****

**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**PGCE Primary Education**

**School-Based Training Handbook**

**PGCE Primary Final Placement**

**(Unit number 83130006 Crewe, 22020006 Manchester)**

**For:**

**Students**

**Class Mentors**

**Professional Mentors**

**University Visiting Tutors**

**2017 - 2018**

**Contents**

* Contact Details …………………………………………………………………………………………….……........1
* Who is who? Who do I contact and when?...................................................................2
* Communicating with Tutor…………………………………………………………………………….………….3
* Introduction and Acknowledgements………………..……………………………………..….…………..4
* Professional Responsibilities……………………………………………………………………….…………….5
* School Based Training Year Planner……………………………………………………………….….………6
* List of Key Dates 2017-18……………………………………………………………………….…………….…..7
* Absence from School………………………………………………………………………………….………….….8
* Overview of the First School Placement (PG1)……………………………………………….……….…9
* Weekly Guidance of key Student and Class Mentor responsibilities…………………..…...17
* What If Things Don’t Go To Plan During The Placement?............................................28
* Appendix 1 Checklist of Involvement in Whole School Activities……………………..……..30
* Appendix 2 Contents of School/Setting-Based Training Files…………………………………..31
* Appendix 3 Contextual Analysis……………………………………………………………………….……..33
* Appendix 4 School Based Training Action Plan…………………………………………………….….37
* Appendix 5 Weekly Review and Reflection Record………………………………………….….….38
* Appendix 6 Specific Additional Guidance for Students based in an EYFS setting…..…39
* Appendix 7 Summary of PG1 – as used at student briefing……………………………….…….40
* Appendix 8 PG1 Final Report Checklist for Class Mentor…………………………………….…..42
* Appendix 9 DfE Teachers Standards 2011 In a Nutshell – Part 1 Teaching…….………..43
* Appendix 10 Creating a Pupil Profile ………………………………………………………………….……45
* Appendix 11 Professional Development Activity Exploring transition to Key Stage2 46
* Appendix 12 Professional Development Activity Exploring transition to Key Stage 3 48

# Contact Details

|  |
| --- |
| **Primary Placements Office**Tel: 0161 247 6467Email: primaryplacements@mmu.ac.uk |
|  |
| **PGCE Student Experience Leaders**Ben Steel (Manchester)Ruth Proctor (Crewe) |

|  |
| --- |
| **PGCE Final School-Based Training Unit Leader**Ben Steel Placement Email: PGFSBT@mmu.ac.uk |

**In the event of absence, students must contact the Programmes Office NOT the Placements Office.**

**For Manchester: 0161 247 2436**

**For Crewe: 0161 247 5090**

# 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 (UVT)**

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

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

**Personal Tutor**

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

**SBT Unit Leader**

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

**Student Experience Leaders**

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

**Partnership Tutor**

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

# Communicating with Tutors

**Communicating with Tutors – PG1 & PGF**

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

**If you are absent, you will be required to undertake additional time in school to make up your days.**

**See page 10 in this handbook**

**SBT ABSENCE**

**Check SBT Documentation and/or FAQs**

**University Visiting Tutor (UVT)**

**University Visiting Tutor (UVT)**

**PG1 or PGF SBT Unit Leader (notified by UVT if case is of a serious nature)**

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

**Class Mentor and/or Professional Mentor**

**Personal Tutor**

**SBT problem**

**(once placement confirmed)**

**SBT problem**

**(once student in school)**

# Introduction

For students, School-Based Training (SBT) is the central element of their PGCE 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.

This handbook contains placement specific information for PGCE Primary Education Final Placement (PGF).

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

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

# Acknowledgement

**We acknowledge the enormous part our Partnership Schools play in developing and training the next generation of teachers and we thank you for your involvement and commitment to this. This was confirmed in our Ofsted inspection 15/16, where Ofsted praised the work of our Partnership Schools**

# Professional Responsibilities

**Code of Professional Conduct**

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

**Equal Opportunities**

There are Equal Opportunities procedures in place to support students and mentors whilst working on placement. For further information, please see the generic section on 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 school guidelines and pass on any concerns you have accordingly. If you are unsure, please talk to the Class or Professional Mentor or contact the unit leader. For more information on safeguarding please, refer to the Partnership Website: <http://www.mmu.ac.uk/education/partnerships/primary>

**Regulations, Policies and Procedures for Students**

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



# School Based Training Year Planner

# List of Key Dates 2017-18

|  |  |
| --- | --- |
| Students’ School-Based Training Briefing**Attendance is mandatory** | **Crewe Students**w/b 12th February 2018 – check TT and Moodle announcement for exact time**Manchester Students**w/b 26th February 2018 – check TT and Moodle announcement for exact time |
| Class Mentor Briefings | **Crewe**w/b 12th February 2018 – check PGF placement letter for exact time**Manchester**w/b 26th February 2018 – check PGF placement letter for exact time |
| Contact to be made between student and University Visiting Tutor by e-mail. Student to send following attachments:* Name of class mentor and e-mail address, year group taught
* Letter to HT
* First weekly review and reflection (R&R) meeting record with attached action plan (including targets and steps).
 | Anytime between being placed (& notified who the University Visiting Tutor is) and the start of block placementSend all after your first R&R meeting at the end of Week 1 of block placement |
| **2** visits from University Visiting Tutor at Interim and Final Joint observation with class or professional mentor. Joint discussion re: progress on interim report. UVT to QA SBT files | Majority of visits will take place between: w/b 30th April and w/b 7th May – Interim Visitw/b 18th June – Final Visit. Visit dates dependent upon UVT teaching timetable/commitments. |
| Final date for ‘QA & Interim Grades document’ submission | Class/professional mentor to complete and send ‘QA & Interim Grades’ document to University Visiting tutor by **Thursday 10th May 2018.** UVT to QA and send to placements office **at the end of interim week**. |
| Students return to university for a PDR tutorial | Week beginning 14th May 2018 |
| Senior Moderator Visits | Weeks beginning 11th and 18th June 2018 |
| Final report SBT evaluations | Completed by Class Mentor and sent to University Visiting Tutor by **Thursday 21st June.**UV tutor to QA report and send to placements office. Students and class mentors to complete the online SBT evaluation. |

|  |
| --- |
| Absence from School**For each day absent the student must:*** Contact the school/setting – **Telephone 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 – **8:30am at the latest -** and subsequent days where necessary. A student **MUST** telephone the school **EACH DAY** of their absence so that the school can plan accordingly. **It is not acceptable for a student to send a text message to the Class Mentor to notify them of an absence from school.****The University will treat any breach in these arrangements very seriously.**If a student fails to attend a school placement for 2 consecutive days without contacting the school, the Class Mentor/Professional Mentor should ring the Primary Placements Office immediately (0161 247 5070).The implications of absences should be discussed with the Class Mentor, Professional Mentor and University Visiting Tutor. This applies to EACH placement. **Students will not be allowed to take time off from school for family celebrations, weddings etc. It is the student’s responsibility to inform family and friends of these regulations.** Schools / settings should not agree to students taking time out of their placement without a discussion with the relevant University Visiting Tutor. |

|  |
| --- |
| **If there are problems**There are several people who are available to help* Class Mentor
* Professional Mentor
* Headteacher
* University Visiting Tutor
* Personal Tutor
* PG1 School-Based Training Lead
* Student Experience Leaders
* Placements Office – 0161 247 6467
* 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 Headteacher to leave your placement or you withdraw yourself from a placement, you will automatically FAIL the placement.** |

# Overview of the Final School Placement (PGF)

**School-Based Training Placement: 5th March 2018 – 22nd June 2018**

**NOTE THAT ONLY STUDENTS ON THE EARLY YEARS COURSE WILL BE BASED IN AN EYFS SETTING.**

**General Overview**

This final placement is designed to consolidate ~~and~~ your teaching experience and prepare you for the NQT Year. You will be attached to your second school placement from early March through to late June.

You need to complete the Phonics and Mathematics Professional Development Activities by the end of PGF.

You should also engage with the ‘Supporting Bilingual Learners’ (EAL) and ‘Behaviour Management’ Training and Development Guides appropriately.

If you are in KS1 you may need to draw on the guidance on phonics lesson observations and specific phonics-related Professional Development Activities (PDAs) by the English teaching team and on Moodle. Your class mentor should use the Phonics specific RoLO, available on the partnership website to give you written feedback for phonics sessions that you may teach.

Your class mentor should use the ‘Mathematics Training and Professional Development Guide’ to give written feedback for one number session within a sequence (and the generic RoLO for any additional mathematics lessons observed).

As in PG1 you will be expected to contribute to the work of the teaching team within the school and to join in with the range of experiences that occur during that time.

For the majority of the placement you should be predominantly in your base class and building up to teaching **70% of the time you are in school, by the interim reporting point**.

You return to University **only once** - for PDR

When in school, you are responsible for the planning of whatever the children are engaged in and will engage in mainly whole class as well as some group teaching. You are entering into a new Key Stage and planning requirements may vary.

As in PG1, in the initial stages, you should be given some support in planning (maybe using the Class Mentor’s planning) then gradually becoming more independent in your planning and teaching cycle, so that as you approach the midway point between interim and final review point, you should be mainly planning independently for all subjects you teach. Your class mentor will continue to check and give feedback on your planning at this stage. As you are entering into a new context and new KS please note that you will use the Man Met Planning Guide (KS1/2) or EYFS Activity Planner (EYFS) for a minimum of 3 – 4 weeks of block placement. You and your class mentor will then take a professional decision, as to whether you are ready to move to the school’s weekly planning format and for which subjects. This decision-making progress will be ongoing on a weekly basis.

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

In the week after your interim report has been completed, you will reduce your teaching percentage to approx. **60% 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.**

Note that **you will be expected to teach an 80% timetable for the final two weeks.** This should consist of mainly whole class and some group teaching. The emphasis throughout this placement is on planning and teaching lessons and sequences of lessons in the core subjects (mathematics, English, science) or relevant areas of learning and development in the EYFS - Mathematics, Literacy, The World (science). You should also teach as many foundation subjects as appropriate to your context . 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).

Teach at least 1 PE/Physical Development lesson by the end of PGF if you have not already done so in PG1.

During PG1 you should have ~~be~~ observed the teaching of PE / Physical Development (EYFS) to comply with health and safety regulations and to prepare for teaching on your PGF placement. 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.

Ensure that you create at least one display during this placement.

Google “Why film yourself teaching?” Watch this clip: <https://www.tes.com/teaching-resources/author-blog/video-how-why-film-yourself>

Film yourself (ask your CM to film you) teaching parts of a lesson and use this to evaluate and reflect on your teaching.

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) or demonstrate through planning or other school-based resource how this feedback has been incorporated into future planning.

Use computing for professional development and in lessons across the curriculum.

Identify opportunities to become involved in the wider life of the school. This will include accompanying the class mentor on playground duty, discussing with the class /professional mentor, opportunities to become involved in out-of-school hours clubs, joining in with events taking place during the placement and taking responsibility for the kinds of tasks that teachers do as a normal part of their role. **These are not optional activities.** All students are expected to participate in the wider life of the school community. Use Appendix 1 to support you to document these. Date each activity as you do them and annotate with notes. You may wish to double space this document before you print and put in your file.

Identify any problems or issues that need resolving before the reporting stages of the placement and discuss these with the University Visiting Tutor, Class Mentor or professional mentor at the earliest possible opportunity.

***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.***

**Managing Behaviour during your school placement – general guidance:**

***Engage with PDAs in ‘Behaviour Management’ portfolio to support you further…***

* Know how to modify teaching effectively in order to:
	+ pre-empt behavioural difficulties
	+ recognise and deal effectively with any behavioural difficulties that arise
* Demonstrate a positive attitude towards children in order to promote children’s self-esteem as is required by the school’s priorities for ensuring children’s learning and wellbeing
* Know what the law says you can and cannot do when managing children’s behaviour
* Know what to do if you witness an incident that you feel is unprofessional
* Adopt a range of strategies within the school/setting policy which are justified and effective in encouraging positive behaviour and which support the self-esteem of the children through:
	+ Dealing with unacceptable behaviour
	+ Dealing with bullying
* Evaluate these strategies regularly and modify them as appropriate within the changing classroom context
* Find out how planning recognises individual needs in relation to behaviour and how this individual need is recognised as part of the four broad areas of need in the SEND code of practice. Consider how behaviour may impact upon others (including pupils and teaching staff) and whether it relates to a identified educational need or whether other contextual factors are at play.
* Know how to record incidents of unacceptable behaviour accurately and in a professionally competent manner. Report these incidents to the class mentor/headteacher.

**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 school-based training. 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 PGF you should:**

* Provide an **evaluation of each lesson/session taught.** This can consist of annotations on your

 planning and notes about progress made by children.

* Engage in a **weekly review/reflection of progress against your targets**. The ongoing reflection will be documented at the end of the weekly review/reflection record (see example in PG1 SBT area on Moodle) and will be included in your SBT File

You will reflect upon your own progress against SBT targets and contextual issues, including how you will address targets set for future progress. This should be done immediately after your weekly review and reflection meeting with your class mentor. Use the development of insights you have gained into any contextual factors and the ways this has had an impact upon your classroom practice and your progress against the Standards in your PDR (through meeting of targets) including discussion with your Class/Professional Mentor. This will inform the PDR process and be a central part of the weekly verbal review of progress. You may also wish to draw on your Learning Journal entries.

* Ensure you use the **Grading Criteria in the Report** to inform your discussion and target setting on a fortnightly basis.

**What is the purpose of evaluation?**

The purpose of your assessment and evaluation is to:

* **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 EYFS Areas of Learning and Development.**

The following questions should help you (use the most relevant ones to help you to focus your evaluation):

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?
2. What learning and teaching strategies did you use to ensure the children were involved?
3. What did the children’s body language indicate about their engagement with the task?
4. How were the children actively seeking information?
5. Which children were difficult to engage?
6. Why do you think this may have been? How could this have been avoided?
7. How did you/the teacher engage those children who did not respond?
8. Were any groups of children more involved than others?
9. Why do you think this may have been?
10. Did you notice any children responding in ways, which were different from responses in other curriculum areas?
11. Did any children surprise you by their responses?
12. Did the nature of the task automatically exclude any children? Why?
13. What could have been done to prevent this?
14. What learning do you need to plan next for all children?
15. Will you / how will you modify your planning?

Judge the impact of **your teaching** on the **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). (See example on Moodle in PG1 SBT area).

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. Handwrite this onto your plan – use annotations, highlighting, progress grids etc. Whatever supports you with future planning. You should talk to your Class/Professional Mentor about your lesson / session to gain help in deciding what is significant. Use the ‘P.E.N. Evaluation Guidance’ document to guide you.

It is necessary to summarise at the end of each evaluation, ‘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.**

**Keeping a Learning Journal**

All students are encouraged to continue to write a learning journal as in PG1. It is a flexible and creative way for you to record your learning as it happens. It could continue to feed into your Teaching Studies assignment but also allows you to reflect on your teaching and progress. This is good practice.

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

**Class Mentor/Professional Mentor – Overview of Roles:**

* Support student to access induction and contextual analysis information / materials at the start of placement
* Facilitate a teaching timetable for the student, which meets their needs in reaching 70% teaching by the interim reporting point and then 80% teaching time for the final two weeks of placement. Facilitate opportunities to observe / plan and teach PE / physical development. Note that your student will return to university for one day in May.
* Arrange a programme of weekly lesson/session observations. Support students to access excellent practice in Professional Development (PD) time. Enable students to complete agreed PDAs for EAL / Phonics / Number / Managing Pupil Behaviour in their 10% weekly ‘Task Time’. See document entitled ‘PG Early Reading and Phonics Tasks’ 17/18’, available on the PG1SBT moodle area and the partnership website. In summary, the related tasks are:

Key Stage 1

1. Understanding the Child as a Reader

2. Planning and Teaching Phonics Lessons

Key Stage 2 or EYFS as appropriate

1. Understanding the Child as a Reader

2. Developing Comprehension

3. Phonics and Spelling

Other documents to support you are also available on the PGF SBT moodle area

* To begin with, students may need support with planning as they adjust to the new KS, particularly with pitch and differentiation. It may be appropriate for a student to initially work from the teacher’s plans, then being scaffolded to plan more independently in a gradual way. *Please see weekly guidance* If the student is in ~~in~~ EYFS, they should use the Man Met EYFS Activity planner in the first instance to support them with differentiation and other key aspects.
* Conduct a focused observation of the student teaching - minimum of 1 subject per week - and complete a written Record of Lesson Observation (RoLO) each week. It is ideal to complete a weekly observation as far as possible, 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. ***Please note that a RoLO should be given to the student on the same or next day (if electronic) after the lesson observation*, *to enable maximum opportunity to address targets before the next lesson observation.***

The focused observations for early reading (phonics) and mathematics are in addition to the generic ?

* **If the student has not had the opportunity during PG1**: If in KS1 conduct, three focused observations of phonics teaching and complete the ‘Early Reading’ PDA requirements with the student. If in KS2 – guide the student to complete the KS2 PDAs
* **If the student has not had the opportunity during PG1**: Conduct two focused observations of teaching of early mathematics and complete the Record of Lesson Observations (RoLO) for each in the ‘Teaching Numeracy training and professional guide’. If the student is in Year 6, they may need to visit a class in a lower Key Stage for some PDAs.***NB ‘early mathematics’ is the whole primary age range***
* Conduct a focused observation of the student teaching a Foundation subject and complete at least one RoLO for a Foundation subject session over the course of the placement, please comment on the student’s subject knowledge.
* Film the student teaching part of a lesson so the student can watch and evaluate their teaching.
* 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** **as you discuss**, on the ‘Weekly Review & Reflection Record’ but ensure that both you and the student sign and date it at the end of your meeting. The student will complete their weekly reflection at the end of the record (overleaf) as soon as possible after your meeting.
* Exploring Transition to KS2 or KS3 Professional Development Activity: Arrange for the student to spend a day in either KS3 (Secondary School) or KS2 (EYFS/KS1 students)
* Jointly observe and discuss progress of student during the visit from the University Visiting Tutor. UVT to complete ‘Interim QA & Grades’ document. If visit is too early for grades or will take place after interim reporting week, CM to send grades to UVT in interim reporting week. If visit is after interim, UVT will still complete ‘ QA & Interim Grades’ document.
* CM to complete report by the end of interim report week but **NOTE this will not be sent through to UVT** at this point. Please follow guidance below:
* **If the student is Outstanding, Good or RI on track, agree and write a target for each standard. Student to complete steps required to address each target (through discussion with CM). Three most important targets are starred \* on the report document.**
* **If the student is RI ‘needs support’ at the interim reporting stage, *in conjunction with the student* - agree and write a target for each standard and complete steps required to address each target. Then, jointly complete the ACTION PLAN (appendix 4 in this handbook) to complete steps, timescales and document the support you will provide to enable the *three key targets* to be met by the final reporting stage**.
* **Ensure the completed interim report is emailed to the student. If student is RI ‘needs support’ also ensure a copy of the completed action plan is emailed to the student and the UVT by end of the interim report week/early following week as far as possible, so student is able to begin addressing targets immediately.**
* Facilitate the ‘Post-Interim Targets Focus’ Week so that your student has the maximum opportunity to meet their targets. Students will return to university on Monday after this week to meet their personal tutor. They will discuss the targets in the report and how the student plans to address these. When in school, the student will drop to 60% teaching where they will specifically focus on the targets on their interim report. You as CM or other appropriate staff will model good practice for 20% of the timetable to further support the student to address their targets. Any PD time this week MUST focus on supporting the student to meet the targets.
* Final Week – discuss with student and complete Final Report. Discuss areas of strength and future targets for the NQT Year with the student. These must make specific reference to the relevant QTS standards. You may find the PGF Report-Writing checklist useful in supporting you to complete the report (appendix 8 of this handbook). Share and agree with UVT on the Final Visit. UVTs role is to help with grades if necessary, standardise and QA the Final Report.
* Email agreed Final Report to UVT by 21st June who will QA the report and will be responsible for forwarding the document to the Placements Office when any final amends have been completed.
* Complete the on-line School-Based Training Evaluation w/b 18th June 2018

# Weekly Guidance of key Student and Class Mentor responsibilities.

The below is a suggested guide for Students and Class Mentors, however the level of support and students should be personalised to the context of the placement and the student.

The first section indicates key expectations for EVERY WEEK.

|  |
| --- |
| **Key expectations for every week:** |
|  | **STUDENT** | **CLASS MENTOR** |
|  | Plan all lessons/sessions agreed with CM. Ensure planning sent to CM in advance – agree when and stick to this. Use the Man Met KS1/2 planner or EYFS activity planner for each individual lesson/session until it is agreed that you move to school or weekly planning.Ensure you have all resources/materials prepared and ready before your lesson/session begins. If you don’t know where resources are kept – ASKComplete each evaluation as soon as possible after the lesson/session has finished. See ‘Evaluation’ section in this handbook for further details Assess the progress of pupils throughout and after the lesson and record this information in your lesson/session evaluation so you can plan effectively for the following lesson/session. Secure feedback from additional adults to support your assessment and therefore next steps in planningKeep up to date with files by using 10% dedicated file time effectively. Carry out any agreed/planned PDAs for the week. Protect your PDA time to do this. When you have a formal observation, ensure you provide your class mentor / UVT or anyone observing with a copy of your lesson plan and if appropriate, a copy of your previous plan & evaluation – likely to be when you are planning sequences of lessons.Slowly build up your engagement with wider professional activities and document these on Appendix 1 | * Mentor to guide, give regular ongoing verbal feedback, support, set targets, check file set-up.
* Provide access to Medium Term Plans/Schemes of Work.
* Provide, support with and/or check lesson/session planning, give feedback on lesson/session planning.
* Direct to resources for teaching lessons.
* 1 Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic).

If a formal observation is not possible. 2 should be completed in the following week.The RoLO could be for a core subject or foundation subject * In addition the student may need focused observations for ‘Number’ (mathematics) and Phonics if these were not completed during PG1
* Support student to access information for contextual analysis and induction
* Meet with the student for Weekly Review and Reflection – Appendix 5 -
 |

Key Expectations

|  |  |  |
| --- | --- | --- |
| Week | STUDENT  | CLASS MENTOR  |
| 1(first week of block) | **Specific expectations for this week:**Settle in and get involved.Familiarise yourself with the school, policies, procedures and routines and your base class.Observe your Class Mentor teach.Prepare for teaching.Source/create a class list.Make a seating plan- learn the children’s names.Find out which topics, subjects you will be teaching.Find out where resources are kept.Make sure teaching files are ready.If possible, do some teaching so you can get some early feedback.Slowly build up your engagement with wider professional activities and document these on Appendix 1Set up teaching files with all elements included/planned to be included. Ensure your files are available in the classroom as well as training guides (booklets) etc so your CM can support you by accessing these and giving feedbackGet to know the children, what are their strengths/areas for development? What are their interests? All good information to support you to plan effectively.Get to know who is who in school and what their roles are.Set expectations around feedback from additional adults for any teaching you carry out. Share how you will secure their feedback on pupils’ progress. Through use of the additional adult communication/feedback sheet? Another way? Be clear.Become familiar with the behaviour management practices and start to adopt them in your teachingIf sharing a year group, work effectively with your partner to build a positive professional relationship. Support each other as necessary.Be proactive in gathering information for your professional discussion of the contextual analysis.  | **General during the week – support level: HIGH**Mentor, guide, give regular ongoing verbal feedback, support, set targets, check file set-up. **Provide, support with** and/or check lesson/session **planning**, give feedback on lesson/session planning. Direct to resources for teaching lessons. Towards the end of the week:Carry out a formal observation - written RoLO – to be given to student ASAP – same day (or next day if electronic). This will probably be in a core subject but could also be in a foundation subject during the overall placement. Over the course of the placement complete focused observations for ‘Number’ (mathematics) and Phonics if these were not completed during PG1.Support student to access information for contextual analysis and inductionMeet with the student for Weekly Review and Reflection – to look back and forward. Student to complete the notes from this meeting.**Weekly Review/Reflection Meeting – Focus on:** * Professional discussion of context of school using data gathered by student for ‘**contextual analysis**’ 🡪 use to set three key targets for placement. Also consider prior experience of student.
* Discuss action plan arising from above targets – **student to make notes in meeting then to complete electronically** **and scan both weekly review & reflection record and action plan to UVT by end of second week of block at latest**
* Discuss teaching TT arrangements until ‘Interim week’.
* Decide on PDAs to be completed in following week (student to lead discussion – CM to support access/signpost to resources) and WHEN.
* Decide when student will take dedicated Professional Development (PD) and File time in following week
* Check file set-up
* Decide when and in which class(es) student will carry out observations
* If student has not taught PE on PG1: Plan when P.E. observations and joint P.E. lesson will be carried out. Although if possible student should teach more PE lessons whilst in PGF so they are confident with this.
* Discuss and pinpoint when the student will carry out their KS3 visit. Hopefully their placement will coincide with a Year 6-7 transition visit to the Secondary School.
* For EYFS/KS1 students - a day’s observation in KS2.

  |

|  |  |  |
| --- | --- | --- |
| Week | STUDENT  | CLASS MENTOR  |
| Week 2 up to Interim  | **Expectations:**Become more confident and autonomous in your role as Student Teacher.Become familiar with the behaviour management practices and start to adopt them in your teachingBe proactive about getting involved and asking to teach.In negotiation with your CM, build up your teaching commitments to 70% by Interim Week, this should be mainly whole class teaching.Professional Development Activity: Before Interim : Ask the CM to film your teaching for part of a lesson - the start (teacher input and end /plenary). Watch the film and reflect on your mannerism and style.Discuss this in your Weekly Review and Reflection Complete each evaluation as soon as possible after the lesson/session has finished. See ‘Evaluation’ section in this handbook for further details and materials in PG1 SBT area on Moodle.Continuously assess the progress of pupils throughout and after the lesson and record this information in your lesson/session evaluation/assessment records or mark book so you can plan effectively for the following lesson/session. Secure feedback from additional adults to support your assessment and therefore next steps in planningKeep up to date with files by using 10% dedicated file time effectively. When you have a formal observation, ensure you provide your class mentor / UVT or anyone observing with a copy of your lesson plan and if appropriate, a copy of your previous plan & evaluation – likely to be when you are planning sequences of lessons.Slowly build up your engagement with wider professional activities and document these on Appendix 1Use the Grading Criteria document to track your progress and set targets.**Suggested teaching timetable:**

|  |
| --- |
| 20 – 70% Teaching – group and whole classMore group in first weeks More whole class later  |
| 10% PPA/file time |
| 20-30% PD & PDA time - observing Class Mentor and other staff, completing PDAs |

 | **Expectations: Support level: HIGH to MEDIUM** Mentor, guide, give regular ongoing verbal feedback, support, set targets, check file set-up. **Provide, support with** and/or check lesson/session **planning**, give feedback on lesson/session planning. Direct to resources for teaching lessons. Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic). One core subject per week and ONE foundation subject during the overall placement. Remember to complete focused observations for ‘Number’ (mathematics) and Phonics. **Weekly Review/Reflection Meeting –** **Focus should be personalised to the student’s progress and targets** **Possible focus on:*** On-going teaching
* Progress against the Teaching Standards – use the Grading Criteria
* Confidence and use of behaviour management
* Strategies for differentiation
* Strategies for Assessment **for** Learning
* Strategies for Assessment **of** Learning
* Organisation and maintenance files
* Making lesson planning manageable - moving to weekly planning or the school’s planning formats. **Discuss this in Week 4 if you are happy with the student’s planning and teaching.**
* Observing other teachers in the school
* Mathematics and phonics tasks
* PE teaching
* Developing mastery of subject knowledge
* Challenging children’s learning and understanding
* Using ICT effectively - IPads etc
* Support with job applications
* Teaching children with EAL
* Teaching children with SEND
* Planning for the KS3 visit
* Reflecting and evaluating teaching effectively and in a manageable way
* Opportunities to develop out of class learning - planning/attending an out of school visit or planning for learning in the school grounds.
* Managing the work of additional adults professionally and effectively.
* Communication with parents - face to face, by phone, written
* Contribution and engagement to whole school life
* Professionalism
* Progress with Professional Development Activities (PDAs)

  |
| Week 7 Interim Reporting Week | **Specific expectations for this week:**Ensure that all elements of your planning/file/PDAs etc fulfil the requirements of the interim reporting point. Use the file checklists and the placement overview chart to support you. Not all aspects will be completed at this point as it is interim but you must demonstrate that you are on track to complete all requirements by the end of the placement  | **Expectations: Support level: MEDIUM**Mentor, guide, give regular ongoing verbal feedback, support, set targets, check file set-up. **Provide, support with** and/or check lesson/session **planning**, give feedback on lesson/session planning. Direct to resources for teaching lessons. Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic). **Discuss progress with student using the Grading Criteria document. Write interim report using new guidance (reduced workload). SHARE WITH STUDENT but do not send to UVT.** **Send grades only to UVT if they do not visit in this week.** |
|  | **Suggested teaching timetable**

|  |
| --- |
| 70% Teaching –mainly whole class  |
| 10% PPA/file time |
| 20% PD & PDA time - observing Class Mentor and other staff, completing PDAs |

 | **Weekly Review/Reflection Meeting – Focus on:**Agenda: Personalised according to above list. Discussion and sharing of Interim Report.  |
| Week 8 Targets Focus Week | **Expectations:****Specific expectations for this week:**In the week after Interim you will teach approx. 60% and all teaching must focus on interim targets.You will return to university for one day w/b 14th May to discuss progress and targets with your PDR Tutor | **Expectations: Support level: HIGH****You or colleagues specifically model teaching to support students to address targets from interim** Mentor to guide, give regular ongoing verbal feedback, support, set targets, check file set-up. **Provide, support with** and/or check lesson/session **planning**, give feedback on lesson/session planning. Direct to resources for teaching lessons. Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic).  |
|  | **Suggested teaching timetable - focus on targets**

|  |
| --- |
| 60% Whole Class Teaching |
| 10% PPA/File Time |
| 30% Observe CM modelling progress towards targets & focus any PDA time on supporting targets |

 | **Weekly Review/Reflection Meeting – Focus on:**Agenda: Personalised according to above list* Focus on targets set at Interim
* **If necessary: Discuss / negotiate ‘Planning Requirements’ - consider moving the student to school’s weekly planning format – if ready, which curriculum area(s)? Evaluate how well weekly planning is going. Student can return to individual lesson plans for a period if necessary.**
 |
| Week 9 to Final  | **Expectations:**You must have completed your KS2 or KS3 visit by the end of the Placement.This is a course completion Professional Development Activity.You should return to teaching approx. 70% timetable You should be gradually taking on nearly full responsibility for teaching and managing your class.It is your responsibility to ensure all PDAs have been completed:* Phonics Tasks
* Maths Booklet
* Bilingual Learners booklet - engaged with as appropriate
* Behaviour Management booklet – engaged with as appropriate
* KS2 or KS3 visit completed and reflected on
* Filmed yourself teaching
* Create at least 1 display
* Carry out a ‘Child Profile’
* Write an end of year report for this child on the school format .

 The Final 2 weeks : 80% teaching | **Expectations: Support level: LOW** Mentor continue to guide, give regular ongoing verbal feedback, support, set targets, check file. Support with and/or check lesson/session planning, give feedback on lesson/session planning. Signpost to resources for teaching lessons. Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic |
|  | **Suggested teaching timetable**

|  |
| --- |
| 70% Teaching –mainly whole class  |
| 10% PPA/file time |
| 20% PD & PDA time - observing Class Mentor and other staff, completing PDAs |

**Final 2 weeks**

|  |
| --- |
| 80% Teaching –mainly whole class  |
| 10% PPA/file time |
| 10% PD & PDA time - observing Class Mentor and other staff, completing PDAs |

 | **Weekly Review/Reflection Meeting – Focus on:*** Use Weekly Reflection/Review record to guide discussions
* Discuss progress over the week and set targets for following week – use grading matrix (or report format if you wish) to support with this
* Quick check of PDA progress.
* Decide on PDAs to be completed in following week (student to lead discussion – CM to support access/signpost to resources) and WHEN.
* Decide when student will take dedicated PD and File time in following week ~ check file
* Decide when and in which class(es) student will carry out observations in following week *(note observations may not take every place every week from Week 4 – Final Week)*
* **Discuss / negotiate ‘Planning Requirements’ - consider moving the student to school’s weekly planning format – if ready, which curriculum area(s)? Evaluate how well weekly planning is going. Student can return to individual lesson plans for a period if necessary.**
 |
| Final ReportingWeek | **Expectations:**Follow guidance for key expectations for every week **Specific expectations for this week:**Ensure that all elements of your planning/file/PDAs etc fulfil the requirements of the end of the placement. Use the file checklists and the placement overview chart to support you. All aspects **must be completed** at this point to secure a pass grade.**ENSURE THAT ALL FILES, TRAINING BOOKLETS AND ANY OTHER PLACEMENT RELATED DOCUMENTS ARE IN SCHOOL AND AVAILABLE FOR YOUR CM and UVT TO ASSESS.**Thank you and good byes!  | **General during the week – support level: LOW****Write Final report – use guidance on report to support you as well as Report-writing checklist in Appendix 8 of this handbook.** Mentor, guide, give regular ongoing verbal feedback, support, set targets, check file. Check lesson/session planning, give feedback on lesson/session planning. Formal Observation - written RoLO – to be given to student ASAP – same day (or next day if electronic).  |
|  | **Suggested teaching timetable**

|  |
| --- |
| 80% Whole Class Teaching |
| 10% PPA/File Time |
| 10% PD Time  |

**Remember to complete the SBT Evaluation** | **Weekly Review/Reflection Meeting – Focus on:*** Use Weekly Reflection/Review record to guide discussions
* Discuss progress during the whole placement, using final report. Set focused targets for NQT Year. Discuss what, how to address and suggest support the student might seek in their first teaching post.
* Student to transfer targets to their Career Entry Development NQT Profile.
* Quick check of PDA progress. Ensure all have been completed to required standards. Ensure all required observations in training guides (booklets etc) have been carried out. Ensure you have signed off all documents that need to be done by CM
* Final check of quality of file and do feed back any issues that student must address before first teaching post if appropriate
* Send fully completed report to UVT. Complete any amends and return finalised report to UVT and also send a copy to your student.
* Enjoy box of chocolates or bottle of something nice from your student.

**Remember to complete the SBT Evaluation** |

NB – 10% = approx. half a teaching day

PD = Professional Development Time – **dedicated and protected** time -

PPA/File time = **dedicated and protected** time

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

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

**ARoF explained**

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

* detailed action plan (At Risk pro forma) written by your class mentor (with support from your University Visiting Tutor)
* a further support visit from your University Visiting Tutor
* continued support from your class mentor and tight target setting and monitoring

As part of this process, you will also have a visit from a senior moderator who will make an independent recommendation to the assessment board of a pass or fail. This visit takes place in the final week of the placement.

Additionally, if you are judged ‘Requires Improvement (RI) needs support’ overall at the interim reporting point, your University Visiting Tutor will check in on progress with your class mentor approximately one week after the interim point; this will be done via a telephone or email conversation. If at this point, you have not made expected progress to move towards a good judgement, you could also be placed ARoF and the above steps will be set into motion.

If for any reason you do fail the PG1 placement, you will have a meeting with your Personal Tutor and the unit leader or SE leader and based upon these discussions, you can decide whether to resit or leave the programme permanently. Please note that even if you do decide to resit, you will be automatically suspended from the programme for the current academic year. You will return in the following academic year and re-start the programme with preparations for the PG1 placement. You will be expected to attend an initial meeting and attend the placement briefing. In order to resume the programme, you will be required to carry out some voluntary work within a school setting, in order to enable you to research those areas you need to develop to support a successful placement on your second (and final) attempt. This will be organised by yourself and take place at any time between the termination of your placement and when you return in the next academic year. See appendix 8 for further details.

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

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 carry out a deferred placement in the 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 Checklist of Involvement in Whole School Activities

Teaching involves much more than responsibilities within the classroom. To be successful students need to be involved in all aspects of school life. The following list gives some examples, it is important that you are involved in as many as possible.

* 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/setting
* Observe and be involved in regular playground duties – shadow your teacher/s
* Observe and be involved in lunchtime arrangements – check school policy
* Attend/be involved in assembly
* Be involved in the general life of the staffroom – check school policy, interact with as many staff as possible, some schools don’t allow mobile phones to be used on site.
* Attend staff meetings (unless the Head Teacher feels that it would not be appropriate)
* Attend Year/Phase planning meetings
* Attend INSET days (If the Head Teacher feels that this is inappropriate then students are still expected to be working on the school site either on your files, research or under the direction of the teacher)
* 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 out of hours school functions e.g. discos, Summer/Winter Fairs, concerts etc
* Be involved in or run your own 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 2013; is a Modern Foreign Language taught in class/offered as an extra-curricular activity? How are lessons planned and taught? Discretely? 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 School/Setting-Based Training Files

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

**Your files must be ‘set up’ before the placement begins.**

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

|  |  |
| --- | --- |
| **FILE 1-SECTION 1:**  | **COMMENTS FROM CLASS MENTOR**  |
| **General Details**  |
| Title page |  |
| Personal Profile – Your Pen Portrait completed for PDR  |
| Action plan  |
| Copy of letter to the Headteacher  |
| SBT Trainee Information Form (SP2) |
| Attendance form (SP6) |
| **Contextual Analysis**Proforma with notes and any additional notes (Appendix 3) |  |
| **Class Context** Write details about your class, including notes on individual children.Make reference to: Gender, Pupil Premium, Ever 6, Closing the GapVulnerable groups (Unseen Children, Looked After Children LAC, Gifted and Talented) children with SEND including appropriate documentation (EHCs) |  |
| Class timetable including support staff and parent helpers |  |
| **Student timetable**The weekly timetable should indicate your teaching time and your PD time with the focus for the week. Please also indicate on your timetable your 10% file time. |  |

|  |  |
| --- | --- |
| **FILE 1- SECTION 2:PLANNING, TEACHING, ASSESSMENT & EVALUATION** | **COMMENTS FROM CLASS MENTOR**  |
| **Planning & Evaluation** |  |
| Medium term/Unit plans for each subject area/Area of Learning and Development being taught, including Computing, as appropriate to the placement requirements |
| Lesson/session plans organised by subject/area and in date order |
| Lesson/session evaluations which are analytical and identify future actions (filed behind the related plans)  |
| RoLOs relating to the session observed.\* |
| Examples of relevant and appropriate class-based resources. *Keep in a separate file if preferred.* |
| **Assessment**  |
| Records on individual children with your annotations |  |
| Examples of children’s work (photographs, photocopies of whiteboards, recordings of children’s work) |
| Examples of your responses to children’s work ( marking, feedback, post-it notes, target setting) |
| Assessment Records – whole class and group |
| Additional Adult proformas  |
| **FILE 2: PDR** (\*documents to be transferred from SBT file into PDR file **post-placement**) | **COMMENTS FROM CLASS MENTOR**  |
| Observations of teachers/children/sessions  |  |
| Evidence of involvement in wider professional activities (Appendix 1) |
| Weekly Review & Reflection Records (Appendix 5)Use grading criteria to discuss progress fortnightly |
| Notes from staff meetings / phase meetings / training days |
| **Training and Professional Development Guides.** PDAs are being addressed in: * Phonics
* Number
* Supporting Bilingual Learners (EAL) Portfolio
* Management of Behaviour Portfolio
 |
| **PGF PDAs** **PE TASK -** observe, jointly plan, teach & evaluate at least one lesson (if not completed in PG1) **Learning Journal -** ongoing entries to support Teaching Studies assignment (optional) **Display –**create at least one display area. **Child profile –** carry out an ongoing child profile and use it to write an:**End of year report****Reflections of your teaching – FILM** **KS2 or KS3 Day Visit and reflections** |  |
| **Teaching Standards and Supporting Evidence record** (Relevant documents to be transferred from SBT file into PDR file post placement)Use these as evidence of meeting the Teaching Standards |  |
| Action plans with targets for this placement against the Standards |

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

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

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

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

**University Visiting Tutor Signed: Date:**

# Appendix 3 Contextual Analysis

|  |
| --- |
| **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)**Feeding to which Secondary Schools?**  |
| **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** |

|  |  |  |
| --- | --- | --- |
| **SMART TARGETS for further development** (to be completed jointly by student and class mentor) | **Timeframe &****Support to be provided by class mentor** | **STANDARD(S)**Please identify relevant Teachers’ Standards |
| **Target:**Appendix 4 School Based Training Action Plan**Name****Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):**1.****2.****3.** |  |  |
| **Target:****Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):**1.****2.****3.** |  |  |
| **Assessment target:****Steps needed to meet target to achieve predicted grade for final report** (more can be added if needed):**1.****2.****3.** |  |  |

This action plan should be written after targets have been agreed and set between student and class mentor at the first weekly review and reflection meeting. Email the action plan to your University Visiting Tutor.

Also, use this proforma to jointly (student and class mentor) write an action plan at interim for any student with a judgement of ‘**RI Needs support**’.

# Appendix 5 Weekly Review and Reflection Record

(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 4)
* 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 6 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 MMU 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 MMU 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 7 Summary of PGF – as used at student briefing

|  |  |
| --- | --- |
| **WHAT** | **WHEN** |
| Send an introductory letter to the Headteacher at your placement school. Ensure you have checked this is professional – use the guidance (noted opposite) to ensure you have covered everything required. | Before your placement starts. Use guidance from PDR Tutorial 1 to guide you. |
| Have 2 files ready with copied list of required contents from the handbook – see appendix 2 of this handbook | Before the placement  |
| Meet with your ‘base class’ teacher in order to make arrangements to complete phonics task; devise introductory timetable in school | First day of placement |
| Find out about school rules, who’s who in school?  | First day (first few days).  |
| Gather information for contextual analysis – your school in its context. Use contextual analysis proforma to guide you in what information to gather. See appendix 3 | By end of first week of block placement in readiness for your first weekly review and reflection meeting with your CM. You will discuss what you have found, your prior experience and set your initial SBT targets for the placement. |
| Write your action plan based on agreed targets and discussions with your CM (take notes). Send an electronic version of your completed action plan and copy of weekly review and reflection record (scanned copy) to your UVT. | By the end of Week 2 at latest |
| Also send to your University Visiting Tutor details as outlined on P.7 of handbook (CM name, class etc)  | By the end of Week 2 at latest |
| During first few weeks observe different teachers teaching in at least two different age phases and make notes | First few weeks |
| If necessary engage with the requirements of professional training guidance (phonics/early reading) and guide (booklet) on number (mathematics). Continue to engage with steady completion of PDAs in professional training guides (portfolios) on Bilingual Learners (EAL) and Managing pupil behaviour | Ongoing throughout placement. Complete any **PGF** requirements by the end of the placement. |
| Plan using Man Met (KS1/KS2) or EYFS Activity Planner proformas for every lesson you teach, including any teaching for groups with support from the teacher (English, maths, science or appropriate EYFS learning areas). If appropriate, move to school format after discussion. | From week 1 (first week of block placement) |
| In discussion with CM, decide if you are ready to move to weekly planning for any subjects.  | Initial discussion during weekly review & reflection (R&R) meeting in Week 4.Continue discussions on a weekly basis at weekly R&R meetings |
| Plan and teach for groups and whole classAll plans must be in your file and evaluated after teaching. Evaluate all group teaching from CM’s planning | From Week 1 onwards. See point above about planning formats…  |
| **Assessment** - seek guidance from your school tutor, but create your own system if necessary Whole Class Assessment Records – useful for an overviewSuggestion:1 Mark Page for Maths 1 Mark Page for Literacy etc 1 Mark Page for Foundation Subjects | If you haven’t done already, start doing from interim onwards |
| See examples in PG1 SBT Moodle area |
| Build up to 70% teaching of timetable by Interim (English, maths science and 1 foundation or relevant EYFS areas) | Weeks 2 – 7 |
| Weekly review and reflection meeting with your mentor to discuss progress – complete weekly review and reflection record. You write as you talk then you both sign at the end of the meeting. | Weekly |
| Weekly reflection. Complete the reflection section behind the R&R record (overleaf). See example in PG1 SBT Moodle Area. | As soon as possible after your weekly meeting with your CM, so discussions are still fresh in your mind |
| Check you have at least 1 RoLO each week and see how these can be used as evidence for your PDR | RoLOs weekly |
| Look at the grading criteria – judge your progress before interim and highlight how you are doing – share this with your class mentor and discuss | Just before interim if you haven’t done before |
| Continue to use grading criteria to focus discussions around your progress and development following interim | Fortnightly |
| Be ready for the visit of your University Visiting Tutor who will observe you teach, discuss your progress and will QA your files. Ensure that your class mentor has checked and signed off your files for the interim reporting assessment point if they haven’t before. Check weekly guidance for CM file check weeks. | Interim QA visit window  |
| Your interim assessment report will be finalised this week. Note your University Visiting Tutor may not visit in this week. Discussions will take place between your class mentor and your University Visiting Tutor in this week by telephone or email if this is the case. | Interim Week |
| Post-Interim Targets Focus Week. Take full advantage of this opportunity to drop teaching to 60% and to focus all PD, PPA, File time to targets set at interim | Week following interim |
| **Ensure you have:**Taken a full and active role in school life Completed next KS visit Filmed and watched yourself teachingCreated a displayCompleted a child profileWritten an end of year report using child profile | When appropriate and to be completed by end of placement |
| Consolidate teaching 70-80% of the timetable. Teach more whole class, maintain your files, have a clear idea of which targets to focus on. Keep writing your weekly reflections following your weekly meetings/discussions with Class Mentor. **Increase teaching percentage to 80%**  | From Interim to final**Final two weeks of placement only** |
| At weekly review & reflection meeting discuss your grading criteria – how are you progressing? Shade in your current levels. If there are any areas you feel are not so strong talk to your Class Mentor. Focus a RoLO on these ( if appropriate)  | After Interim  |
| Sustain your teaching and planning. Ensure your files and evaluations are up to date | Throughout placement |
| Be ready for your final assessment/report. Ensure you have discussed your report – comments and gradings in weekly R&R meeting in penultimate week of placement | Final week  |

# Appendix 8 PGF Final Report Checklist for Class Mentor

|  |  |
| --- | --- |
| **Check – have you?** | **Completed** |
| Included all grades for each section on the summary page of report (p.1) **and** given an overall grade, using the criteria for coming to a judgement on page 4. |  |
| Noted date of completion of report and colour used for highlighting at final (p.1) |  |
| Completed the ‘Context of Placement’ box if not already completed (p.2) |  |
| The grading criteria for each standard will be highlighted electronically using a different colour to that used at interim assessment point. Where a student has **not** progressed from one grade band to another within any of the cells for any Standard, highlight the cell in the Final assessment colour, overwriting the previous assessment colour. Please note that you **do not need** to highlight the prompts for Part 2 of standards. Just use these to come to an overall judgement at the top, which you *do* shade (p.21). |  |
| Made comments in the ‘Final Report’ summary box. Please also comment on punctuality and absence here.Given three focused targets for the NQT year. Ensure that the standards box has been completed. |  |
| Ticked the appropriate box to indicate standard of files at PGF Final |  |
| ***When all the above have been completed, email the report to your University Visiting Tutor (UVT). Please ensure to respond to any requests for amends as soon as possible so that the finalised report can be forwarded by the UVT to the placements office and you can share it with your student(s).***  |  |

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

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

**Part 2 – Personal and Professional Conduct**

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

# Appendix 10 Creating and Developing a Child Profile as part of PGF

You need to get to know all the pupils you teach but the purpose of this task is to really analyse 1 pupil to try and understand them and how they learn. It might be useful to consider choosing a child with SEN but please be guided by your CM.

**This profile will feed into an End of Term Report for this child.**

Discuss and agree your choice with your Class Mentor

It will allow you to make judgements on a child’s **attainment/achievement** and **progress** and will help you to **set targets for improvement** and **personalise their learning**.

The profile should contribute towards the effective evaluation of your classroom practice. It will also contribute to your understanding of what can be considered when reporting to parents and others on children’s well-being as well as their progress and attainment

Typically the profile will be made up of:

* annotated samples of the child’s work across the Core subjects or EYFS
* classroom observations which might show how you are assessing for example attention and concentration, how the child works with others as well as your explanatory comments for the behaviours or learning patterns you observe
* Show how you are attempting to involve the child in active discussions about his/her progress – how is the child responding to your feedback for example?
* include examples of targets that you have discussed with the child in the light of the evidence you’ve collected as well as how you are monitoring progress together as steps towards **personalising learning.**
* include evidence of the child’s social /friendship groups and how this may influence his/her progress and engagement with teaching and learning. (Observe the child in difference contexts eg at playtime, in assembly…)
* Relevant background information should also be included together with your explanations for its relevance to the child’s progress and attainment. More generally there needs to be evidence that will have been collected over time.
* Make sure that your evidence has been the subject of discussion between you and you teacher tutor/mentor. Include notes of any such discussion including where relevant notes of discussions/contributions from other colleagues, parents and carers.
* Remember to preserve confidentiality

Please remember that, at this stage of your development, you are only expected to be able to do all of this with the support of your Class Mentor who should provide you with support in making and moderating your judgements.

**Your child study/profile needs to be included in your School-based Training file and will subsequently help you complete an End of Year Report for this child.**

# Appendix 11

**Professional Development Activity**

**Exploring transition to Key Stage 2**

**Learning Outcomes** - after carrying out this task you should know more about**:**

* the curriculum requirements of key stage 2;
* teaching and learning styles used in key stage 2;
* how key stage 2 pupils’ work is assessed;
* how infant and junior schools support children’s transition from Year 2 to Year 3.

An understanding of the age range beyond the key stages you are trained for is an important feature of teacher training and contributes to standard 5c - how to adapt teaching to support pupils’ education at different stages of development. There are two activities to complete in key stage 2. Some parts of the activities are compulsory and some parts are flexible and depend on the circumstances of individual students and schools.

**Activity 1. Visit to a junior school/Key Stage 2**

You are required to spend a day shadowing a key stage 2 class. Ask your placement school if they can help to facilitate this activity.

1. Find out about (if appropriate):
* How the junior school plans the transition of children from local feeder infant schools.
* How Year 3 pupils are supported at the start of key stage 2.
1. Talk to some Year 3 children about their first year in key stage 2. What have they enjoyed and what have they found challenging?
2. During the day make notes about:
* whether the pupils are organised into ‘ability’ groups and how their progress is assessed in key stage 2;
* how teaching and learning and behaviour management strategies are similar or differ to those you have experienced with younger children.
* how the classroom (and school) environment supports the children’s learning

**Summarise your findings on the form below:**

|  |
| --- |
| Setting and grouping of pupils: |
| Organisation of the curriculum: |
| How pupils’ work is assessed: |
| Contrasts in teaching and learning styles compared to early years and key stage 1 classrooms: |
| Contrasts in behaviour management strategies compared to early years and key stage 1 classrooms: |
| Contrasts in the learning environment compared to early years and key stage 1: |
| What have you learnt about the differences in pedagogy and organisation between early years/key stage 1 and key stage 2, and their impact on the child? |

**Class Mentor** …………………………………………… **Date** …..............

**Appendix 12**

**Professional Development Activity**

**Exploring transition to Key Stage 3**

**Learning Outcomes** - after carrying out this task you should know more about**:**

* the curriculum requirements of Year 7;
* teaching and learning styles used in secondary schools;
* how Year 7 pupils’ work is assessed;
* how primary and secondary schools support children’s transition from Year 6 to Year 7.

An understanding of the age range beyond the key stages you are trained for is an important feature of teacher training and contributes to standard 5c - how to adapt teaching to support pupils’ education at different stages of development. There are two activities to complete – one in your placement school and one in a secondary school. Some parts of the activities are compulsory and some parts are flexible and depend on the circumstances of individual students and schools.

**Activity 1. Visit to a secondary school to observe Key Stage 3**

You are required to spend a day in a secondary school shadowing a Year 7 class. Ask your placement school if they can help to facilitate this activity, by putting you in contact with the Head of Year 7 in one of the secondary schools their pupils transfer to. Alternatively, you could arrange your own visit, if you have personal contacts in a secondary school.

1. Find out about:
* How the secondary school plans the transition of children from local feeder primary schools.
* How new Year 7 pupils are supported at the start of their first year at secondary school.
1. Talk to some Year 7 children about their first year at secondary school. What have they enjoyed and what have they found challenging?
2. During the day make notes about:
* whether the pupils are organised into ‘ability’ groups and how their progress is assessed in secondary school;
* how teaching and learning and behaviour management strategies are similar or differ to those you have experienced in primary schools.
* how the classroom (and school) environment supports the children’s learning

**Summarise your findings on the form below:**

|  |
| --- |
| Setting and grouping of pupils: |
| Organisation of the curriculum: |
| How pupils’ work is assessed: |
| Contrasts in teaching and learning styles compared to primary classrooms: |
| Contrasts in behaviour management strategies compared to primary classrooms: |
| Contrasts in the learning environment compared to Key Stage 2: |
| What have you learnt about the differences in pedagogy and organisation between primary and secondary school and their impact on the child? |

**Class Mentor** …………………………………………… **Date** …..............

**Activity 2. Transition arrangements at your placement school**

At your placement school:

1. Talk to the KS2 leader to find out what sessions are put on for pupils and their parents about transition.
2. Talk to Year 6 pupils about their thoughts about moving to secondary school. What are they looking forward to or concerned about?
3. Where possible, attend lessons and meetings with parents that address transition issues and accompany Year 6 pupils on their transition day to secondary school.

Summarise your findings on the form below:

|  |
| --- |
| From your discussion with teachers, observations and policy documents, what are the challenges that children may face when they start Year 7? |
| How does your placement school prepare pupils and parents for the move to KS3? |
| If you were able to attend a transition event, describe what this was about and what issues children and/or parents raised. |
| From conversations you have had with Year 6 children, what are they looking forward to at secondary school? What, if anything, are children apprehensive about? |
| What have you learnt about how transition issues should be addressed in primary schools? |

**Class Mentor** …………………………………………… **Date** …..............

**Activity 2. Transition arrangements at your placement school**

At your placement school:

1. Talk to the KS1 leader to find out what sessions are put on for pupils and their parents about transition.
2. Talk to Year 2 pupils about their thoughts about moving to junior school/key stage 2. What are they looking forward to or concerned about?
3. Where possible, attend lessons and meetings with parents that address transition issues and accompany Year 2 pupils on their transition day to junior school/key stage 2.

Summarise your findings on the form below:

|  |
| --- |
| From your discussion with teachers, observations and policy documents, what are the challenges that children may face when they start Year 3? |
| How does your placement school prepare pupils and parents for the move to KS2? |
| If you were able to attend a transition event, describe what this was about and what issues children and/or parents raised. |
| From conversations you have had with Year 2 children, what are they looking forward to in key stage 2? What, if anything, are children apprehensive about? |
| What have you learnt about how transition issues should be addressed in primary schools? |

**Class Mentor** …………………………………………… **Date** …..............