets have been agreed and set between student and class mentor at the first weekly review and reflection meeting. Email the action plan to your University Visiting Tutor.  Also, use this proforma to jointly (student and class mentor) write an action plan at interim for any student with a judgement of ‘**RI Needs support**’. | | |

# Appendix 11: Requirements for Refer Students

If you are unsuccessful in this placement you need to meet and discuss your options with your Personal Tutor and the SBT Unit Lead (the meeting may also include the SE lead or Teaching and Learning lead. If you do decide to re-sit your BA1 SBT placement, you will be required to carry out some voluntary work within a school setting, in order to allow you to research those areas which you needed to develop. This will be organised by yourself and take place at any time between the end of placement and the re-sit. Please note that the resit would take place in the summer term, 2019.

In addition, you will be required to complete a portfolio of evidence to demonstrate that you are ready to engage successfully in your repeated placement. You must complete an action plan using the existing SBT action plan template, using the targets from your report or RoLOs from your BA1 placement. This should be placed at the top of a file with your targets on the action plan numbered. Below this, place dividers which are numbered against the targets. Each time you have some evidence to demonstrate some progress towards the target, you must place this under the relevant divider. The action plan always sits at the top of the portfolio.

A letter of evidence (on letter-headed paper) of dates and time spent in school must also be placed in this portfolio. Please note that progress towards the target can also include discussions with school members of staff and a summary of key points of learning. Also any research/reading undertaken - again with a summary of key elements of knowledge and understanding developed as a result.Where weaknesses in your subject knowledge and/or knowledge of the age related statutory and curriculum documentation were contributing factors to your failure of the placement, you will need to demonstrate how you have developed this. This may include a list of texts, resource and/or websites that you have engaged with and examples of tasks or activities that you have carried out in order to develop a more secure and comprehensive understanding.

You will be asked to meet with the SBT Unit Lead, bringing your portfolio of evidence, prior to starting your placement.

**Please note the following if you do fail a placement:**

You will be required to pay a ***resit fee,*** which for 2017-18 is set at £330 (this may rise slightly for 2018-19). Please note that if you have a ***deferred placement*** you may also have to pay the re-sit fee. This happens in instances where you have started a placement with a school then deferred.

You will only have one opportunity to resit a placement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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).jpgFACULTY OF EDUCATION** Appendix 12 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** | | | |
|  |  | | | |

# Appendix 13: DfE Teachers Standards 2012 In a Nutshell - Part 1 Teaching

|  |  |
| --- | --- |
| **S1. Set high expectations which inspire, motivate and challenge pupils**   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | **S5. Adapt teaching to respond to the strengths and needs of all pupils**   1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these 3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development 4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **S2. Promote good progress and outcomes by pupils**   1. be accountable for pupils’ attainment, progress and outcomes 2. be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these 3. guide pupils to reflect on the progress they have made and their emerging needs 4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. encourage pupils to take a responsible and conscientious attitude to their own work and study. | **S6. Make accurate and productive use of assessment**   1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. make use of formative and summative assessment to secure pupils’ progress 3. use relevant data to monitor progress, set targets, and plan subsequent lessons 4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **S3. Demonstrate good subject and curriculum knowledge**   1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject 4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | **S7. Manage behaviour effectively to ensure a good and safe learning environment**   1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the setting, in accordance with the setting’s behaviour policy 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them 4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **S4. Plan and teach well structured lessons**   1. impart knowledge and develop understanding through effective use of lesson time 2. promote a love of learning and children’s intellectual curiosity 3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. reflect systematically on the effectiveness of lessons and approaches to teaching 5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | **S8. Fulfil wider professional responsibilities**   1. make a positive contribution to the wider life and ethos of the setting 2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. deploy support staff effectively 4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. communicate effectively with parents with regard to pupils’ achievements and well-being. |

**Part 2 – Personal and professional conduct**

|  |
| --- |
| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside setting, by:   + - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position     - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions     - showing tolerance of and respect for the rights of others     - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect,     - and tolerance of those with different faiths and beliefs     - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the setting in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |