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| **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.

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| **Contextual Analysis Proforma** |

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

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