



**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**BA (Hons) Primary Education**

**YEAR TWO**

**(Unit Number 835Z1014 Crewe, 225Z1014 Manchester)**

**Placement Specific Requirements**

**For:**

**Students**

**Class Mentors**

**Professional Mentors**

**University Visiting Tutors**

**2017 - 2018**

Contents

[Contact Details 1](#_Toc496040738)

[Introduction 2](#_Toc496040739)

[Professional Responsibilities 3](#_Toc496040740)

[Who is who? Who do I contact and when? 4](#_Toc496040741)

[BA2 List of Key Dates 2017 - 2018 5](#_Toc496040742)

[Absence from Placement 6](#_Toc496040743)

[BA Year 2 Placement Specific Requirements 7](#_Toc496040744)

[Guidance for Allocation of Teaching Timetable 11](#_Toc496040745)

[What If Things Don’t Go To Plan During The Placement? 14](#_Toc496040746)

[Appendix 1 - Opportunities for Involvement in Wider Professional Activities 16](#_Toc496040747)

[Appendix 2 - Contents of Setting-Based Training Files BA2 17](#_Toc496040748)

[Appendix 3 - Contextual Analysis Aide -Memoire 19](#_Toc496040749)

[Appendix 4 - Weekly Review and Reflection 24](#_Toc496040750)

[Appendix 5 - SEN and Inclusion focus to placement 25](#_Toc496040751)

[Appendix 6 - Guidance for Allocation of Teaching Timetable for students in EYFS settings. 28](#_Toc496040752)

[Appendix 7 – Specific Additional Guidance for students based in an EYFS setting 32](#_Toc496040753)

[Appendix 8 - Suggested Timetable for Paired Placement Students 33](#_Toc496040754)

[Appendix 9 - Requirements for Refer students 34](#_Toc496040755)

[Appendix 10 – BA2 SBT: Placement at a glance 35](#_Toc496040756)

[Appendix 11 - DfE Teachers Standards 2011 In a Nutshell – Part 1 Teaching 39](#_Toc496040757)

# Contact Details

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

|  |
| --- |
| **Year 2 Student Experience Leader**  Ms Ellie Hoskins  **Associate Student Experience Tutor Year 2**  Ms Ruth Proctor |

|  |
| --- |
| **Year 2 SBT Unit Leader**  Mrs Corinne Woodfine  Email: c.woodfine@mmu.ac.uk |

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

**For Manchester: 0161 247 2436**

**For Crewe: 0161 247 5054**

# 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 2.

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, grading criteria and report forms are all electronic and are accessible via the partnership website. These have been updated for 2017-18 and 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 to support students, mentors and university visiting tutors in managing the structure and requirements of a paired placement. This also contains guidance on how the 60% teaching timetable can be achieved where a pair of students are working together in the same class.

**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’s 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: <http://www.mmu.ac.uk/education/partnerships/primary>

**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 day/prep 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). 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.

# BA2 List of Key Dates 2017 - 2018

|  |  |
| --- | --- |
| School-Based Training Briefing:  **Attendance is mandatory** | **Manchester Students:**  Monday 11th December 2017 9-11am (LT3)  **Crewe Students:**  Wednesday 13th December 2017 10-12 (D.0.09) |
| Between week 1 and week 2 of placement | Contact to be made between student and University Visiting Tutor by e-mail with attachments:   * Name of class mentor and email address, year group taught * A copy of letter to Head teacher * Action plan from targets decided during first weekly mentor meeting |
| School-Based Training Placement | 8th January to 23rd March ‘18 |
| Class Mentor Briefing | Manchester: Thursday 11th January 3-5pm (BR 2.16)  Crewe: Wednesday 10th January 3-5pm (D0.09)  Cluster based briefings will also be offered |
| Interim Report due for completion | w/b 29th January ‘18 |
| Students return to University for PDR tutorial following their Interim assessment week**.** | w/b 5th February ‘18 |
| Senior Moderator visits | w/b 5th/12th March ‘18 |
| Final Report due for completion | w/b 12th March ‘18 |

|  |
| --- |
| Absence from Placement **The student must:**   * Contact the school/setting – **Telephone personally** * Contact their University Visiting Tutor * Contact the appropriate Programmes Office –   Tel: 0161 247 5054 (Crewe) or 0161 247 2436 (Manchester)  University Visiting Tutors should be notified about planned absences, i.e. school trips, as soon as the date of absence is known.  Unplanned absences should be notified as early as possible on the day of absence – **8:30am at the latest -** and subsequent days where necessary. A student **MUST** telephone the school **EACH DAY** of their absence so that the school can plan accordingly.  **It is not acceptable for a student to send a text message to the Class Mentor to notify them of an absence from school.**  **The University will treat any breach in these arrangements very seriously.**  If a student fails to attend a school placement for 2 consecutive days without contacting the school, the Class Mentor/Professional Mentor should ring the Primary Placements Office immediately (0161 247 5070).  The implications of absences should be discussed with the Class Mentor, Professional Mentor and University Visiting Tutor. Any days absent must be made up. This applies to EACH placement. **Students will not be allowed to take time off from school for family celebrations, weddings etc. It is the student’s responsibility to inform family and friends of these regulations.**  Schools / settings should not agree to students taking time out of their placement without a discussion with the relevant University Visiting Tutor.  **Students - You may be required to make up any shortfall in requirements during the beginning of the University summer vacation at your own expense.** |

|  |
| --- |
| **If there are problems**  There are several people who are available to help   * The Class Mentor * The Professional Mentor * The Head Teacher * The University Visiting Tutor * The Personal Tutor * The BA2 SBT lead (via the University Visiting or Personal Tutor) * The Student Experience Leaders * The Placements Office – 0161 247 5070 * Counselling Services – Crewe 0161 247 5326 or Manchester 0161 247 3493   **Remember - the sooner someone knows about the problem, the sooner help can be provided. It is the student’s responsibility to share their concerns.**  **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.** |

# BA Year 2 Placement Specific Requirements

(See Appendix 10 for Placement at a glance checklist)

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

**Planning**

During this placement, you will be expected to take more responsibility for planning, teaching and assessment with a whole class, referring to Early Years Foundation Stage Framework and/or National Curriculum documents on all medium term, and short term plans. All planning should contain the key headings included in the Manchester Met example planning proformas for Key Stage One or Two plus the phonics planners for the appropriate phase when planning using the individual session planning proforma. If you are placed in EYFS and particularly if you have not been in EYFS before, please ensure you use the Manchester Met EYFS Activity planner and Continuous Provision planner at the start of your placement to demonstrate your clear understanding about the different approach in this phase.

In order to do this you should:

• Take responsibility for all the planning for the class during the times when you are teaching

• Use school data and other sources to inform your planning

• Use assessment to inform your planning

• Use evaluations of previous lessons/sessions to inform/adapt planning

• Plan for any additional adults working with you when you are teaching

• Plan for activities in out-of-school contexts

Note that you will use individual session planners for a **minimum of four weeks** of block placement. You and your class mentor will then take a professional decision, as to whether you are ready to move to the school’s weekly planning format and for which subjects. This decision-making progress will be ongoing on a weekly basis.

Please note that **any observed lessons** if you are using weekly planners will still require an individual lesson plan on an appropriate format as explained above.

**Teaching**

**(Guidance on allocation of teaching time KS1/KS2 p.11-13; EYFS Appendix 6 and 7)**

During this placement you will be expected to take responsibility for the teaching of your assigned class, **50%** by the Interim Assessment point. **In an EYFS setting this will include 50% 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.

**IMPORTANT – ‘Post - Interim Targets Focus’ Week**

In the week after your interim report has been completed, you will reduce your teaching percentage to **40% for one week only**. This will allow you to focus fully on your SBT targets. Your class mentor or other colleagues if appropriate, will model what the satisfactory engagement with the targets would look like and how you can achieve these. **Your professional development time for this week will be solely dedicated to focusing on your targets from your interim report.** This may include observing any of the following: planning; teaching; learning; assessment, with a real focus on the target and/or discussion during your non-contact time. You will also have your PDR meeting at university this week so will be able to discuss further at this meeting. **You will return to 50% teaching the following week.**

You will continue to develop your knowledge and understanding of the teaching of phonics by completing the four tasks in your Phonics Handbook which are related to the Year 2 School-Based training placement. For those students in EYFS settings, this is more likely to focus on Phases 1 and 2, where activities relating to tuning in to sounds is crucial to early development in phonics.

**Assessment**

You will need to gather information about the attainment and progress of the children in your class. This section outlines the requirements for monitoring and assessment and the **minimum** level of information you are expected to obtain.

The primary intention in making judgements about children’s learning is to inform future teaching and to provide feedback to children and others concerned with the education of those children.

You should therefore include monitoring and assessment information and show how this informs your planning and teaching.

**AfL is used consistently in EYFS. 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 SBT File Assessment section:

* 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 Group 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 journey’s instead**.
* Whole Class Monitoring sheets in the core subjects or appropriate Areas of Learning and Development
* Additional Adult Communication and 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 for Learning (AFL) influences your future planning

**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.**

**Evaluation**

Reflecting on your professional practice can help you to identify and build on your strengths and identify areas in need of development. This is an essential part of every teacher’s professional development. Becoming more professionally aware is central to becoming more effective as a teacher. Evaluation and analysis are therefore essential aspects of teaching throughout your time in school.

**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. Use the prompts on your planning pro forma to guide you.

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.

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. There is a separate **Grading Criteria** document for you to use for this purpose found on the Partnership website.

Weekly Review and Reflection (Appendix 4)

During the placement, you are expected to complete the Weekly Review and Reflection document during your weekly meeting with your mentor. The discussion and subsequent completion of the document should focus on how your teaching has developed in light of your targets and RoLOs, with reference to the standards. You also need to reflect on how your professional development time is informing on your practice. This shows evidence of your progress and will inform future targets. These reflections will be discussed throughout your placement and during the visits from your University Visiting Tutor.

**Professional Mentor/ Class Mentor:**

* Organise the students’ timetable to include the Inclusion focus tasks, Week 10-Enrichment week, the PE/Physical Developmentobservations and teaching activity and the delivery of an SMSC lesson.
* On a weekly basis, discuss teaching and progress with student, using the Grading Criteria document to support these discussions. **Student to complete the weekly Review and Reflection document.** During the first mentor meeting support student in developing their initial SBT targets/action plan in light of their developing contextual analysis. Student to use Contextual Analysis Aide Memoir to support their note-making (Appendix 3).
* **Look through student’s files** and comment on planning, teaching and assessments, including evaluations.
* Complete a weekly RoLO during the block placements
* Complete the **Interim Report by w/b29th January ‘18** to be sent to the University Visiting Tutor by **Friday 2nd February ’18.** Highlight on the grid to show where students are and what they have achieved against each standard.
* Agree targets for development at interim and final report. **Student at interim must note a response to the targets set in discussion with CM/PM.**
* The week after interim, students to focus on their interim targets and CM/PM support students through modelling targets and signposting other teachers in school who can also demonstrate good practice relating to students’ targets.
* Following interim, negotiate with student whether they are ready to move to weekly planning format and for which subjects. These decisions can be made/altered on a weekly basis.
* Final targets in report must make specific reference to the relevant QTS standards.
* Completethe **Final Report by w/b 12th March ‘18** to be sent to the University Visiting Tutor by **Friday 16th March ‘18**
* Complete the online School Based Training Evaluation
* Email the Final Report to the University Visiting Tutor, who will be responsible for forwarding to the Placement Office

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

# Guidance for Allocation of Teaching Timetable

This is a nine-week placement, plus an additional one week enrichment at the end of the placement (Week 10). The following provides an outline of how your teaching timetable should develop over the course of the main block, working towards 60% 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. This timetable needs to be adapted for students in Early Years settings (Appendix 8).

**Prior to placement:**

• Write and send letter of introduction to the head teacher.

• Set up your SBT files. Have these available in school every day (Checklist Appendix 2).

• Gather contextual information about the setting from relevant websites.

• Read the SBT2 Handbook carefully.

|  |  |
| --- | --- |
| **Week 1**  **Week w/b 8th January ‘18** | * Liaise with Class Mentor to discuss placement expectations and suggested timetables, including the Inclusion focused aspect of the placement (See guidance in Appendix 4). Agree a timetable for this week and for week 2, including how/where you will spend your Professional Development time (30% of your time up to interim). * Get to know the children in your class and school/class rules and routines. * At the end of the first week, during the weekly mentor meeting, focused discussion around what has been found out in relation to the context of the school (including using the contextual analysis prompts Appendix 3) and how this may influence SBT targets. Identify any areas of subject knowledge that you will need to address. * Meeting will end with targets being agreed between the student and the CM and the drafting of an action plan that will have specific steps for how you will address their targets and how the CM will support. * Prepare and send documents to University Visiting Tutor (see page 5) |
| **Week 2**  **w/b 15th January** | * Continue to familiarise yourself with your class and routines but begin to teach whole class sessions and engage with team teaching and small group teaching. * You should be using the CM plans and adapting them this week using the Manchester Met. Planning proforma. Ensure that planning is in place for all taught sessions, including groups/team teaching and that all teaching activities are evaluated. * This week you should aim to teach **20% whole class teaching and 30% team teaching or teaching small groups**. * **You will have 10% time each week to work on your files (planning, evaluating, reflecting on your progress etc).** * **You will have 10% each week for PPA time.** This may be at the same time as your class mentor. * **You will have 30% Professional Development time.** This could include observing different year groups, working on tasks for University, making observations of children etc. You should document clearly on weekly timetables how you are using this time and reflect on the impact it has on your professional development during your weekly mentor meeting. Use proforma to record this progress and next steps (Appendix 4).   Week 2 teaching focus: Core |
| **Week 3**  **w/b 22nd January** | * Move to **teaching 30% whole class and 20% team teaching and group work**. You should begin this week to teach sequences of lessons that show progression (eg consecutive literacy sessions). * You should now be starting to become more independent in your planning this week although still using the Manchester Met. Planning proforma and drawing on CM planning. Ensure that planning is in place for all taught sessions, including groups/team teaching and that all teaching activities are evaluated. * Observe a PE lesson. * Your UVT will be carrying out their visit this week, Week 4 or Week 5. Ensure you and your CM are aware of the requirements of this visit. (See generic SBT Handbook on Primary Partnership website /SBT2 moodle announcements). * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc) and 10% PPA time.** * **You will have 30% Professional Development time.** Use this to continue to work on your targets, tasks etc. * Negotiate with your class mentor when and how you will be carrying out your SEND/Inclusion focus tasks after interim (See Appendix 5).   Week 3 teaching focus: Core. |
| **Week 4**  **w/b 29th January**  **INTERIM REPORT** | * Move to **teaching 40% whole class and 10% team teaching and group work**. This week you should aim to teach a full sequence of lessons for a core subject. * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc) and 10% PPA time.** * **You will have 30% Professional Development time.** Use this to continue to work on your targets, tasks etc. * By the end of this week you may be able to move to weekly planning IF agreed by CM. This may be just for one subject area and needs to be reviewed on a weekly basis.   Week 4 teaching focus: Core. |
| **Week 5\***  **w/b 5th February** | * Move to teaching **40% whole class and 20% team teaching and group work with clear sequences of lessons**. * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc) and 10% PPA time.** * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. You may be beginning to work on your SEND/Inclusion focus tasks this week.   Week 5 teaching focus: Core and **two** Foundation\*\* subjects. |
| **Week 6\***  **w/b 19th February** | * Move to teaching **50% whole class and 10% team teaching and group work with clear sequences of lessons.** * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc) and 10% PPA time.** * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. You may be working on your SEND/Inclusion focus tasks this week. * If you have not done so already, observe the teaching of PE then plan (with the support of the Class Mentor/PE specialist) deliver and evaluate at least one PE lesson/session.   Week 6 teaching focus: Core and **two** Foundation\*\* subjects. |
| **Week 7\***  **w/b 26th February** | * Continue teaching **50% whole class and 10% team teaching and group work with clear sequences of lessons.** * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc) and 10% PPA time.** * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. You may be working on your SEND/Inclusion focus tasks this week.   Week 7 teaching focus: Core and **two** Foundation\*\* subjects |
| **Week 8\***  **w/b 5th March** | * Move to **60% mainly whole class teaching.** * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc)** **and 10% PPA time.** * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. This should be your last week to be working on your SEND/Inclusion focus tasks.   Week 8 teaching focus: Core and **two** Foundation\*\* subjects. |
| **Week 9\***  **w/b 12th March**  **FINAL REPORT** | * Continue **60% mainly whole class teaching.** * **You will have 10% time to work on your files (planning, evaluating, reflecting on your progress etc).** * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc **and 10% PPA time**. * Your UVT will be carrying out their final visit this week. Ensure you and your CM are aware of the requirements of this visit (see generic SBT Handbook on Primary Partnership website /SBT2 moodle announcements).   Week 9 teaching focus: Core and **two** Foundation\*\* subjects |
| **Week 10**  **w/b 19th March**  **Enrichment week** | This week is a **compulsory** part of the placement but it will only form part of the assessment of the placement for those students who have missed four or more days of the previous part of the placement and therefore need time to address outstanding targets. All other students will be able to negotiate how they wish to use this week. Students in the past have used this week to:   * Gain experience in another age phase * Observe and/or support delivery of their specialism curriculum areas and/or gather information for their Year 2 Specialism SBT task if this has not already been addressed * Plan and deliver curriculum areas/areas of learning where they have had limited opportunity or experience * Plan and deliver thematic topic based learning incorporating a range of curriculum areas. * Be involved in a school trip/residential * Complete any outstanding SBT tasks including the planning and teaching of an SMSC session. |

\*You may be carrying out some or all of your SEND/ Inclusion tasks during these weeks. These should be completed out of your base classroom and where possible, you should explore the opportunity to visit a special school or a school with a specialist provision. See Appendix 5 for further guidance.

\*\*Foundation subjects taught must include the delivery of at least one PE lesson and one SMSC session during the placement

# 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 don’t 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 and your University Visiting Tutor. 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 pro forma) written by your Class Mentor and University Visiting Tutor
* a further support visit from a University Visiting Tutor
* continued support from your class mentor 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 University Visiting Tutor on the final visit.

Additionally, if you are judged Requires Improvement (RI) overall at the interim, your University Visiting Tutor will also provide a detailed action plan in conjunction with your class mentor. They will also check in on progress with your class mentor approximately one week after the interim point; this will be done via a telephone conversation. If at this point, you have not made expected progress to move towards a 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 class mentor will sign this to signal the change.

If for any reason you do fail the placement, you will have a meeting with your Personal Tutor and the unit leader/Student Experience leader/Quality of Teaching and Learning leader. You can decide whether to resit. If you do decide to resit, 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 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 in the Spring term, 2019. See **Appendix 9** for further information on the requirements for Refer students.

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

You will be required to pay a resit fee, which this year has been set at £330 (this may rise slightly for 2018-19). Please note that if you have a deferred placement and re-take it in autumn term 2018 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 school then deferred.

You will only have one opportunity to resit a placement.

**APPENDICES**

# Appendix 1 - 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. This should be used to set yourself targets.

**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 the setting
* 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 (when acceptable to the Head Teacher)
* Attend Year/Phase planning meetings
* Be involved in INSET days (where appropriate)
* Discuss with the co-ordinator of a particular subject area their role and responsibilities in supporting the area in school
* Discuss issues with other co-ordinators and the Head Teacher
* Study school policy documents
* Shadow the Class Mentor talking to parents/carers
* Attend a parents’ consultation when acceptable to the Head Teacher
* 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? How is the teaching of phonics and early reading organised?
* For further information on safeguarding access this link: [www.education.gov.uk/ittcriteria](http://www.education.gov.uk/ittcriteria)

# Appendix 2 - Contents of Setting-Based Training Files BA2

**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.**

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

|  |  |  |
| --- | --- | --- |
| **FILE 1-SECTION 1:** | Included | Checked by 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 xx) |  |  |
| **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. Indicate on your timetable your 10% file time. |  |  |

|  |  |  |
| --- | --- | --- |
| **FILE 1- SECTION 2:PLANNING, TEACHING, ASSESSMENT & EVALUATION** | Included | Checked by 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, including where you have had increasing responsibility for the setting, marking and assessing of spellings, times tables and daily reading. |  |  |
| Additional Adult proformas |  |  |
| **FILE 2: PDR**  (\*documents to be transferred from SBT file into PDR file post placement) | Included | Checked by mentor |
| Observations of teachers/children/sessions |  |  |
| Evidence of involvement in wider professional activities (Appendix 1) |  |  |
| 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 (Hard copy) * Number (Hard copy) * Bilingualism (on-line portfolio on PDR/Whole Cohort Moodle) |  |  |
| **SEND/Inclusion focused tasks and information** |  |  |
| **Specialism Tasks:**  Gather info to help you to plan and ‘out of class visit’ including:   * Finding out what trips or ‘Out of Class Learning’ your school provides for the children. (This could be in the school grounds, local area, trips etc.) * If possible, attending a school visit, even if this is with a different class to the one you are allocated to. (Consider opportunities to focus on ‘Out of Class Learning during enrichment week) * Finding out about risk assessment that takes place and health and safety policies associated with visits for your school. |  |  |
| **PE Task:** observe, joint plan, teach & evaluate at least 1 lesson. |  |  |
| **SMSC Task:** Plan at least one lesson / session focused on SMSC values. |  |  |
| **Homework:** Set homework, mark, feedback and keep a record. |  |  |
| **Enrichment Week**  Information and evidence of activities undertaken during this week |  |  |
| **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:**

**University Visiting Tutor Signed: Date:**

# Appendix 3 - 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.**

|  |
| --- |
| **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** |

# Appendix 4 - Weekly Review and Reflection

(To be completed by student during weekly meeting with 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 5 - SEN and Inclusion focus to placement

**Overall aims:**

* **To develop a practical sense about the ways that inclusion is embedded in the practice of your placement setting.**
* **To explore any challenges or tensions that may exist**

**Important points to consider:**

* You will need to establish early in their placement when and how these focus tasks will be completed. You are expected to negotiate with your school 3-5 days to be set aside in order to complete these tasks **outside** of the classroom.
* Each of the focus tasks (apart from A and B) can be covered in any order and do not all have to be completed within one focus week but could be spread across several weeks, following the Interim Report.
* It is recommended that you spend some of your Professional Development time planning and preparing for the tasks.
* These tasks are equally applicable in a Primary, Special or EYFS setting.
* Not all of the tasks below will need a full day in which to complete them.
* You are expected to write a reflective journal entry for each of the tasks.
* We understand that not all of the tasks or questions will be relevant and instead it should be used as a menu to choose from. Where any one of the focus areas isn’t felt to be appropriate or applicable in the setting’s context, then an alternative way of researching that area of focus needs to be explored and agreed.
* Personal reflections from the focus will be used to feed into discussions in Teaching Studies 2 sessions following the placement.

The five tasks have been broken down into separate areas of coverage to consider different perspectives. It is envisaged that there will be some areas of overlap between them and it is hoped that each of these tasks will help you develop a deeper understanding of what inclusion means within the context of your setting and how the needs of pupils and the school community are met.

The intention is that this deeper understanding will have a positive impact upon your practice during the remainder of their placement and on your ability to meet the needs of individuals within your base class. It is about understanding how individual schools and local authorities/Academy trusts have implemented and negotiated the SEND Code of Practice in a very practical sense. **Ask your own questions and explore your own areas of interest within the school rather than simply relying on these tasks.**

**Overarching questions to consider:**

* How does the relationships impact upon SEN and inclusion agendas?
* How do the values and ethos of the setting relate to the needs of the children and to being an inclusive setting?
* How will you take the learning from these tasks to inform your future practice? How will it influence planning to meet the needs of the children that you are working with now in your base class?

If you are in a paired placement, you **do not** have to be complete these tasks at the same time as your paired placement partner and **ideally** this would be at a different time. If for any reason you struggle to complete these focus tasks during the main block placement then you should use time during the Enrichment week at the end of the placement to address any outstanding tasks.

*[Notes for Class Mentor/Professional Mentor: If a student is RI/ARoF then they need to be guided to spread the SEND/Inclusion tasks across two weeks and not try to cover them all in a one week block.]*

**Task A: Children**:

Complete a case study of a couple of children and write a confidential report for the class teacher based on this. *(Students should select different children for their case study to their paired placement partner and may well carry out the case studies in separate classes/groups and different ones to their base class/group.)*

* Look at individual provision maps/individual planning formats and how these function.
* Find out how individual targets are related to planning and the provision of ‘reasonable adjustments’
* If possible carry out an informal observations of the child – reflect on the value of observations.
* Consider how the child’s needs can be related to the four broad areas of need in the SEND code of practice. Is there a crossover between different areas?
* Carry out some independent research related to the specific needs of the focus child (eg. Speech and Language, Learning, Behaviour, Specific formal diagnoses). Include this in your SBT file to evidence wider research.

**Task B: Teachers:**

* Hold a short interview with the class teacher/mentor about the ways that the SEND policy is implemented in school.
* How does the class teacher address their own professional development in relation to SEND and Inclusion? E.g. attending courses? Independent research? Conversations with the SENCo and/or parents? Visiting other schools where there is expertise?
* You may consider asking them about the child/ren that you have thought about as part of task A
* What is Quality First Teaching? How does this impact on the children’s learning? How does this help the teacher to identify/plan to address misconceptions? Write about this in your learning journal.

***Days A and B must take place together***

**Task C: SENCO:**

If possible, arrange to spend some time speaking with the school’s SENCO. Hold a professional dialogue with the SENCO to gain their perspective on inclusion within their school/setting. It is useful for student teachers to get an understanding of this role. You may ask these types of questions:

* What is the school/setting SEND offer?
* How do pupils move from SEN support to an Educational Health Care Plan?
* How do you access specialist support from multi-agency staff?
* What arrangements does the setting have in place to manage the transition of children with identified needs?
* How is information shared between staff in school/setting?
* How are Learning Support Assistants, Mentors and other support staff used in this school/setting?

**Task D: Support staff:**

Arrange to spend some time with some support staff and agree how this might work – this could possibly be shadowing, observing or a short discussion. Use this opportunity to gain an understanding into the important role of support staff, such as:

* What types of support do they provide in school/setting (eg. General class support, specialist 1:1, Cover Supervision)?
* What training are they able to access within the broad area of SEND and Inclusion?
* What are the rewards and challenges of their role?
* Discuss how student teachers might best work with support staff.
* Write up some notes in your learning journal.

**Task E: Parents:**

The purpose of this task is to attempt to get a parental perspective on SEND and Inclusion. Clearly this is a sensitive area and it is important that you talk with school staff about the best ways you might understand the parental perspective. Therefore this task will vary from school to school, but might include:

* Explore the ways that the school engage with parents through looking at the website or talking with a member of staff (eg. Leading Partnership with Parents Award, Curriculum information evening events, Parent and Teacher Associations, Parent Forums, Newsletters, emails). Consider what role the individual class teacher has in organising these.
* Observe or sit in on a meeting between your class mentor and a parent. This could be an informal meeting after school, or may be a more formal review meeting or parents evening. Consider how information around inclusion forms part of these discussions.

**If the students have the opportunity to visit a special school that the placement setting has links with, then this would be a beneficial addition to this focus**. **If the student is in an early years setting, it would be beneficial for them to visit one of the primary schools that the setting feeds in to and talk to the SENCO based there.** If the students do get this opportunity then they should include notes on this visit in their reflective account.

Please also remember that this is only guidance around the tasks and we encourage the adaptation of these – it is a menu rather than prescriptive. Reflections on your new understanding in this focus area can be discussed during your weekly mentor meetings after completion of tasks and some of the learning here will inform your Teaching Studies sessions when you return to University following the placement.

# Appendix 6 - Guidance for Allocation of Teaching Timetable for students in EYFS settings.

The following provides an outline of how your teaching timetable should develop over the course of the main block, working towards 60% responsibility for focus group and continuous provision planning 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.

**Prior to placement:**

• Write and send letter of introduction to the head teacher.

• Set up your SBT files. Have these available in school every day (Checklist Appendix 2).

• Gather contextual information about the setting from relevant websites.

• Read the SBT2 Handbook carefully.

|  |  |
| --- | --- |
| **Week 1**  **Week w/b 8th January ‘18** | * Liaise with Class Mentor to discuss placement expectations and suggested timetables, including the Inclusion focused aspect of the placement (See guidance in Appendix 4). Agree a timetable for this week and for week 2, including how/where you will spend your Professional Development time (30% of your time up to interim). * Get to know the children in your class/whole group (and any specified focus group) and school/class rules and routines. * At the end of the first week, during the weekly mentor meeting, focused discussion around what has been found out in relation to the context of the school (including using the contextual analysis prompts Appendix 3) and how this may influence SBT targets. Identify any areas of subject knowledge that you will need to address. * Meeting will end with targets being agreed between the student and the CM and the drafting of an action plan that will have specific steps for how you will address their targets and how the CM will support.   Prepare and send documents to University Visiting Tutor (see page 5) |
| **Week 2**  **w/b 15th January** | * In this week you will still be familiarising yourself with your class/whole group (and any specified focus group) and routines but you need to begin teaching whole class/focus group sessions and engaging with monitoring and supporting continuous provision activities. Please ensure you use the ManMet ‘Planning for EYFS group activity’ planner for all whole group/ class activities. * This week you should aim to teach 20% whole class/whole group teaching (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) and 30% team teaching or teaching small groups (specified focus group) and supporting continuous provision. * **You will have 10% file time each week to work on your files** (planning, evaluating, reflecting on your progress etc) * **You will have 10% each week for PPA time.** This may be at the same time as your class mentor. * **You will have 30% Professional Development time.** This could include observing different year groups, working on tasks for University, making observations of children etc. You should document clearly on weekly timetables how you are using this time and reflect on the impact it has on your professional development during your weekly mentor meeting. Use proforma to record this progress and next steps (Appendix 4).   Week 2 teaching focus/ Specific Areas of Learning: Literacy and Mathematics (in conjunction with Prime Areas) |
| **Week 3**  **w/b 22nd January** | * Move to teaching 30% whole class/whole group (and whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) and 20% team teaching and group work (specified focus group) and continuous provision. You should begin this week to teach sequences of sessions that show progression (e.g. consecutive literacy/phonics or Mathematics sessions). Observe a physical development activity. * **You will have 10% file time each week to work on your files (**planning, evaluating, reflecting on your progress etc) and **10% PPA time.** * **You will have 30% Professional Development time.** This could include observing different year groups, working on tasks for University, making observations of children etc. You should document clearly on weekly timetables how you are using this time and reflect on the impact it has on your professional development during your weekly mentor meeting. Use proforma to record this progress and next steps (Appendix 4). * Your UVT will be carrying out their visit this week, Week 4 or Week 5. Ensure you and your CM are aware of the requirements of this visit. (See generic SBT Handbook on Primary Partnership website /SBT2 moodle announcements). * Negotiate with your class mentor when and how you will be carrying out your SEND/Inclusion focus tasks after interim (See Appendix 5).   Week 3 teaching focus/ Specific Areas of Learning: Literacy and Mathematics in conjunction with Prime areas and all other learning areas via continuous provision\* Students should now be planning for some areas of continuous provision (using the continuous provision planner) with guidance. |
| **Week 4**  **w/b 29th January**  **INTERIM REPORT** | * Move to 50% teaching. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. This week you should aim to teach a full sequence of activities (via whole class/ group and/ or specified focus group time) with a focus upon Literacy, Mathematics or another area of learning. Observe a physical development activity. * **You will have 10% file time to work on your files** (planning, evaluating, reflecting on your progress etc) and **10% PPA time**. * **You will have 30% Professional Development time.** Use this to continue to work on your targets, tasks etc.   By the end of week 4, you can now move to weekly planning proforma’s for all EYFS whole group/ class activities IF this has been agreed with your Class Mentor  Week 4 teaching focus/ Areas of Learning: Literacy and Mathematics in conjunction with Prime areas and all other learning areas via continuous provision\* Students should now begin planning independently for continuous provision, (using the continuous provision planner) seeking guidance throughout. |
| **Week 5**  **w/b 5th February** | * Move to teaching 60%. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. This week you should aim to teach a full, clear sequence of activities (via whole class/ group and/ or specified focus group time) with a focus upon Literacy, Mathematics or another area of learning. * Plan and deliver a physical activity for whole group or specified focus group outdoors or indoors. * **You will have 10% file time to work on your files** (planning, evaluating, reflecting on your progress etc) and **10% PPA time**. * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. You may be beginning to work on your SEND/Inclusion focus tasks this week.   Week 5 teaching focus/ Areas of Learning: Mathematics, Literacy and Understanding of the World in conjunction with Prime areas.  \* Students should now be planning for more areas (building upon last week) of continuous provision (using a continuous provision planner) with guidance. |
| **Week 6**  **w/b 19th February** | * Continue building upon last week with 60% teaching in further areas of learning- see below. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. This week you should aim to teach a full, clear sequence of activities (via whole class/ group and/ or specified focus group time) with a focus upon Literacy, Mathematics or another area of learning. * Plan and deliver a physical activity for whole group or specified focus group outdoors or indoors. * **You will have 10% file time to work on your files** (planning, evaluating, reflecting on your progress etc) and **10% PPA time.**. * **You will have 20% Professional Development time**. Use this to continue to work on your targets, tasks etc. You may be working on your SEND/Inclusion focus tasks this week.   Week 6 teaching focus/ Areas of Learning: Mathematics, Literacy and Understanding of the World or Expressive Art and Design. \* Students should now be planning for all areas of continuous provision (using a continuous provision planner) with guidance. |
| **Week 7**  **w/b 26th February** | * Continue building upon last two weeks with 60% teaching in further areas of learning- see below. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. * This week you should aim to teach a full, clear sequence of activities (via whole class/ group and/ or specified focus group time). * Plan and deliver a physical activity for whole group or specified focus group outdoors or indoors * **You will have 10% time to work on your files** (planning, evaluating, reflecting on your progress etc) **10% PPA time**. * **You will have 20% Professional Development time**. Use this to continue to work on your targets, tasks etc. You may be working on your SEND/Inclusion focus tasks this week.   Week 7 teaching focus/ Areas of Learning: Mathematics, Literacy and Understanding of the World or Expressive Art and Design \* Students should now be planning for all areas of continuous provision more independently. |
| **Week 8**  **w/b 5th March** | * Consolidate 60% teaching in further areas of learning- see below. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. * This week you should aim to teach a full, clear sequence of activities (via whole class/ group and/ or specified focus group time). * Plan and deliver a physical activity for whole group or specified focus group outdoors or indoors * **You will have 10% time to work on your files** (planning, evaluating, reflecting on your progress etc) **10% PPA time.**. * **You will have 20% Professional Development time.** Use this to continue to work on your targets, tasks etc. This should be yourlast week to be working on your SEND/Inclusion focus tasks.   Week 8 teaching focus/ Areas of Learning: Mathematics, Literacy and Understanding of the World or Expressive Art and Design \* Students should now be planning for all areas of continuous provision (using a continuous provision planner) independently. |
| **Week 9**  **w/b 12th March**  **FINAL REPORT** | * Consolidate further with 60% teaching in further areas of learning- see below. This will include whole class/whole group (whole group opportunities e.g. whole class story time, snack time, register, singing, phonics time) as well as specified focus group. * This week you should aim to teach a full, clear sequence of activities (via whole class/ group and/ or specified focus group time). * Plan and deliver a physical activity for whole group or specified focus group outdoors or indoors. * Your UVT will be carrying out their final visit this week. Ensure you and your CM are aware of the requirements of this visit (see generic SBT Handbook on Primary Partnership website /SBT2 moodle announcements).   Week 9 teaching focus: Mathematics, Literacy and Understanding of the World or Expressive Art and Design \* Students should now be planning for all areas of continuous provision (using a continuous provision planner) independently. |
| **Week 10**  **w/b 19th March** | **Enrichment week**  This week is a **compulsory** part of the placement but it will only form part of the assessment of the placement for those students who have missed four or more days of the previous part of the placement and therefore need time to address outstanding targets. All other students will be able to negotiate how they wish to use this week. It may include:   * Gaining experience in another age phase * Observing and/or supporting delivery of their specialism curriculum areas * Planning and delivering curriculum areas/areas of learning where they have had limited opportunity or experience * Planning and delivering thematic topic based learning incorporating a range of curriculum areas. * Be involved in a school trip/residential * Complete any outstanding SBT tasks.   These are only some suggestions and students are at liberty to negotiate the most appropriate use of their enrichment week with their class mentor. |

\*Areas of Learning and Development taught must include the delivery of at least one Physical Development and one SMSC session during the placement.

# Appendix 7 – Specific Additional Guidance for students based in an EYFS setting

**EYFS Role Checklist**

* Ensure you are completely familiar with EYFS documentation: **Development Matters in** **the Early Years Foundation Stage** and **Statutory Framework for the Early Years** **Foundation Stage**.
* Ensure you are familiar with the ManMet ‘Planning for EYFS Group Activity’ planner before you begin placement and use this planner for all activities at the **start** of your placement until you are demonstrating clear confidence and your mentor agrees you can move to weekly plans.
* Experience indoor and outdoor activities each day to ensure the full balance of the EYFS curriculum.
* Observe how continuous provision operates in your setting as soon as you begin your placement. What areas do they have? Which resources are used? How is planning and supervision of continuous provision organised? Begin supervising continuous provision following the class mentors planning and then move onto planning for some and eventually all/ as many areas as possible as placement progresses. Please use the ManMet weekly continuous provision Planner at first until your mentor approves moving to setting weekly planners.
* Help set up and clear away throughout the whole setting (inside and outside) each day and take the lead with ‘setting up’ following your planning from early in the placement.
* Observe staff interactions with parents and links to parents throughout the setting. Be involved with parents of your focus group as much as possible following guidance from the class mentor.
* Observe how ‘Physical Development’ is taught as the foundation for primary P.E. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the P.E Curriculum in KS1? Thorough observation of this area will help you plan, teach and assess your own physical development activities.
* Attend any team meetings where possible and make valid contributions. The class mentor may be happy for you to lead some of the team meetings. Please seek guidance with this first.
* Observe how staff record children’s responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys? As placement progresses, following guidance from the class mentor, use the setting’s systems to assess children in your focus group and use key assessment information in your planning.

# Appendix 8 - Suggested Timetable for Paired Placement Students

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 |

An example of a 60% 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 | Student A Lead Teacher  Student B – Group Teacher | Team Teaching |
| 2 | Team teaching | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher | Student B Lead Teacher  A – Group Teacher |
| 3 | Student B Lead Teacher | Student A Lead Teacher |  |  |  |
| 4 |  |  |  | Student B Lead Teacher | Student A Lead Teacher |

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

# Appendix 9 - 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 Leader or SE lead or Teaching and Learning lead. If you do decide to resit your BA2 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 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 in the spring 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 template, using the targets from your report or RoLOs from your BA2 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.

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

You will be required to pay a resit fee, which has previously been set at £330 (this may rise slightly for 2017-18). Please note that if you have a deferred placement and re-take it as if for first time, you may also have to pay the resit 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

# Appendix 10 – BA2 SBT: Placement at a glance

|  |  |  |
| --- | --- | --- |
| Requirements | | Completed |
| **Teaching files**  3 files, possibly 4 if they get too big. They should be:   * Personal * detailed – show your thinking/ reflections * useful working docs * up to date and complete | 1. School Information 2. Planning & Teaching - your plans and resources, lesson evaluations 3. Assessment 4. PDR – issues, targets, reports, RoLOs – ready to transfer to your PDR file |  |
| **Get to know the class** | Create a whole class list with information on the children  - this could be the start of your assessment file. **Make sure that you remove children’s surnames in order to maintain confidentiality.**  Include information on any key children – SEN, Pupil Premium, LAC, ability levels, preferred learning styles etc. This information will support you with personalising learning to meet the needs of the children and to enable them to make progress. |  |
| **Contextual Analysis**  This needs to be discussed during Weekly mentor meetings | Use Appendix 3 to help you.  The school, local area and community  The staff  Policies  Ofsted  Pupil premium – how is your school using this?  Look at the Performance Data for your school :  <http://www.education.gov.uk/schools/performance/>  What does this tell you about the school?  How is the school using this data? How does the school compare to similar schools? |  |
| **SBT targets** - for this placement | This is your starting point for this placement based on your initial mentor meeting in week 1 and your contextual analysis. |  |
| **Action plan** | Steps needed to progress with targets - how you will achieve these?  Complete and place action plan in file. Reflect on this progress regularly through your weekly reflections with your CM. |  |
| **Planning:**  Medium term plans – adapt, annotate, personalise | Get these from the teacher during your first week of placement, so you can begin planning – you will begin to plan from the teacher’s medium term plans but you may well become involved in developing future medium term planning.  When using the teacher’s medium terms plans, you should be prepared to personalise these and adapt them in discussion with the teacher – make them yours. |  |
| Individual Lesson Plans – these must be produced for ALL lessons/sessions that you teach during the first 4 weeks. | Use the university Proforma initially/ headings from university Proforma. Plans must be detailed and should demonstrate your thinking and how you plan to teach the lesson.  Weekly planning may be negotiated after 4 weeks of placement. |  |
| **Teaching Timetable**  50% by Interim  60% in final 2 weeks | Your teaching timetable  50% teaching, 10% file time, 10% PPA, 30% Professional Development Time  60% teaching, 10% file, 10% PPA and 20% Professional Development time |  |
| **Observe other teachers** | Not just your Class Mentor if possible. Who? Focus or purpose? Notes? |  |
| **What and how much should I be teaching?** | Your 50% / 60% teaching **must include** sequences of lessons of English (including phonics), mathematics, and as many other curriculum subjects or areas of learning - Science, ICT and FSs as possible  If in KS2 - negotiate some time to continue teaching phonics to a group of children in KS1 |  |
| **Lesson Evaluations**  **and Target Setting** | Evaluate **every lesson** in a manageable but useful way - your notes should show your thinking and reflections and set targets for next lesson/next week  You could annotate your lesson plans but evaluations **must** show that you are reflecting on your teaching and children’s learning and setting targets for yourself.  (SMART Targets) - Specific, Measureable, Achievable, Realistic, with a time deadline … next lesson/week  **Key Think**: What impact has my teaching had on the children’s learning? |  |
| **Early Reading** training & professional development guide | By the end of placement, you **must have engaged with and completed** all the relevant activities, teaching and tasks in this training and professional development guide for the BA2 placement. |  |
| **Teaching Numeracy** training and professional development guide | By the end of placement, you **must have engaged with and completed** all the relevant activities, teaching and tasks in this training and professional development guide for the BA2 placement |  |
| **Bilingualism** (on-line portfolio on PDR/Whole Cohort Moodle) | By the end of placement, you should have engaged with at least one task a fortnight that could be completed with children who are bilingual. This could be in teaching time (if children in your class) OR in Professional Development time if children in another class. If there are no children who are bilingual, complete at least one reading task a fortnight throughout the placement. By the end of the placement you need to be able to demonstrate that you have been engaging with the Bilingualism portfolio. |  |
| **SEN and Inclusion focus –** see Appendix 5 | During Week 3 agree when and how you will carry out your SEN & Inclusion focused tasks. If possible, arrange to visit a special school or one with a specialist provision. |  |
| **Specialism focus** | Gather information to help you plan an ‘out of class visit’ in relation to your area of specialism.  ·Find out what trips or ‘Out of Class Learning’ your school provides for the children. (This could be in the school grounds, local area, trips etc.)  ·If possible, attend a school visit, even if this is with a different class to the one you are allocated to. (Consider opportunities to focus on ‘Out of Class Learning during enrichment week)  ·Find out about risk assessment that takes place and health and safety policies associated with visits for your school. |  |
| **Teaching of PE/ Physical Development** | Observe, plan, deliver and evaluate at least one PE lesson. |  |
| **Homework** | If appropriate - set useful, do-able and appropriate homework (for the children - not their parents)  Mark the homework  Keep a record |  |
| Focused **RoLOs** | You should receive 1 RoLO each week you teach - these are on top of the RoLOs required in your training and professional development guides  Ask for focused RoLOs that provide feedback and evidence on targets from previous weeks/sessions  Negotiate focused RoLOs on any other area/standard you need feedback on to provide evidence of engagement with specific Standards. |  |
| Keep a **weekly review of your progress**;  Meet with your Class Mentor weekly and keep copies of the Weekly Review and Reflection records (Appendix 4) | Students’ notes/comments about your overall progress and reflections on the previous week. ***Student to complete the proforma during weekly meeting (handwrite).*** *Both student and class mentor to sign at end of meeting.*  Set yourself targets for the next week  Could include notes from discussion with Mentors.  This is separate to your (personal) Learning Journal |  |
| **Wider life of the school** - what are you doing? | Opportunities for involvement in wider professional activities(Appendix 1) |  |
| **The Grading Criteria matrix** | * Engage with the Grading Criteria matrix * Use this to discuss your progress and set targets with your Class Mentor during feedback sessions and weekly meetings * Highlight where you are up to and annotate it * Set yourself targets based on where you are |  |
| **The Interim Report** | Before your Class Mentor completes this, have a discussion about your progress and achievements – use the Grading Criteria Matrix and Weekly Review and Reflection records to do this.  Your University Visiting Tutor will quality assure and then agree your interim grades with your Class Mentor. |  |
| **Becoming more independent** | After Interim you should be increasingly independent - taking on more of the role of the teacher - collecting children, meeting and talking to parents (Standard S8e), organizing daily/weekly tasks such as spellings/ times tables, hearing readers. |  |
| **Assessment** - seek guidance from your class/professional mentor, but create your own system if necessary  Any work you set, you should mark  Keep records of all marks/assessment | Whole Class Assessment Records – useful for an overview. Suggestion:  1 Mark Page for Maths  1 Mark Page for Literacy etc  1 Mark Page for Foundation Subjects  Design a key to make it manageable.  Different codes you might you use (you do not need to use all of these!):   |  |  |  | | --- | --- | --- | | √ | Completed | Alternatively, you may wish to colour-code.  See example on the Partnership website. | | A | Achieved | | Pa | Partly achieved | | X | Did not achieve | | ☺ | Merit | | ↑ | Better – improved | | ↓ | Worse – declined | | ⑱ | Mark out of … | |  |
| Homework – Marks/Comments |  |
| Records on individual children with your annotations |  |
| Examples of children’s work ( demonstrate different abilities) |  |
| Examples of your responses to children’s work using the school’s marking policy. |  |
| Group Assessment Records |  |
| Additional Adult Proformas |  |
| Evidence of engagement with assessment statistics - RAISE online and from government performance data online |  |
| **The Final Report** | Before your Class Mentor writes this, have another discussion about your progress and achievements – use the Grading Criteria Matrix, RoLOs and Weekly Review and Reflection records to do this  What progress have you made? Where are you up to now? This should be highlighted in a different colour.  Your University Visiting Tutor may add to the Final Report and support the teacher to agree your final grades.  Remember to get your own copy of it. |  |
| **Placement Evaluation**  Please evaluate your placement ASAP. | You and the school will receive an email with the link to the online evaluation.  There is a student evaluation - for the student to complete. There is a school evaluation - for the Mentor(s) to complete |  |

# Appendix 11 - DfE Teachers Standards 2011 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 school, in accordance with the school’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 school 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 school, 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 school 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. |