



**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**BA (Hons) Primary Education**

**YEAR THREE**

**(Unit Number 836Z1014 Crewe, 226Z1014 Manchester)**

**Placement Specific Requirements**

**For:**

**Students**

**Class Mentors**

**Professional Mentors**

**University Visiting Tutors**

**2017 - 2018**

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# Contact Details

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| **Primary Placements Office**  Tel: 0161 247 5070  Email: [primaryplacements@mmu.ac.uk](mailto:primaryplacements@mmu.ac.uk) |
|  |
| |  | | --- | | **Year 3 Student Experience Leaders**  Mr Ben Sedman  Ms Ruth Proctor (Crewe) | |
|  |
| **Year 3 SBT Unit Leader**  Mrs Rania Maklad  Email: [r.maklad@mmu.ac.uk](mailto:r.maklad@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 BA (Hons) Primary students, School-Based Training (SBT) is the central element of their 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. A fully professional approach is required 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 all of these things of them. Setting-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; every tutor has been a teacher in school. In placement settings, 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 3.**

There are **generic 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 matrix, report forms and weekly mentor meeting record documents, 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.

# Acknowledgement

We acknowledge the enormous part our Partnership schools and settings play in developing and training the next generation of teachers and we wholeheartedly thank you for your involvement and commitment to this. This was confirmed in ourOfsted inspection 2016, 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 consult the generic section of the Partnership website or contact the unit leader.

**Safeguarding**

In England, the law states that people who work with children have to keep them safe. Whilst on placement, you must make yourself aware of the setting guidelines and pass on any concerns you have accordingly. If you are unsure, please talk to the Class or Professional Mentor or contact your University Visiting Tutor. For more information on safeguarding please consult the generic section of 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, your University Visiting Tutor or your Personal Tutor will contact the unit leader.

**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 the university. The Partnership Tutor is the point of contact for professional mentors concerning partnership activities, issues, beyond an individual student and their placement.

# List of Key Dates 2017-2018

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| --- | --- |
| School-Based Training Briefing:  **Attendance is mandatory** | **Manchester Students:**  Tuesday 19th September ‘17  **Crewe Students:**  Thursday 21st September ’17 |
| Contact to be made between student  and University Visiting Tutor by e-mail  with   * Name of class mentor and email address, and year group taught * First weekly review and reflection meeting record with attached action plan. | Week beginning 9th October ‘17 |
| Planning and Preparation Week 1  (in school) | Week beginning 25th September ‘17 |
| Planning and Preparation Week 2  (in university/ self-study research) | Week beginning 2nd October ‘17 |
| School-Based Training Placement  (main block) | Monday 9th October to Friday 15th December  Final outcomes for most students will be reported by the end of week beginning Monday 4th December. |
| Class Mentor Briefing | **Crewe-** week beginning 9th October  **Manchester-** week beginning 9th October  Cluster based briefings will also be offered and details of these will be emailed to schools. |
| Interim Report Point – week beginning 6th November | To be completed by the class/professional mentor |
| Interim grades and quality assurance documents | UVT to QA and send to placement office by Friday 10th November |
| Students return to University for PDR tutorial following their Interim assessment week. | **Crew and Manchester:**  Week beginning 13th November |
| Senior Moderator visits | W/b 27th November **&** W/b 4th December 2016 |
| Final Report Point – week beginning 4th December | To be completed by the class/professional mentor and sent to the University Visiting Tutor by Thursday 7th December |
| External Examiner Visits (selected schools) | w/b Monday 4th December, 2017 |

It is envisaged that University Visiting tutors will arrange to meet at a mutually convenient/agreed time with their students during the week beginning 2nd October

**\*\*W/b 11th December will be an enrichment week**. This week is a compulsory part of the placement but it will only form part of the placement’s assessment for those students who need to make up days missed. 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 and/or gathering information for their Year 3 Specialism Setting Based Training task if this has not already been addressed
* 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.

These are only some suggestions and students are at liberty to negotiate the most appropriate use of their enrichment week with their class mentor. The University is aware that in many settings the enrichment focused week will be taken up with end of term activities and celebrations.

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| Absence from Placement **The student must:**   * Contact the setting – **Telephone the setting personally** * Contact their University Visiting Tutor * Contact the appropriate Programmes Office –   Tel: 0161 247 5090 (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 – **8.30 am at the latest –** and subsequent days where necessary. A student **MUST** telephone the setting **EACH DAY** of their absence so that the setting can plan accordingly.  **It is not acceptable for a student to send a text message to the Professional Mentor or Class Mentor to notify them of an absence from the setting in place of the telephone call to the setting.**  **The University will treat any breach in these arrangements very seriously.**  If a student fails to attend a placement for 2 consecutive days without contacting the setting, the Professional Mentor/Class Mentor should ring the Primary Placements Office immediately (0161 247 5070).  The implications of absences should be discussed with the Class Mentor, the Professional Mentor and the University Visiting Tutor. Any day absence must be made up in the school or setting. This applies to EACH placement. ***Students will not be allowed to take time off from placement for family celebrations, weddings etc. It is the student’s responsibility to inform family and friends of these regulations.***  Settings should not agree to students taking time out of their placement without a discussion with the relevant University Visiting Tutor. |

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| **If there are problems**  There are several people who are available to help   * The Class Mentor * The Professional Mentor * The Head Teacher * The University Visiting Tutor * The Personal Tutor * The BA3 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.** |

# Summary of Placement for Students & Mentors

**School-Based Training Placement: 25th September – 15th December 2017**

**Students:**

* Plan and teach across the full breadth of the curriculum or the equivalent Six Areas of Learning and Development, using university guidance adapted to school or setting planning formats where necessary
* Teach a 70% (60% whole class + 10% intervention) timetable **by the week of the Interim Report.**
* Opportunity to reduce planning and increase teaching towards the end of the placement
* Teach a number of lessons where phonics/early reading is the focus and where number is the focus. Complete the requirements of the ‘Early Reading’ and ‘Teaching Numeracy’ training and professional guides.
* Continue to complete child-related (if bilingual children in school) and / or reading tasks in the Billingual Portfolio
* Teach a minimum of **one** PE lesson / Physical Development session (EYFS)
* Plan at least one lesson / session focused on SMSC values.
* Plan for differentiation
* Begin each lesson or session by sharing learning objectives verbally and in writing or

pictorially, as appropriate with children

* Provide children with verbal and written feedback (as appropriate) on a regular basis
* Use computing for professional development and in lessons across the curriculum
* Plan for additional adults in all curriculum areas or areas of learning and development. This may vary in certain early years settings. Complete the Additional Adult communication and feedback proforma (partnership website) and show in future planning how this feedback is incorporated.
* Record children’s frequent errors/misconceptions in literacy and numeracy (examples of work, lesson evaluations, weekly reflections)
* Complete **whole class monitoring records** for literacy, mathematics, science and at least **two** Foundation subjects or appropriate Areas of Learning & Development
* Use **Group Assessment Records** for literacy, mathematics, science or in the early years; literacy; communication and language; mathematics and understanding the world
* Mark children’s work in all areas of the curriculum / complete observation proformas and update learning journeys (in accordance with the setting) for children in the Early Years Foundation Stage
* Capture three ‘differentiated’ sets of examples of children’s learning in mathematics and literacy and place in SBT file; this may not always be in the form of written work. In the early years, this work may be more cross curricular but differentiation should still be captured and indicated on the EYFS Activity planner.
* Complete a written report for one child, using the standard layout of the setting. Place this in the SBT file
* Evaluate each lesson / session taught (hand-write or annotate your plans as soon as possible after the lesson has finished), identifying children’s progress towards the learning intentions and outcomes and the effectiveness of planning and teaching. Use evaluation guidance (partnership website)
* Complete a weekly reflection on progress against identified targets from: personal reflection; smart targets from RoLOs; key targets for SBT (action plan or interim report). Also reflect upon contextual influences on the addressing of your targets. There is a weekly reflection and review document on the partnership website that you can complete as part of the weekly review meeting.
* Refer to the Grading Criteria matrix to review your progress and to identify specific targets / areas for improvement
* Record key progress and targets on the during the weekly review meeting with your class mentor. It is **your responsibility** to write the notes as you discuss and to complete the weekly review and reflection document. Use the grading matrix to support and focus your decisions
* Take responsibility for two areas of display negotiated with the Class Mentor
* **At the end of the placement, agree areas of strength and areas for development for the NQT Induction Year**
* **Complete the on-line School-Based Training Evaluation w/b 4th December 2017**

**Class / Professional Mentor**:

* Facilitate a teaching timetable for the student, which meets their needs in reaching 70% whole class (including 10% intervention) teaching by the interim reporting point. Facilitate opportunities to observe / plan and teach PE /physical development and SMSC.Students will need support with pitch and differentiation if this is their first experience in a different Key Stage / the Early Years Foundation Stage (EYFS). If in EYFS, please use the Manchester Met EYFS Activity planner in the first instance to support you with differentiation and other key aspects.
* Arrange a programme of weekly lesson/session observations. Over the BA3 placement, the focus areas should include: the teaching of phonics and early reading, misconceptions and conceptual development in mathematics, assessment for learning, overcoming barriers to learning, cross curricular teaching. Lesson observations should also record targets identified in the previous RoLO and, where appropriate, comment on the progress towards addressing these.
* Conduct a focused observation of the student teaching – **minimum of 1 Core subject per week** – and complete a Record of Lesson Observation (RoLO) each week. It is ideal to complete a weekly observation but it is understandable that sometimes a week may be missed and two observations carried out the following week. Try to ensure regularly spaced (weekly) observations as far as possible to enable regular feedback and setting of smart targets, which can be addressed.
* The focused observations for early reading (phonics) and mathematics as detailed below and in the professional training guides can count as the weekly RoLO but further observations of these areas should be carried out over the duration of the placement.
* Conduct three focused observations of phonics teaching (provide feedback in professional training guide). Facilitate completion of tasks identified for this placement in the phonics book
* Conduct two focused observations of mathematics teaching - Lessons Five and Six (provide feedback in professional training guide). Facilitate completion of Task E
* Conduct on a regular basis a focused observation of the student teaching a Foundation subject and complete at least one RoLO for a Foundation subject session
* Meet the student each week and engage in a reflection on progress, using the Grading Criteria matrix and the RoLOs, setting clear targets for the following week. The student records the conversation on the Weekly Reflection and Review document but ensure that both you and the student sign and date it at the end of your meeting
* Complete the Interim Report based on discussions (telephone, email or visit) with your University Visiting Tutor
* Facilitate the ‘Post-Interim Targets Focus Week’ so that your student has the maximum opportunity to meet their targets.
* Complete the Final Outcomes Report based on discussions (telephone, email or visit) with your University Visiting Tutor. Discuss future targets with the student
* Email the Final Report to the University Visiting Tutor, who will be responsible for forwarding this to the Placement Office by 8th December 2017
* Complete the on-line School-Based Training Evaluation w/b 4th December 2017

# Overview of Placement

There are three main strands to this final placement:

* Whole class teaching
* ‘Closing the Gap’
* Specialism

**Whole Class Teaching**

This placement is to enable you as the student teacher to assume the role of class teacher in readiness for your NQT year, working towards a 70% timetable. **This must include phonics.** In the early years this may involve: focus group teaching, and also leading ‘whole group/class’ time i.e. story, singing, phonics where possible alongside supervision of continuous provision. You will really begin to understand personalised learning and how this translates into the design of appropriate activities for **all**learners. You will have the opportunity to put into practice the knowledge, understanding and skills you have developed in relation to planning, teaching and assessment, as part of your university studies, including that which relates to different groups of learners and their needs. Personalising your teaching to the needs of all learners is a key priority for this, your final placement.

**Closing the Gap – Intervention Group**

During this placement, in addition to the evaluation and assessments for whole class ‘*quality first’* teaching, you will be required to focus ‘in detail’ on moving the learning on for a small group of children. This will be in **one** of the core subjects. (English, mathematics or science) or early years areas of learning (mathematics, literacy and ‘Science’ via understanding the world). You will be required to show evidence of the impact of your assessment, planning andteaching upon the progression in the children’s learning and discuss this with your class teacher, your university visiting tutor and an external examiner should you be selected. Evidence may include your evaluations; observations; children’s work; photographs; annotated lesson plans; comments in your training and professional development guides, comments from RoLOs and reports.

When working with your group, you will need to draw upon your learning from your BA 1, BA 2, KS3 and SEN experiences. This could mean working with a small group within your class. Alternatively, you may be working with a discrete group within your phonics teaching or in another year group, key stage or age phase; this intervention will form 10% of your overall 70% teaching time (See Appendix 6 for possible ways of structuring the intervention). You will work with your group regularly in order to demonstrate progress in their learning.

**Specialism 2 Curriculum Innovation and Development**

As part of contextual analysis, gather data to identify the philosophy and approaches taken to the teaching of your specific Areas of Specialism. (Tutors will provide detailed guidance on the information you need to gather in the session before school experience).

Where possible observe or teach **at least** one lesson in your Area of Specialism. This may be in your base class or another year group. (The ideal would be to teach a unit of work in your Area of Specialism)

Inform your Class Teacher/Curriculum Leader that you will be devising Curriculum Development Materials for an area of interest in your Specialism Area.

Once you have researched and developed your materials you will need to:

* Return to school to discuss and negotiate a range of approach to producing Curriculum Development Materials in your area of interest with the class teacher/curriculum leader for your Area of Specialism. Suggested Week 29. (Week beginning 12th February)
* Share/deliver Curriculum Development Materials with your identified member of staff. This may be the class teacher, curriculum leader or colleague interested in your Area of Specialism. Suggested week 34. (Week beginning 19th March)
* The materials may need to be shared before or after the Easter break **BUT NO LATER** than End of week 37 (Week beginning 9th April)
* Organise time to receive feedback from teacher/school colleagues about the value of the devised materials (usually immediately after the delivery/sharing of materials)

# Overview of Placement Requirements & Guidance on Allocation of Teaching Timetable

**School and University Preparation weeks**

Use the initial preparation weeks to ensure that all preparations for the main block are in place – key tasks for these weeks will be shared with you at your SBT Briefing in your induction week. These will also be shared with you through your regular SBT Moodle messages from the unit leader.

**Key messages:**

**SCHOOL PREPARATION WEEK:**

* Gather information for your contextual analysis – complete the ‘Contextual Analysis’ proforma (Appendix 3) to guide you in the information you need to collect
* Share information about the intervention; this is the week in which you need to negotiate who with, and when, which core subject?
* Start to build a positive relationship with any additional adults you will be working with and share copies of additional adult communication and feedback sheets with any additional adults who will be working in your base classroom. Set up the expectation that they will be used to help support you to assess and plan. Try to get a sense of when your teacher will be in class to support and complete one too. This might be quite a lot at first but may tail off as the placement progresses, so keep your negotiations and discussions ongoing around this…
* Liaise with your Class Mentor to discuss placement expectations and agree timetables, including for your intervention work with your selected group of children. Negotiate your timetable
* Negotiate any break duties etc. you will do, what after school clubs etc. you can be involved in. Remember, as this is your final placement, you are taking on as much of the role of the class teacher as you can
* Ask if you can attend staff and team meetings etc. and when they will be. If the school is putting on any training, you may want to see if you can access this too. Be thinking ahead to that personal statement that you will be writing after Christmas; how can you make yourself stand out?

UNIVERSITY PREPARATION WEEK:

* If you have not yet done so, set up each of the SBT files using the Contents of School-Based Training Files list (Appendix 2). Place copies of any proformas that you will use regularly in your file, i.e., group record sheets, additional adult communication / feedback documents, assessment monitoring sheets.
* Continue to collect information to complete your contextual analysis.
* Attend timetabled University sessions
* During the rest of the time, you should be preparing and planning based upon what you have discussed with your teacher in school prep week. The university preparation week also gives you an opportunity to check that your chosen planning format for individual lesson plans is ‘fit for purpose’. Go through it with a fine toothcomb by cross-referencing to the guidance on the partnership website. The document you are looking for is called ‘Planning Guidance’**.**
* Arrange to attend your school when your class mentor has their PPA time (if that is possible – you will have sessions at university and these must not be missed). If you can’t attend, arrange for your CM to send their planning to you so that you can prepare for the following week

**Up to Interim Report**

* Gradually work up to a 70% teaching timetable; to be achieved by (in) the Interim Report week of the placement. Your intervention programme will take up 10% of this teaching time. This will leave you to build up to 60% mainly whole class planning, teaching and assessment responsibility by interim.
* In the early years the teaching percentage will include designated focus group teaching alongside leading ‘whole group/class’ time i.e. story, singing, phonics where possible alongside supervision of continuous provision
* The pace at which you build up to 70 (60)% teaching is entirely dependent upon you. The more confident you feel in the phase, type of school etc, the quicker you may wish to do this. A simple gradual progression would be:

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1** | **Week 2** | **Week 3** | **Week 4**  **(Interim Report Point)** |
| 40% Teaching | 50% Teaching | 60% Teaching | 70% Teaching |
| Made up of: | | | |
| 30% Whole Class | 40% Whole Class | 50% Whole Class | 60% Whole Class |
| 10% Intervention | 10% Intervention | 10% Intervention | 10% Intervention |

NB – 10% = approx. half a teaching day

* For all students, it can be expected that as the interim reporting point approaches, you may still be carrying out a small amount of group work from the teacher’s planning as you transition into 60% whole class planning, teaching and assessment. Where this is the case, ensure that you:
* Evaluate how the activity went with the group of children you were working with and the impact on their learning (comment on individual children as well as giving a general overview).
* Complete a group assessment record sheet.

Clearly identify the next steps for learning for each child and if possible, in negotiation with the class teacher, plan the next learning activity.

* As you progress beyond the interim progress stage and after ‘Interim Targets Focus Week’ (see below), you must move to 60% whole class teaching, so that this quickly becomes the norm. This then enables you to ‘drive’ the placement beyond this point.
* Driving the placement means that you require gradually diminishing levels of direction from your class mentor. You engage in increasingly independent planning; including choosing relevant and appropriate teaching strategies, support materials and effectively deploying any additional adults. You also engage in increasingly independent assessment, which requires effective evaluations of children’s progress (see ‘Evaluation Guidance’ document on partnership website) and recording of children’s progress in order to determine next steps for learning (see exemplars of whole class monitoring assessment records on Moodle/Partnership Website).
* Note that when you are engaged in 70% teaching, you will have 30% Professional Development Time. This should equate to:

10% = PPA time (preferably with your class mentor)

10% = file time

10% = professional development time (PD), which will include observing in other age groups/curriculum areas, discussions with subject/phase leaders, observation of phonics/areas of specialism, carry out SBT specific tasks etc.

* As you build up towards 70% teaching in the earlier stages of the placement, any extra time should be used as PD time to focus on and address your targets for improvement as well as to complete some tasks.
* **IMPORTANT – ‘Interim Targets Focus Week’**

In the week after your interim report has been completed, you will reduce your teaching percentage to 50% (which includes 10% for your Intervention) **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 70% teaching the following week.

* Observe the teaching of PE/Physical Development, then plan (with the support of the Class Mentor/PE specialist) to deliver and evaluate at least one PE/Physical Development lesson/session.

If you are in EYFS, most Physical Development activities will take place in the outdoor provision area with the equipment available there. It will look different to a primary PE lesson but activities will closely link to the EYFS prime area of Physical Development. Please refer to this prime area whilst observing, planning, delivering and evaluating.

* Interim Report – joint report of Class / Professional Mentor and University Visiting Tutor

**Up to Final Report**

* Plan, teach, evaluate and assess a 70% timetable (60% whole class and 10% intervention). Include literacy, mathematics, science, computing and two foundation subjects or, for Early Years placement the equivalent Areas of Learning and Development which are- Mathematics, Literacy, The World (Science) and Technology (Computing) via Understanding of the world and other foundation subjects through People and Communities (RE, History) and The World (Geography) via Understanding the world. This is alongside Expressive arts and design (Art, DT, Drama). When planning and teaching in EYFS, also remember that all above listed ‘specific’ areas of learning must be taught in conjunction with at least one ‘prime’ area (Physical development, Personal Social and Emotional development and Communication and language).
* For all stages/age phases, plan and teach at least three lessons where number is the focus. In all key stages/age phases, plan and teach at least three lessons where phonics/early reading is the focus. There will be a significantly higher number of phonics sessions for those students teaching in Early Years or KS1.
* Your Class Mentor should use the early reading and numeracy training and professional development guides to give written feedback for three phonics sessions and two numeracy sessions
* In EYFS and KS1, plan (using Training and Professional Development Guide: Phonics) and teach a number of lessons where phonics / early reading is the focus
* Independently plan **at least ONE** PE lesson / Physical Development session, building upon the knowledge gained in the supported lesson(s) prior to interim.
* Plan at least one lesson / session focused on SMSC values.
* Continue to complete a weekly reflection against Key Issues and identified targets and any other school-based tasks
* From week 4 onwards, if assessed as good or outstanding at interim and in negotiation with your school, you may move to weekly planning, in specified curriculum areas or in all areas. When students move to weekly planning, an individual lesson plan must be produced for any lessons where an observation is being carried out by either a member of school staff, a University tutor or an External Examiner.
* Students assessed as good or outstanding overall at interim (must have scored 2 in every area), may choose to teach 80% of the timetable **only in the last two weeks of the block**.
* IMPORTANT: following a successful interim report, the student MUST ask for permission from the Head teacher to use her/him as a referee on job applications. Students must not name a Head teacher as a referee if they have not obtained permission.

**At Final Report**

* Final Report: joint report as agreed by Class Mentor/Professional Mentor and visiting University Visiting Tutor. Class Mentor to write report, QA by University Visiting Tutor
* Agree areas of strength and targets for development explicitly related to the teacher standards in readiness for Induction/NQT year. These must be shared and discussed with the student. They must also make specific reference to the relevant Teachers’ Standards.
* Debrief meeting between student and University Visiting Tutor / Class / Professional Mentor
* Mentors and students must each complete the relevant electronic School Based Training placement evaluation
* **Class Mentor/Professional Mentor** – Email the Final Report to the University Visiting Tutor, who will be responsible for forwarding this to the Placements Office by 8th December 2017.

# BA Year 3 Specific Requirements

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

**Planning**

During this placement, you will be expected to take significant responsibility for the medium and short term 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. 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.

During this placement, you should ensure that you gain experience of planning for curriculum areas not previously taught. This may entail negotiating to work with another class to ensure that you cover the full breadth of the Primary Curriculum or EYFS Framework.

In order to do this, you should:

* Take full 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
* Produce or adapt medium term/unit planning and/or units of work
* Plan for any additional adults working with you when you are teaching
* Plan for activities in out-of-school contexts

**Teaching**

During this placement, you will be expected to take significant responsibility for the teaching of your assigned class, **70% by the Interim Report (60% whole class & 10% intervention). In an EYFS setting this will include 60% 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.**

Those students who are ready and confident with planning, will be permitted to use weekly planning formats for the remainder of the placement. They can also progress to teach 80% timetable during the final two weeks of the placement. This will match, more closely, the requirements for a Newly Qualified Teacher.

Please note that **any observed lessons** will still require an individual lesson plan on an appropriate format as explained above.

It is expected that every lesson/session that you teach will be well prepared. This will include having the necessary resources available and age appropriate pedagogy (i.e. EYFS) at the start of the lesson/session, ensuring any other adults are fully involved and the appropriate group or classroom organisation utilised.

It is recognised that the emphasis for a particular group of children might, at any one time, be on a restricted range of curriculum areas. If this is the case, you should explore with the teacher the possibilities for experiencing these other areas elsewhere in the setting. Remember – having taught a subject on one school placement does not mean you can avoid it on other placements!

You will continue to develop your knowledge and understanding of the teaching of phonics and numeracy by carrying out the specified lessons and completing the tasks in your Phonics and numeracy training guides which are related to the BA Year 3 School-Based training placement. For those students in EY 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.

* Prepare, plan and teach three sessions of phonics teaching (each observed by professional and feedback provided in training guide). Complete tasks
* Prepare, plan and teach two mathematics lessons (each observed by professional and feedback provided in training guide). Complete Task E.

During this placement, you will continue to complete tasks in the Bilingual portfolio that you started in your first year of the programme. If on this placement, there are no children in the setting for whom English is an additional language that you can work with to complete tasks, you must engage with reading tasks. **It is recommended that you ‘aim’ to complete one child/ren focused or reading task per fortnight while you are on placement.**

**Please note that the Bilingual Portfolio must be completed by the end of May. Your Personal Tutor will check that you have completed requirements.**

**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, 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?**

**Then use this information and guidance from the class mentor about how to assess and use assessment information to inform future planning.**

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

* Notes on the placement setting’s assessment policy and written notes of the assessment strategies you have observed in the school
* Your lesson/session evaluations
* Completed 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 levels of attainment. 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 as long as this is checked with the setting beforehand**.

* Whole Class Monitoring sheets in Literacy, Numeracy, Science and Computing and at least two Foundation subjects or appropriate Areas of Learning and Development
* Additional Adult Communication / Feedback sheets
* An Education and Health Care Plan (EHC plan) written for a child in your class / focus or

Key worker group by the Class Mentor / SEN co-ordinator

* ‘Differentiated’ sets of examples of children’s learning in mathematics and literacy and place in SBT file; this may not always be in the form of written work. In the early years, this work may be more cross-curricular.
* A written report on one child using the standard layout used by setting. This activity is for your benefit and the resultant report should not be given to parents/carers. Your Class Mentor should check that it is accurate
* 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.

There are several elements to this reflective process. You will need to prepare for these at the start of your Placement. Before you do any planning, you need to think about where you are working and the child / children you are to work with, as well as taking account of your own stage of development as identified in your PDR Action Plan.

For each placement, there will be a different emphasis to the professional awareness requirements to reflect your expected development towards becoming a teacher. This section provides more detailed guidance for developing your professional awareness.

**In Year 3 you should:**

* Complete the ‘contextual analysis’ proforma in your two preparation weeks at the beginning of the placement. This will enable you to analyse the context at the start of the placement and highlight any contextual influences on targets arising from the analysis. Place this in your ‘Planning and Assessment’ File.
* Provide an evaluation of each lesson/session taught which has a focus on the impact on pupils’ learning. Use the ‘Evaluation Guidance’ document on the partnership website.
* Engage in a weekly written reflection and review of progress. Within this reflection, critically engage with progress made against teaching targets. What did you learn about the craft of teaching and about yourself as ‘teacher’? Also, reflect upon contextual influences on addressing your targets. You can use the ‘Weekly Reflection and Review’ document.

**Ensure you use the Grading Criteria to inform your discussion and target setting.**

**Evaluating Teaching & Learning**

**Carefully evaluate all your teaching. You must focus on the children’s learning and this includes a judgement about whether children have met the Learning Intentions related to the National Curriculum Programmes of Study and/or Areas of Learning and Development.**

The following questions should help you:

1. Did you share the expected learning intentions with the children in writing and verbally? Did you ensure they all understood? Were they in ‘child-friendly’ language?

b) What learning and teaching strategies did you use to ensure the children were involved?

c) What did the children’s body language indicate about their engagement with the task?

d) How were the children actively seeking information?

e) Which children were difficult to engage?

f) Why do you think this may have been? How could this have been avoided?

g) How did you/the teacher engage those children who did not respond?

h) Were any groups of children more involved than others?

i) Why do you think this may have been?

j) Did you notice any children responding in ways, which were different from responses in other curriculum areas?

k) Did any children surprise you by their responses?

l) Did the nature of the task automatically exclude any children? Why?

m) What could have been done to prevent this?

n) What learning do you need to plan next for all children?

o) Will you / how will you modify your planning?

Judge the **impact** of **your teaching** on **children’s learning**.

**What should evaluations include?**

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 all 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).

To make evaluations effective and worthwhile you will need to consider carefully all the information you have obtained during the lesson/session (including from other adults). Information gained through considering the children’s response will form an essential part of the evaluation. It is this, which tells you how effective your teaching has been in relation to the Learning Intentions for the children. Other information will also be invaluable, such as 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; with your subject knowledge, whether the resources and / or questioning were suitable and so on.

You are expected to evaluate each lesson / session that you teach, as soon as possible after you have taught it. You should talk to your Class/Professional Mentor about your lesson / session to gain help in deciding what is significant. Use the ‘Evaluation Guidance’ document to guide you.

It is necessary to summarise at the end of each evaluation the ‘Next Steps’ for the significant aspects which will be used to inform your next lesson/session with the children. Colour coding is often a quick and easily accessible method of showing the relationship between the two. **It should be possible when looking at your plans and your evaluations to see a relationship emerging between the two. Your next steps should be transferred to the ‘Previous learning / Prior knowledge’ section of the next plan for that subject / area of learning.**

**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 a poor quality.**

# BA3 Student Requirements for the Placement

**Prior to school preparation week**

|  |  |
| --- | --- |
| Send letter/email of introduction to Head Teacher | Gather contextual information about the school from relevant websites and complete proforma |
| Read the SBT Handbook carefully | Establish draft targets and record on action plan |

**During School Preparation Week**

|  |  |  |
| --- | --- | --- |
| Agree your timetable. Plan to teach for 70% (including 10% intervention) of the timetable and discuss how you will use the remaining 30% | Negotiate how you will contribute to the life of the setting | Discuss your placement requirements with Class Mentor and share your SBT targets. Highlight specific aspects of subject knowledge to be addressed |
| Read relevant information on school policies | Observe teaching and gather information on how the subjects are taught | Consider the organisation of the classroom. Become familiar with your class and routines of the classroom / setting. |
| Observe how additional adults are deployed | Look at children’s work / observe children and discuss levels of attainment with the Class Mentor. | Set up your SBT files. Have these available in school every day |
| Ensure that you have planned opportunities to complete the tasks in your Phonics Handbook | Research any areas of uncertainty in your own subject knowledge | Consider cultural diversity. Are there any cultural activities/religious festivals taking place during placement? |
| What are the names, roles and responsibilities of staff? E.g. SENCO, Curriculum co-ordinators, Key Stage/Phase leaders, Safeguarding lead | What resources are available to you and what will you be expected to provide yourself? | Investigate oral and written feedback to children.  How does the Class Mentor carry out individual and group assessments? How are children helped to review their own progress? What provision is made for children on the SEND record? |
| Discuss with your Class Mentor, a range of strategies to promote good behaviour and how to establish a purposeful learning environment | Get to know the individual children in your class ~ Create a whole class list with information on the children; this could be the start of your assessment file | Begin to work with / teach individuals, groups and the whole class / group. Discuss with your class mentor what you will teach in your first week of block placement |

**During the Block Placement**

|  |  |  |
| --- | --- | --- |
| Evaluate your teaching of each session, including the impact on children’s learning | Act upon written and/or oral feedback provided by Class Mentor/Professional Mentor /University Visiting Tutor | Through weekly discussions, using the Grading Criteria, review your development against the Standards. Record key points in weekly reflection & review |
| Continue to discuss your planning strategies with Class Mentor and subject co-ordinators | Find out about the involvement of other agencies in the education/care of children | Make your learning objectives / intentions clear to the children in ‘child-friendly’ speak |
| Employ interactive teaching methods and collaborative group work | Promote active and independent learning | With your Class Mentor, evaluate your effectiveness at establishing high expectations for children |
| Differentiate your teaching to meet the needs of all children | Manage the work of additional adults | Gather samples of children’s work and mark in accordance with the setting / class policy. In EYFS context, observe children and record learning landmarks. |
| Consider the extent to which children’s learning matches your intended learning outcomes | Maintain an overview of children’s achievements | Use assessment information to inform your planning |
| With support, make summative comments on children’s progress and assign progress indicators or the equivalent where appropriate | Ensure that you have completed all tasks in the ‘Early Reading and Teaching Numeracy training & professional development guides. Carry out a minimum of a fortnightly task in your Bilingual Portfolio | If possible, attend a Parents’ Consultation Evening |

# What If Things Go Wrong During The Placement?

Sometimes, unfortunately for a whole variety of reasons, things don’t go 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 place 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:

* action plan (At Risk pro forma) written by your Class Mentor in consultation with you and your University Visiting Tutor
* a further support visit from your University Visiting Tutor
* continued support from your class mentor with ongoing 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 RI overall at the interim assessment point, your class mentor or professional mentor will work with you on an action plan. Your UVT 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. 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 information is collated into a portfolio. This will need to 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 normally take place in the autumn term, 2018. In order to be deemed to be **‘final placement ready’**, you will need to attend a meeting following your voluntary time in school. Here, you must use your portfolio to demonstrate that you have made progress in those areas that led to the failed placement. This meeting takes place with the unit leader prior to the resit placement. You are also required to provide a letter from the school detailing dates and times of your time on the voluntary placement. See Appendix 7 for further details.

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

Though you will be enabled to complete all academic studies as far as is possible, you will not have completed all programme requirements, therefore you will **NOT** graduate with the rest of your cohort in summer 2018.

You will be required to pay a resit fee, which this year has been set at £330 (this may rise slightly for autumn 2018). 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.

**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 school
* Observe and be involved in playground duty
* Observe and be involved in lunchtime arrangements
* Attend/be involved in assembly
* Be involved in the general life of the staffroom
* Attend staff meetings (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: e.g. 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

**Please organise your work in the order below placing this page at the front of file one.**

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

**This form must be completed by the student before the University Visiting Tutor’s visit.**

|  |  |  |
| --- | --- | --- |
| **FILE 1-SECTION 1:** | **Included** | **Checked by mentor** |
| **General Details** | | |
| Title page |  |  |
| Personal Profile |  |  |
| Action plan |  |  |
| Copy of letter to the Headteacher |  |  |
| Opportunities for involvement in wider professional activities (Appendix 1) |  |  |
| SBT Trainee Information Form (SP2) |  |  |
| Attendance form (SP6) |  |  |
|  | | |
| **Contextual Analysis**  Complete the Contextual Analysis Proforma (Appendix 3) |  |  |
| **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 |  |  |

|  |  |  |
| --- | --- | --- |
| **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.\* |  |  |
| Observations of teachers/children/sessions |  |  |
| Examples of relevant and appropriate class-based resources*. These may be kept in a separate file if preferred.* | | |
| **Assessment** | | |
| Monitoring of individual curriculum area/Areas of Learning and Development |  |  |
| 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, post-it notes, target setting) |  |  |
| Assessment Records |  |  |
| Additional Adult proforma |  |  |
| **Training and Professional Development Guides.** Tasks are being addressed on a fortnightly basis in:   * Phonics * Number * Bilingual Portfolio |  |  |
| Weekly Reflections\* (You can use the Weekly Reflection and Target Setting document on the partnership website) |  |  |
|  | | |
| **FILE 2: PDR**  (\*documents to be transferred from SBT file into PDR file post placement) | | |
| **Teaching Standards and Supporting Evidence record**  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 Please tick**

**Quality assured by University Visiting Tutor Please tick**

**at final visit.**

**Signed: Date:**

# Appendix 3 Contextual Analysis

|  |
| --- |
| **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. You can familiarise yourself with some aspects of the context through accessing [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.

Discussions with your teacher and mentor should begin as soon as you start your placement. Once you have completed your analysis, you will become aware of an aspect(s) of the context of your placement which will have an influence on 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):

* 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
* 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.

Complete the proforma on the following pages to carry out your contextual analysis. Complete it electronically so that the boxes can grow as you write.Completing a contextual analysis is excellent preparation for when you eventually apply for jobs. 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.

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of student:** | **BA** | **1** | **2** | **3** | **PGCE** | **PGCESD** |
| **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 as you write your analysis about what certain information that you have gained will mean for you and your teaching. 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?** | | | | | | |

|  |
| --- |
| **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 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 Manchester Met EYFS 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 ability with all aspects of EYFS.
* 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 Manchester Met Continuous Provision Planner at first.
* 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 6 Closing the Gap – Intervention Group

What might the intervention requirement look like? The two possible models below offer some starting ideas. Different circumstances will dictate how it actually works for you. As long as you meet the following criteria, you will be meeting the requirements:

* focusing on the progress of one small consistent group of children
* working within ONE core area / subject
* dedicating the **equivalent of** 10% of total teaching time per week
* devising an intervention designed to improve progress
* tailor-making the intervention to meet the specific needs

of the children in the target group – NOT using a commercial scheme

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| **School A** | **School B** |
| * 10% teaching time allocated to group intervention with a specific group in your base class throughout the placement e.g. 2 x 1 hour sessions or 4 x ½ hour sessions per week.   OR   * 10 % with an identified group of children that the school would like you to target in order to have a positive impact on their progress. | * You may be asked to deliver to a ‘booster group’ in preparation for their National Curriculum tests/SATs. This might be the equivalent to half a day a week (10 %). It may be delivered in intensive blocks of time rather than distributed across the whole of the placement. |
| **EYFS Setting** | |
| * If you are carrying out a placement in an EYFS setting, a small identified group who you work with for 10% of your week, will help you to make some positive improvements. Both to the quality of your teaching and to their learning * Discuss with the class mentor in which learning area, a small group intervention would be useful for a group of children in that setting. Some ideas include communication and language development, for those children who still need to develop their speaking and listening confidence. This connects to literacy. * Number development for children unable to recognise numbers to 10 or spatial development for those unable to recognise shapes, connects to mathematics. * Intervention ideas such as those listed above for an identified group, could also link to the EYFS prime areas. It is possible that some children who are requiring a boost with communication and language and mathematics may also need some extra support with areas such as Physical Development (support developing fine or gross motor skills) or Personal, Social and Emotional Development (confidence boosting or guidance about making friends and sharing.) | |

# Appendix 7 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 BA3 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. Please note that the resit would normally take place in the autumn term, 2018.

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 BA3 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 this year has been set at £330 (this may rise slightly for 2018-19). Please note that if you have a deferred placement you may also have to pay the re-sit fee. This happens in instances where you have started a placement with a school then deferred.

# Appendix 8 BA3 SBT: A Checklist of the Requirements for the placement

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| 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 * 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**  Begin this before placement and update throughout | Use Appendix 3 to complete the analysis.  The school, local area and community  The staff  Policies  Ofsted Annotate or highlight documents from/about the school (including policies) to indicate that you are engaging with them and feed this thinking into your contextual analysis  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? |  |
| **Key Issues/SBT targets** - for this placement | This is your starting point for this placement based on your progress and targets set at the end of BA2 SBT and any placement context specific targets. |  |
| Steps needed to progress with Key Issues and targets - how you will achieve these..? | Complete and place action plan in file. Include key issues and targets. Ensure you have documented clear and manageable steps to make progress. Reflect on this progress regularly through your weekly reflections |  |
| **Planning**  Medium term plans – adapt, annotate, Personalise | Get these from the teacher in school preparation week, so you can begin planning – you will begin to plan from the  teacher’s medium term plans, but the expectation is that you will progress to create your own by interim (S4e).  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 | Plans must be produced for ALL lessons/sessions that you teach (up to interim report) unless you are confident and ready to move to weekly plans. These must be detailed and should demonstrate your thinking and how you plan to teach the lesson. They should clearly indicate how previous evaluations and assessments have influenced/informed this plan. |  |
| **Teaching Timetable** –  70% by Interim including 10% for intervention  80% in final 2 weeks **if judged as good in all standards at interim** | Your teaching timetable  70% teaching, 10% PPA, 10% file time, 10% Professional Development Time  80% teaching, 10% PPA, 10% file and 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 70% /80% teaching must include sequences of lessons of English (possibly with 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 |  |
| **Early Reading** training & professional development guide | This **must be fully completed** by the end of placement |  |
| **Teaching Numeracy** training and professional development guide | By the end of placement, you **must have engaged with and completed** all the activities, teaching and tasks in this training and professional development guide. You **must** complete the self-assessment and your guide handed in when you return to university |  |
| **Bilingual Portfolio** | By the end of placement, you should have engaged with at least one task a fortnight that could be completed with children who have EAL. This could be in teaching time (if children in your class) OR in PD time if children in another class. If there are no children with EAL, complete at least one reading task a fortnight throughout the placement.  The Bilingual portfolio should be completed (all areas engaged with, by the end of May). Ongoing completion of tasks during placement will be monitored by your class mentor and University Visiting Tutor at Visit 1 and Visit 2. |  |
| **Teaching of PE/ Physical Development** | Observe, plan, deliver and evaluate at least one PE lesson. |  |
| **Specialism focus** | During school experience students will be required to carry out a contextual analysis of their 2 areas of expertise.  They will begin to collect data on their research focus.  Each area will provide a structure and individual guidance prior to the block placement.  *Please  alert teachers to the requirement for students to return to school/settings after SBT to carry out their small scale piece of research work.* |  |
| **Homework** | If appropriate - set useful, do-able and appropriate homework (for the children - not their parents)  Mark the homework  Keep a record |  |
| **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? |  |
| 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 mentor meeting 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 writes this, have a discussion about your progress and achievements – use the Grading Criteria Matrix and Weekly Mentor Meeting records to do this  Your University Visiting Tutor may add to it and support the teacher to agree your interim grades. |  |
| Becoming more independent | After Interim you should be increasingly independent - taking on the full role of the teacher - collecting children, meeting and talking to parents (Standard S8e) |  |
| **Assessment** - seek guidance from your class/professional mentor, but create your own system if necessary  Any work that you set, you should mark.  Design a key to make it manageable – | 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. |  |
| Homework – Marks/Comments |  |
| Records on individual children with your annotations |  |
| Examples of children’s work where appropriate |  |
| Examples of your responses to children’s work using the school’s marking policy. |  |
| Group Assessment Records |  |
| Additional Adult Proformas |  |
| Three ‘levelled’ sets of examples of children’s work |  |
| Evidence of engagement with assessment statistics - RAISE online and from government performance data online |  |
| An End of School Report on a child on the School Report Form  Choose 1 child and use the school’s Report Form to write their report on the areas that you have had experience of teaching them |  |
| **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 mentor meeting 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 | 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  Please evaluate your placement ASAP. |  |

# Appendix 9 DfE Teachers Standards 2011 In a Nutshell – Part 1 Teaching

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| **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**

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| 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. |