



# **PGCE Primary Education Final Placement Handbook 2020**



**Guidelines for Students and Schools  
TE6681**

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To comply with ITT criteria could schools all please ensure that trainee teachers are provided with the following at the commencement of their training in school:

- **the child protection policy**
- **the staff behaviour policy (sometimes called a code of conduct)**
- **information about the role of the designated safeguarding lead**
- **a copy of Keeping Children Safe in Education'**
- **a priority is for the trainee to read and understand the school's safeguarding policy and procedures, including information regarding Prevent and Covid 19. Ensuring they identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.**

Full details can be accessed via this link: [file:///U:/Northumbria%20Sept%202012-/ofsted/Compliance%20docs/Feb%202017%20Initial teacher training criteria and supporting advice.pdf](file:///U:/Northumbria%20Sept%202012-/ofsted/Compliance%20docs/Feb%202017%20Initial%20teacher%20training%20criteria%20and%20supporting%20advice.pdf)

Contact Details		
<ul style="list-style-type: none"> <li>◆ Mentor Training</li> <li>◆ Second opinion visits</li> <li>◆ External Examiner visits</li> <li>◆ Referred or deferred students</li> <li>◆ Any urgent issue</li> </ul>	<p>Sue Knight Placement Lead</p>	<p><a href="mailto:Sue.knight@northumbria.ac.uk">Sue.knight@northumbria.ac.uk</a> Tel: 0191 349 5825</p>
<ul style="list-style-type: none"> <li>◆ Placement allocations</li> <li>◆ A student or students on placement in your school</li> <li>◆ School visits or observation of students</li> </ul>	<p>Sue Knight (PGCE), Lorain Miller (BA1 and PGCE-EYP) Lucy Barker (BA2) Debbie Myers (BA3)</p>	<p><a href="mailto:Sue.knight@northumbria.ac.uk">Sue.knight@northumbria.ac.uk</a> Tel: 0191 349 5825</p> <p><a href="mailto:lorain.miller@northumbria.ac.uk">lorain.miller@northumbria.ac.uk</a> Tel: 0191 215 6914</p> <p><a href="mailto:debbie.myers@northumbria.ac.uk">debbie.myers@northumbria.ac.uk</a> Tel: 0191 215 6850</p> <p><a href="mailto:l.a.barker@northumbria.ac.uk">l.a.barker@northumbria.ac.uk</a> Tel: 0191 215 6458</p>
<ul style="list-style-type: none"> <li>◆ A student on block placement, including initial, non-urgent queries and urgent queries if none of the above are contactable</li> </ul>	<p>Allocated Link Tutor</p>	<p><i>Add details here when allocated</i></p>
<ul style="list-style-type: none"> <li>◆ Placement offers</li> <li>◆ Partnership Agreements</li> <li>◆ Allocation of placements</li> <li>◆ Changes to offers</li> <li>◆ Finance</li> </ul>	<p>Placements Team:  Kevin Sugden Placement Administrator</p>	<p><a href="mailto:hl.placements.education@northumbria.ac.uk">hl.placements.education@northumbria.ac.uk</a> Tel: 0191 215 6474 or 6088</p>
<ul style="list-style-type: none"> <li>◆ University based content</li> </ul>	<p>Programme Leaders:  School Direct: Kevin Ardron PGCE Primary: Sophie Meller PGCE EYP: Jillian Duncan BA (Hons) Early Primary: Jo Hume</p>	<p><a href="mailto:kevin.Ardron@northumbria.ac.uk">kevin.Ardron@northumbria.ac.uk</a></p> <p><a href="mailto:Sophie.Meller@northumbria.ac.uk">Sophie.Meller@northumbria.ac.uk</a></p> <p><a href="mailto:jill.Duncan@northumbria.ac.uk">jill.Duncan@northumbria.ac.uk</a></p> <p><a href="mailto:joanna.hume@northumbria.ac.uk">joanna.hume@northumbria.ac.uk</a></p>

We hope that all of our students will work within the expectations of Part 2 of the Teachers' Standards (2012). If you feel this is not the case, or you have any additional concerns, please contact Sue Knight in the first instance.

### **Our vision is to:**

**‘create excellent 21st Century educators who can lead and inspire children and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.’**

### **Placement Overview**

This is a nine-week placement planned in two phases, following a week’s preparation. It is, for the most part, a paired placement, with students being formally assessed during eight of these. In a small number of cases, students will be placed individually.

For this placement, where students are placed in the same class, they share the planning and delivery of lessons and team teaching is encouraged. The emphasis throughout is on students further developing their understanding of effective behaviour management, as well as consolidating and developing their whole class teaching skills. In Phase 1 (3 weeks), the trainees will be required to plan, teach, and assess a sequence of lessons in the core subjects. In Phase 2 (6 weeks) trainees now teach across the full range of subjects in the primary curriculum. Progression to Phase 2 will be decided at a review of progress meeting between the teacher/mentor, link tutor and student. It may be agreed that the student requires more experience against Phase 1 expectations or, is ready to progress to Phase 2.

Students will require a member of staff to be assigned as mentor.

At the end of the placement, schools are required to submit an end of placement report. For those students without a phonics or early mathematics report from earlier placements, these should be completed if possible, within the current Covid restrictions.

During the placement, it is expected that students will work within the Teachers’ Standards, demonstrating appropriate personal and professional conduct at all times within school.

### **Mentor training**

We are offering mentor training on Tuesday 20<sup>th</sup> April and Wednesday 28<sup>th</sup> April at 4.00. This is intended for teacher and student to attend together where we will go through the full expectations of the placement. The session will be held remotely via Blackboard Collaborate. Please contact Sue Knight for the guest link to this.

## **Aims of Placement:**

During this placement, students will:

- Build on the skills, knowledge and experience from the two phases of their initial placement;
- Gain a detailed understanding of English (including phonics), mathematics and science and non-core subjects in, and beyond, the Key Stage in which they are placed;
- Engage with school-based coaching and mentoring in order to improve own skills and be able to demonstrate progress towards personal targets;
- Develop teaching strategies appropriate to the full range of subjects across the primary curriculum.

## **Modelling Exemplary Practice**

There is an expectation that students have wide and varied opportunities whilst in the school to observe exemplary classroom practice, throughout the key stages and within a variety of classroom contexts and subjects as stated in Standard 1 of the National Standards for School Based Initial Teacher Training Mentors (2016).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

This will also contribute to their knowledge of Key Stage 1, if this is not an age phase in which they have had placement experience. A form for students to record these observations is provided.

We do understand that under the current Covid restrictions, moving around the school may not be possible and these expectations can be relaxed.

## Placement Expectations

<p><b>Preparation week:</b></p> <p><b>W/b 29.03.21 or 12.04.21</b></p>	<p><b>Outline and Requirements</b></p> <p><b>Students to focus on:</b></p> <p>A priority is to read and understand the schools safeguarding policy and procedures, including information regarding Prevent and Covid 19 procedures. Ensure you identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.</p> <p>Familiarise yourself with the schools behaviour, special needs, assessment and marking policies.</p> <p>Identify four focus children, representative of the range of ability in English and mathematics in the class. This should include a lower ability child and more able, an SEN pupil would be appropriate too. Collect samples of work from focus children in English (phonics or written work) and mathematics. Comment, in writing, saying what the sample of work indicates the child can do, whether the work had support. This work will be added to the focus children's profile in the planning and assessment file. You will add supporting evidence from each area of the curriculum you then teach.</p> <p>Undertake class management tasks during these preparation days and throughout the placement with the class teacher's support and at the class teacher's discretion.</p> <p>Work alongside the class teacher in the host class, observing how he/she works, and the various strategies and techniques that are used for managing children's behaviour. It is vital that you understand the strategies for ensuring that the children behave appropriately and are aware of the need for consistency in managing children's behaviour.</p> <p>Ensure that both placement files contain required Information.</p>	<p><b>Class teacher/mentors to support with:</b></p> <p>Share the school safeguarding and Covid 19 policy and procedures.</p> <p>Facilitate opportunities to clarify and explain classroom organisation etc.</p> <p>Provide students with any schemes of work or plans for all subjects to be taught over the block placement period.</p> <p>Use the Weekly Journal to record engagement across the week and including a minimum of one session of teaching using the Subject Focused Lesson Observation form, providing feedback in preparation for the Weekly Review of Progress meeting and target setting for assessed placement.</p> <p>Conduct a file check against the requirements on the title pages. Sign when completed.</p>
<p><b>Easter Break</b></p> <p><b>05.04.2021 – 16.04.2020</b></p> <p><b>(Or, as your placement school)</b></p>	<p>Plan the timetable for the following three weeks (Phase 1) with the class teacher. <u>Timetable should be in place and agreed with teacher/mentor for all teaching commitments</u> , the link tutor will need to see this.</p> <p>Identify a personal strength and a target, based on teaching carried out, and discuss at end of week. These will form a starting point for further discussion and training.</p>	

<p><b>Phase 1:</b> <b>weeks 1-3</b> w/b 19.04.21 – 07.05.21</p>	<p><b>Students will work to a timetable that includes approximately:</b></p> <ul style="list-style-type: none"> <li>• 60% teaching timetable teaching a sequence of lessons in either mathematics or English. These should be planned (with support from teacher) on the Northumbria planning format, taught and assessed. The planning should be shared with the class teacher at least 24 hours before teaching, to allow for feedback and revisions</li> <li>• 30% group work or 1-1 intervention work to support pupil progress in the class</li> <li>• 10% of the week focussing on core subjects (observation of teaching, researching schemes of work, N.C expectations, etc.</li> <li>• Students are required to submit copies of the Weekly Review of Progress meeting document which will include feedback from 2 Subject Specific Lesson Observations.</li> </ul> <div data-bbox="347 896 962 1339" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>100% = 5 days (think of a day accounting for 20%, ½ a day 10%, 1 lesson 5% etc.)</p> <ul style="list-style-type: none"> <li>▪ 60% is therefore teaching for 3 days in the week</li> <li>▪ If paired, working with partner as a TA and involved in group work for the remaining time. If not paired working with class teacher in this way</li> <li>▪ But, this is final placement and students may well be encouraged to teach more than this, especially as the placement progresses, seize the opportunity!</li> </ul> </div>	<p>To support planning this sequence of lessons in a core subject. To offer feedback and suggest revisions prior to teaching.</p> <p>To timetable appropriate group and individual work for the supporting pupil progress activities.</p> <p>To encourage increased subject knowledge in the core subjects (discussion with subject coordinator, examination of schemes used, NC expectations).</p> <p>Conduct a weekly review of progress, including discussion of 2 Subject Focused observations across the week. This will include a formative judgement as to whether the trainee is considered to be working towards expectations (as defined in this handbook) or is assessed to be meeting expectations.</p> <p>Appropriate targets will be set at this meeting. This paperwork will be shared with the link tutor at the end of each week of placement.</p> <p>Oversee timetable for subsequent weeks.</p>
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**Review  
before  
Phase 2**

**Takes place in  
Week 3 Review  
of Progress**

**This review includes the teacher mentor/ trainee and link  
tutor**

Based on the evidence from Phase 1, this review examines progress to this point and agrees targets for Phase 2 or to continue with Phase 1 expectations. The two options for progression are:

- I. Continue with Phase 1 expectations and review at the end of each subsequent week. The trainee may still move into Phase 2 expectations up to w/b 21.06.21, this would require remaining on placement until 16.07.21 (an additional three full weeks).
  
- II. Move onto Phase 2 expectations as outlined next.



<p><b>Phase 2:</b> <b>weeks 4-9</b> <b>10.05.2021-25.06.2021</b></p> <p><b>(Half term break-31.05.2021 or as your placement school)</b></p>	<ul style="list-style-type: none"> <li>70 % teaching timetable across the curriculum (<b>not less than 50% whole class teaching</b>)</li> <li>20% out of class working on personal targets/preparing for lessons/observing practice in other classes where possible during Covid restrictions/ supporting an identified school improvement priority</li> <li>10% of the week to support the school in any area which the school identifies. This could include supporting underachieving children/improving resource areas/running a club.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>100% = 5 days (think of a day accounting for 20%, ½ a day 10%, 1 lesson 5% etc.)</p> <ul style="list-style-type: none"> <li>70% is therefore teaching for 3 ½ days in the week</li> <li>Whole class teaching for a minimum of 50% of this (just short of two full days)</li> <li>If paired, working with partner as a TA and involved in group work for the remaining time. If not paired working with class teacher in this way</li> <li>But, this is final placement and students may well be encouraged to teach more than this, especially as the placement progresses, seize the opportunity!</li> </ul> </div> <ul style="list-style-type: none"> <li>Submit your Weekly Review of Progress each assessed week to your link tutor.</li> </ul>	<p>Conduct a weekly review of progress, including discussion of 2 Subject Focused observations across the week. This will include a formative judgement as to whether the trainee is considered to be working towards expectations (as defined in this handbook) or is assessed to be meeting expectations. Appropriate targets will be set at this meeting. This paperwork will be shared with the link tutor at the end of each week of placement.</p> <p>Support planning for trainees to teach all primary subjects across the placement</p> <p>Oversee timetable for subsequent weeks</p> <p><b>Example timetabling commitment:</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Lesson 1</th> <th>Lesson 2</th> <th>Lesson 3</th> <th>Lesson 4</th> <th></th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td>=20%</td> </tr> <tr> <td>Tuesday</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> <td>= 10%</td> </tr> <tr> <td>Wednesday</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td>=20%</td> </tr> <tr> <td>Thursday</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> <td>= 10%</td> </tr> <tr> <td>Friday</td> <td style="background-color: yellow;"></td> <td style="background-color: yellow;"></td> <td></td> <td></td> <td>= 10%</td> </tr> </tbody> </table>		Lesson 1	Lesson 2	Lesson 3	Lesson 4		Monday					=20%	Tuesday					= 10%	Wednesday					=20%	Thursday					= 10%	Friday					= 10%
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<p><b>Week 8</b> <b>14.06.2021</b></p>	<ul style="list-style-type: none"> <li>Placement reports to be completed during final review of progress. You will require a hard copy of this for your appointment in the final week of placement.</li> </ul>	<p>Placement report to be completed during final review of progress. A formative comment should be made against each of the assessed criteria (professional behaviours, curriculum, pedagogy, assessment and behaviour management) This should then be shared with the link tutor and a copy signed by the trainee to bring back to university.</p>																																				
<p><b>Week 9</b> <b>21.06.21</b></p>	<ul style="list-style-type: none"> <li>You may be asked to leave school for one day in this final week for an assessment presentation at university. You will be informed of a date and time for this appointment whilst on placement. <b>You will require a hard copy of your placement report</b></li> <li>Some students will be required to continue with this assessed placement for three additional weeks until <b>16.07.21</b> . This will be in agreement with the trainee, school, link tutor and university.</li> </ul>																																					

### **Students have a responsibility to:**

- Work on personal targets set each week from observed lesson feedback and weekly reviews of progress;
- Proactively improve own subject knowledge, with a strong focus on English and mathematics in KS1/2, extending to experience within all other foundation subjects during Phase 2 of the placement;
- Ensure you teach across the full range of subjects and record this by the end of Phase 2; Evidence of this will support your final assessed presentation in university;
- Respond professionally to advice given, as well as proactively seek advice;
- Reflect and analyse all taught activities and lessons, in the form of annotations on the lesson plan. This must include analysis of all ability groups, including challenging the more able;
- Observe your partner teaching for approximately 10 minutes, record the observation on the Peer Observation Feedback Record Sheet, and give feedback; (where students are not in a paired placement it would be helpful if the class teacher could undertake a similar observation and feedback session);
- Complete a weekly evaluation;
- Prepare for the Weekly Review of Progress meetings appropriately;
- Keep notes from tutorials and points discussed with class teacher / training co-ordinator on issues arising from the week;
- Use assessment grids to assess pupil progress for all pupils for all taught lessons. Update more detailed records on the four focus children;
- Update placement files, which are always available for scrutiny from school and university staff;
- Manage time efficiently to meet the demands of the placement;
- Maintain an excellent attendance record;
- Keep in regular contact with your designated link tutor and share Weekly reviews of Progress promptly at the end of each week.

## **Placement Feedback and Support**

### **Weekly Journal**

The Weekly Journal is intended to capture the teaching and wider professional experience and behaviours of trainees across each week of placement. This can include dipping into parts of lessons observing activities and tasks throughout the week (an example is included on p.21). Strengths and areas for development can be recorded in anticipation of the Weekly Review of Progress. Alongside this, a minimum of **2 Subject Specific Lesson observations** should take place, providing further formative evidence of student progress against the placement expectations. There are no longer any summative grades provided.

### **Weekly Review of Progress Tutorials**

**The Weekly Review of Progress** becomes the key formative assessment tool for all school

placements. Students should meet with the teacher/mentor every week of placement to evaluate and review their placement experience. This should be timetabled to allow the student time to prepare ahead of time. The discussion will consider pupil feedback, marking, planning, assessment, relevant tasks, TA feedback and the evidence from the weekly journal and subject specific lesson observation/s. Trainees may also have evidence in their placement files and weekly reflections. An overall formative judgement is made at the end of the meeting, the trainee will either be working towards the placement expectations (as described within the handbook), or is assessed to be meeting expectations. If any concerns are raised at any point please refer to the cause for concern procedure (p.13).

A maximum of 2 SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime constrained) targets should be agreed at the end of the meeting and will then be the focus for the weekly journal and subject specific lesson observations for the following week.

A Weekly Review of Progress proforma should be completed for each week and is signed by teacher/mentor and student. The trainee is then responsible for sharing a copy with the Link Tutor and putting a hard copy in the placement file.

The link tutor will attend two of these meetings via a Microsoft Teams or Blackboard Collaborate meeting.

During these reviews, it would be helpful if the question prompts below could be used to frame a short discussion, one each week, which will link their placement experience with university learning and expectations. These link with expectations of the national ITT Core Content Framework(2020):

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

<b>Professional Learning Conversations for Weekly Reviews of Progress</b>		
(These focussed question prompts should inform a professional discussion and will cover five key areas of development for the trainees: Professional Behaviours (Pr), Curriculum (C), Pedagogy (Pe), Assessment (A) and Behaviour Management (B))		
<b>Mid-Year Training Stage (PGCE Primary initial assessed placement/ Phase 1)</b>		
<b>Week</b>	<b>Question Focus</b>	<b>Links to university-based training</b>
Week 1	<b>Pe</b> What examples have you seen of grouping pupils? Which methods do you think are most effective when thinking about the impact on pupils' learning and progress?	Directed reading
Week 2	<b>C</b> How have you ensured that your planning is appropriately aligned to your school's curriculum and the choices that have been made in relation to the content covered?	Examination of curricular design and theory. Planning a collaborative cross-curricular topic based on an outdoor learning location. Assignment: 'A Critical Reflection of Learning: Approaches to Cross-Curricular Learning in the Primary Phase'.
Week 3	<b>B</b> Talk through a difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?	Trainees will have had university-based focused lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
<b>Final Stage of Training (PGCE Primary final assessed placement/Phase 2)</b>		

Week	Question Focus	Links to university-based training
Week 1	<b>B</b> How have you promoted high expectations for <b>all</b> pupils in your class? How can you achieve this when the pupils have different starting points?	Trainees will have had university-based focused lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
Week 2	<b>Pe</b> Can you give an example of when you have broken down complex concepts into smaller steps in order to support pupils' learning and progress? How did you do this?	Studying Learning objectives and Success criteria
Week 3	<b>C</b> Discuss how you have identified areas that you are less confident in and how you have deepened your own subject knowledge since the start of the programme.	Subject audits and target setting
Week 4	<b>A</b> How have you utilised the data that your school has collected about the pupils in your class? How can you make the best use of the data that is collected within your class or across the school?	University based training on assessment for learning principles and theory, including using LOs and success criteria, principles of marking. Subject specific assessment principles. Assessing individual pupils through an intervention. Assignment focussed on the use of interventions in schools. Expert input from partnership school.
Week 5	<b>Pr</b> What experiences have you had during your training year of working with parents, carers and families? What have you learned from these experiences?	Lecture and tutorials related to what it means to be a professional
Week 6	<b>Pr</b> Discuss how you plan to implement the DfE's <a href="#">School workload reduction toolkit</a> to support you in maintaining a healthy work-life balance in your NQT year	Lecture and tutorials related to what it means to be a professional

## Peer Observations

In addition to the weekly observation from the class teacher, students should carry out one peer observation per week on their paired partner. They should observe their partner teaching a lesson for approximately 10 minutes and feedback using the peer observation document.

Where students are not paired with a partner in a classroom, they will benefit from team planning and teaching with the class teacher. The class teacher can assume the role of the other student during class lessons and should carry out and complete the peer observation in addition to the two formal lesson observations each week. These should be across a range of subjects.

## Students experiencing difficulties

Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher or school and/or mentor and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their Link Tutor after this if they need further support and advice.

Class teachers/ mentors who are concerned about any aspect of a student's placement should refer to the cause for concern procedure which follows.

## Cause for Concern Procedure

### Cause for concern is intended to be a developmental and supportive process

A cause for concern will be raised when:

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.

### Targets to support a cause for concern procedure

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards;
- Targets will require agreed actions for both the trainee and all those working with them in the training programme;
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set;

**Step 1** • At the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions.

- Link Tutor informed; this may trigger an additional visit.
- At the weekly review of progress meeting: review and agree targets which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved within **two weeks** to the review point.
- There should be a **maximum** of three targets set across the two weeks. Only **one** target should be the focus of an observation at any one time.
- The trainee is informed of the cause for concern and the issues that must be addressed.
- The concerns, targets and actions for the trainee and teacher/mentor are recorded.

**Step 2** • At the end of the two weeks, targets are reviewed using the full range of evidence.

- If sufficient progress has been made by the trainee, normal training routines continue.
- If insufficient progress has been made, proceed to Step 3.

**Step 3** •

- Joint observation and review meeting with the teacher/mentor and link tutor (this may need to be conducted virtually).

- Link tutor moderates the evidence with the teacher/mentor to confirm whether there is a need for an ongoing cause for concern or support plan. If so, a formal meeting with the Link Tutor, teacher/mentor and trainee takes place to agree the cause for concern and set revised targets within an agreed support plan.
- A period of **two to four weeks** is set for the trainee to focus on the cause for concern targets.
- Explicit actions for the trainee, teacher/mentor and Link Tutor are agreed as part of the cause for concern support plan.
- **All** observations, feedback and meetings should focus on the cause for concern targets.
- Link tutor provides a copy of the targets and related training plan which is centrally logged with the university.

**Step 4** • At the agreed review point, formal review of targets reviewed, using the full range of evidence, by the trainee, teacher/mentor and university module leader(sue knight).

- There are three possible outcomes from this formal review:
  - i). if sufficient progress has been made, the cause for concern ends and the normal training routines continue;
  - ii). if limited progress has been made, the link tutor, teacher/mentor and trainee review the issues, revise the targets and the cause for concern is extended;
  - iii). if none of the targets have been met and progress has not been made, the trainee will then come into university to meet with the module leader and programme leader. A decision will be made as to whether the placement can continue/needs to be extended/or is judged as a failed placement.

## Planning and Preparation Checklist

Students should read through the following checklist when beginning the planning process and again when a detailed plan is in place. In time, the considerations contained here will become automatic.

**All taught lessons should be planned using the Northumbria template.**

- Do you know exactly what you want the children to learn in each part of the lesson/activity?
- Have you thought about how you will make sure children know and understand the learning objectives?
- What is the children's prior learning?
- Have you considered the kind of questions the children may ask and the misunderstandings they may have?
- Have you thought about the key information you will need to explain and how you will do this?
- Have you thought about the key vocabulary you need to teach and key questions you need to ask?
- Do you know what the children will do in each part of the lesson/activity?
- Do you know how you will make the success criteria clear to the children?
- Have you thought about where and with whom the children will work?
- Have you checked the resources you will need?
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity?
- Have you considered how you will support learning (special needs) or extend learning (more able children)?
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity?

## Lesson Evaluation

It is good practice to evaluate how lessons have gone. At the end of each lesson taught it is an expectation that a brief evaluation of the strengths and weaknesses should be done. This can often inform planning for the next lesson. Weekly evaluations should also be kept.

A good weekly evaluation will be dated, analytical and not descriptive. It should reflect on how specific aspects of teaching have impacted on children's learning and should begin to explore ways in which this should influence subsequent planning and teaching. It should also include an overall summary of the extent to which children have met their learning outcomes through the week.

In most cases a minimum of one side of A4 at font size 12 would be considered appropriate for a weekly evaluation.

## The School Placement Files

Students will keep two files during the placement which they are expected to have in school with them at all times.

The files are professional working documents kept by the student. The files themselves constitute an evidence base for the student's performance on placement.

The files are particularly useful for assessing the student's planning, management and organisation and other professional requirements.

- The student must establish their files before the start of the placement and always have them available for scrutiny to all parties concerned with the placement, namely; teachers, training co-ordinator, school based tutor, Head Teacher, university Link Tutor and the External Examiner;
- The files are working documents and they may contain, for example: annotations, post-it notes and additional material from the student, teachers and university Link Tutors who may offer annotated comments on the content;
- The files should be well organised and clearly divided into sections;
- Files may be shared with other schools at parity meetings to be arranged by the link tutor towards the end of the placement.

## Content of the Files

### File 1

**Planning and Assessment File** - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate.

### File 2

**School Context File** – contains all relevant contextual information, including required school policies.

**Record of modelling exemplary practice, including different key stages and subjects within school**

Please remember that over the academic year you are encouraged to have completed a minimum of 10 days KS1 experience. We appreciate this may not be possible when working in secure class bubbles, during Covid.

Date and duration of lesson	Description of subject and Key stage Observation or teaching ? Was this whole class/group or 1-1 teaching?	Signature of Mentor/ teacher



## Assessing pupil progress – expectations

Link tutor to check progress against these expectations for assessment. Outstanding students may be ready to move onto expectations for the next stage, link tutors can discuss these with the student where appropriate.

### Stage 2 Initial assessed placements (PGCE Primary, PGCE Early Primary , BA2)

University based provision	School based provision	Student expectations
<p>As in stage 1 and:</p> <ul style="list-style-type: none"> <li>• Developing questioning in order to further and deepen learners’ understanding</li> <li>• Complete pupil progress assessment trackers for the whole class in the core subjects they teach</li> <li>• Update trackers after each taught lesson against the pupil’s progress against individual lesson objectives</li> </ul>	<p>As in stage 1 and:</p> <ul style="list-style-type: none"> <li>• Support completion of the pupil progress tracker. This should preferably be across a sequence of lessons in the core subjects they teach</li> <li>• Share class/school writing assessment criteria and check the detailed marking for the 4 focus children</li> <li>• Share school systems for assessing against age related expectations of pupils</li> <li>• Arrange for students to see class/school assessment data records and discuss how this informs planning and teaching</li> <li>• Include students in observations of any statutory assessment taking place across school. Explain how this informs future planning and teaching</li> </ul>	<p>As in stage 1 and:</p> <ul style="list-style-type: none"> <li>• Complete pupil progress assessment trackers for the whole class in the core subjects they teach</li> <li>• Update trackers after each taught lesson against the pupil’s progress against individual lesson objectives</li> <li>• Pay particular attention to the progress of the 4 target children</li> <li>• Mark in detail a piece of writing from the 4 focus children using the class/school assessment criteria</li> </ul>

**Stage 3****Final assessed placements (PGCE Primary, PGCE Early Primary , BA3)**

<b>University based provision</b>	<b>School based provision</b>	<b>Student expectations</b>
<p>As in stages 1 and 2 and:</p> <ul style="list-style-type: none"> <li>• Extending use of pupil progress tracker to all children in the class and for all subjects taught</li> <li>• Introduction of the evaluation questions (see attachment). Looking at what this assessment information means for different groups of/individual children</li> <li>• Re-examine the 'Assess – Plan – Do – Review' cycle of learning from stage 1. What do the students now understand about assessment for learning?</li> <li>• Possible assessment data lecture from Headteacher of local school. Sharing whole school, age related assessment data. Breaking this down into what this means for class teachers, groups of children, individuals. Examine how intervention children might be identified/ examining vulnerable groups/pupil premium?</li> </ul>	<p>As in stages 1 and 2 and:</p> <ul style="list-style-type: none"> <li>• Arrange for student to meet with assessment manager/coordinator to discuss the assessment systems used across school</li> </ul>	<p>As in stages 1 and 2 and:</p> <ul style="list-style-type: none"> <li>• Using the pupil trackers for all children in the class across all subjects taught</li> <li>• Regular checking of trackers against evaluation questions. Use weekly review meetings and link tutor visits to discuss these</li> <li>• Discuss individual pupil progress and groups/individual pupils who may benefit from intervention</li> <li>• Look at whole school assessment systems and expectations</li> <li>• Detailed assessment of the 4 focus children. What has their attainment over time been in the subjects they have taught? Ensure assessment information is collated in the 3 core subjects</li> </ul>
	<p>Students develop a bank of evidence towards Standard 6 for their final Standards Presentation, following final assessed placement.</p>	

## Weekly Journal

### Feedback and Observations This should include at least one subject-focused lesson observation

Observation week:			
Trainee Name		Observer	
Focussed task or lesson		KS/Year	

Targets for the week:
•

Focus	Strengths	Areas for development	<b><u>Set high expectations which inspire, motivate and challenge pupils</u></b> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul> <b><u>Promote good progress and outcomes by pupils</u></b> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> <b><u>Demonstrate good subject and curriculum knowledge</u></b> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> <b><u>Plan and teach well structured lessons</u></b> <ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of</li> </ul>
Impact on Learning, Teaching & Assessment:			
Impact on Pupil Progress & Learning:			
Subject Knowledge & Pupil Learning:			

			<p>an engaging curriculum within the relevant subject area(s)</p> <p><b><u>Adapt teaching to respond to the strengths and needs of all pupils</u></b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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.</li> </ul> <p><b><u>Make accurate and productive use of assessment</u></b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul> <p><b><u>Manage behaviour effectively to ensure a good and safe learning environment</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b><u>Fulfil wider professional responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
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Observation week: Example 2 (final assessed placement)			
Trainee Name		Observer	
Focussed task or lesson	See attached 2 subject- focused observations for P.E and Geography	KS/Year	





**Targets for the week:**

•

Focus	Strengths	Areas for development	<b>Set high expectations which inspire, motivate and challenge pupils</b> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul> <b>Promote good progress and outcomes by pupils</b> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> <b>Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> <b>Plan and teach well-structured lessons</b> <ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>
<b>Impact on Learning, Teaching &amp; Assessment:</b>	<u>10.06.2021 9.00-9.30</u> Phonics lesson. Planned appropriate practical activities for phase 4 phonics. Followed structure of revision of prior learning, explicit teaching, application, practise and reflect. Engaging practical resources.  Each day added to class progress tracker for literacy and mathematics	Was Tom fully engaged? Plan for support, individualised resources where appropriate.          Be sure this is being used to inform future planning. How will you stretch and challenge the HA group who have been tracked as green throughout this week?	
<b>Impact on Pupil Progress &amp; Learning:</b>	<u>11.06.2021 10.00-10.20</u> Mathematics. Lesson 2 of 3. Shared clear Los and success criteria. Children involved in identifying these. Could these have been displayed throughout lesson?  Clear differentiation on planning.	Resources should be organised well ahead of time. What impact might this have had on successful outcomes and behaviour management?      Make sure TA is clear of their role and expected pupil outcomes before the lesson. Could they have assessed individual progress for their group?	
<b>Subject Knowledge &amp; Pupil Learning:</b>	<u>11.06.2021 10.00-10.20</u> Mathematics. Lesson 2 of 3. Good subject knowledge. Researched and confident clarifying pupil misconceptions. Re-visited prior knowledge.		
<b>Behaviour for Learning:</b>	<u>11.06.2021 10.00-10.20</u> Mathematics. Lesson 2 of 3. Pupil's settled onto carpet quickly after break, were engaged and eager to learn. Clear of tasks and expectations.  Good use of sticker rewards to	Low level disruption on carpet whilst resources being sorted out.	

	<p>motivate all children. Positive praise.</p> <p>Science 12.06.20 1.20- 1.30</p> <p>Re-visiting class rules and expectations ensured children were clear of expectations at the beginning of the lesson</p>	<p>Where were Chelsea and Cara seated? Could this argument have been avoided?</p>	<p><b><u>Adapt teaching to respond to the strengths and needs of all pupils</u></b></p> <ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>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</li> <li>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.</li> </ul>
<p><b>Other, including Part 2 of the Teachers' Standards:</b></p>	<p>Began class science display, using children's work</p> <p>Spoke to parents of several pupils after full school assembly</p> <p>Attended school CPD on new school marking policy</p>	<p>What headings/explanations would enhance this display?</p> <p>Take children out to meet parents at the end of the school day.</p> <p>Inform parents of progress in the intervention group</p> <p>Mark children's Big Write next week, following these guidelines</p>	<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>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</li> <li>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.</li> </ul>
<p><b>Summary of key strengths including progress against previous targets:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		<p><b><u>Make accurate and productive use of assessment</u></b></p> <ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of formative and summative assessment to secure pupils' progress</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul> <p><b><u>Manage behaviour effectively to ensure a good and safe learning environment</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b><u>Fulfil wider professional responsibilities</u></b></p> <ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>deploy support staff effectively</li> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<p><b>Future targets:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		<p><b><u>Fulfil wider professional responsibilities</u></b></p> <ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>deploy support staff effectively</li> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<p>Signed (Trainee):</p>		<p>Signed (Observer):</p>	

# Subject focused lesson observation

				
<b>Learning, Teaching &amp; Assessment</b>	Learning objective may be appropriate but not explained or put into context sufficiently.	Appropriate learning objective and success criteria visible ( if age appropriate). These may not be fully explained or referred to during the lesson.	Appropriate and clear learning objective with success criteria explained. These are visible and referred to throughout the lesson.	Challenging and appropriate learning objectives are contextualised. Links are made with other aspects of pupils' learning. Success criteria are used effectively to evidence progress.
	No defined plenary or opportunity created for pupils to reflect on their learning.	Minimal or rushed plenary time. This may be used as an opportunity for self-assessment against the learning objective but may not explore how the teaching has supported pupil progress. No reference made to future learning.	Plenaries are used to recap and extend learning or address misconceptions. Pupils are beginning to explain what they have learn and are supported as they consider how this links to future learning.	Plenaries are used effectively as an opportunity for pupils to assess their own learning and consider the work of others. Pupils are given opportunities to explain how they have made progress. Trainee sums up by making explicit links to the next lesson.
	Little evidence of questions being used to support pupil learning.	Trainee beginning to use questions to support understanding and encourage learning.	Open and differentiated questioning used to encourage full responses, with opportunities for pupils to justify their thoughts.	Learning is supported by a high quality dialogue and the confident use of differentiated questioning. All pupils are challenged to think and fully supported as they are encouraged to contribute to the discussion
	Learning objective is not reflected by the planned activities. Little evidence of learning being supported by interactive teaching strategies. Pupils are generally passive.	Teaching and learning activities reflect the intended learning objective. Pupil learning and engagement is supported by interactive teaching strategies.	Pupils are engaged and eager to learn. Activities and teaching input support pupils of all abilities in making progress.	Pupils are consistently and effectively supported and make progress as a result. Outstanding teaching and stimulating resources promote engagement and a love of learning.
<b>Pupil progress &amp; Learning</b>	Little or no awareness of pupils' capabilities or how to develop knowledge through effective use of lesson time.	Some awareness of pupils' capabilities and prior learning. Trainee demonstrates an ability to use the lesson to extend pupil knowledge and understanding.	Pupil learning is supported by teaching that is responsive and adaptable. Feedback to learners helps them to understand what they need to do to move improve.	Lesson time is used to maximum effect. Pupil learning and progress is assured by teaching that is responsive and adaptable. Feedback to pupils reflects the trainee's understanding of individual capabilities and their next steps to learning.
	No evidence to suggest that the trainee understands how and when to differentiate appropriately. Pupil learning and progress are inhibited.	Trainee understands the needs of individuals and groups, and how to provide differentiated support that enables learning.	Consistently uses a range of differentiated approaches to enable pupil learning. Trainee is able to use strategies to challenge and motivate where attainment might be low.	Consistent and effective differentiation ensures that all pupils make progress. Well planned activities are inclusive of all pupils showing the trainees' ability to give them access to the lesson as well as extending their current stage of development.
	Learning is not supported by effective teaching strategies. Pupils often passive.	Strategies and activities modelled support pupil learning. The classroom environment and resources support pupil progress.	Trainee is confident in modelling a range of strategies that support learning. Creative use of resources ensures that pupils are engaged and able to make progress.	Learning is supported throughout the lesson by effective modelling that scaffolds and supports all pupils. High quality resources are differentiated and ensure all learners make progress.
<b>Subject Knowledge/Pupil Learning</b>	Trainee's knowledge of the subject/curriculum area is weak and inhibits pupil learning.	Pupil learning is supported by secure subject/curriculum knowledge. Trainee is able to foster an interest in the subject and address misconceptions.	Pupil learning and interest is enhanced by the trainee's subject knowledge and curriculum expertise. Trainee draws on this to provide a range of explanations so that pupils develop a body of knowledge and skills.	Pupil learning and understanding is extended by the trainee who draws confidently and enthusiastically on their own subject/curriculum knowledge. The trainee recognises where misconceptions may arise and is proactive in addressing these to ensure all pupils make expected progress.
<b>Behaviour for Learning</b>	Learning is inhibited as the trainee does not demonstrate high expectations of behaviour or employ effective strategies.	Trainee has high expectations of behaviour and uses a range of strategies including praise, sanctions and rewards to maintain the learning environment.	Pupils clearly understand expectations and respond well to the consistent and effective use of praise, support and behaviour management strategies. A calm working environment conducive to learning.	Sustained and targeted use of praise, support and behaviour management strategies. High quality dialogue engages all pupils resulting in a purposeful learning environment.
	Pupils unaware of what they have to do/what they are learning.	Pupils understand what they are learning and are generally focused on the task.	Pupils are motivated to learn and engage enthusiastically with the tasks and activities.	All pupils are fully engaged in their learning. The trainee channels this enthusiasm effectively and ensures that pupils understand the purpose of the lesson and how this builds on what they already know.
	Additional adults not used consistently or effectively during the lesson.	Resources are prepared and used appropriately throughout the lesson. This includes the deployment of additional adults working in the classroom.	Pupil learning is supported by the effective use of resources and involvement of additional adults working in the classroom.	Pupil learning is fully supported by additional adults who contribute to maximum effect in different phases of the lesson. The trainee works collaboratively to ensure all pupils are supported in making progress.

Trainee Name		Date	
Observer		Time	
Subject Focus		KS/Year	

**Focus and context of observation**

Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets set in weekly review.

**Summary of key strengths following observation:**

**Learning, Teaching & Assessment:**

**Pupil Progress & Learning:**

**Subject Knowledge & Pupil Learning:**

**Behaviour for Learning:**

**Specific targets to enable trainees to make progress, including subject specific targets.** Please include any strategies you recommend; these will be used to inform feedback in the weekly review of progress.

(During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards)



## Weekly Review of Progress with class-based/school mentor

<b>Trainee Name:</b>	
<b>Review of week beginning:</b>	

### Trainee points for discussion

Trainee: Bullet point areas of strength (ahead of the meeting)

- 

Trainee: Bullet point areas for development (ahead of the meeting)

- 

### Mentor Evaluation

Please comment on evidence in relation to these areas:	Comments
Discussion with trainee/ self-evaluation of learning	<p>To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> <li>• Placement files</li> <li>• Individual Learning &amp; Development Portfolio(ILDP)</li> <li>• Revision of previous targets</li> <li>• Developing subject knowledge</li> <li>• Lesson observation/weekly journal feedback</li> <li>• Additional evidence trainee wishes to present</li> </ul>
Discussion with learners	
Discussion with TA/other adult	
Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation

Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum
Other	This could include: <ul style="list-style-type: none"> <li>• School based CPD</li> <li>• Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)</li> </ul>

**Overall Judgement**

**Using the range of evidence make an overall judgement on progress this week:**

Working towards Expectation	<input type="checkbox"/>	Meeting Expectation	<input type="checkbox"/>
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**Targets agreed for the week ahead**

Target	Action (How will you do this?)	Support (What support might you need?)

<b>Signed</b>	
Mentor	
Trainee	

## Concluding the Placement

### Placement Report Forms

- The report requires formative feedback against each of the assessed areas (professional behaviours, curriculum, pedagogy, assessment, behaviour management, plus any additional comments). This needs to be signed by trainee and teacher/mentor and shared with the link tutor who will sign it and may wish to add a comment.

A hard copy of this form should be given to the student at the end of each phase which they will need to add to their placement file a, upload to Blackboard site TE6661 and put onto trainees' ILDP.

- A separate phonics and early mathematics teaching report is required if the trainee is placed in KS1.

We are grateful to the schools for the provision of high quality training and for their assistance in the development of various aspects of the Initial Teacher Training Partnership with Northumbria University.



**Initial Teacher Education Placement Report**

Please complete this electronically and share with the Link Tutor. The final version should be signed by the School Mentor, Link Tutor and Trainee. The Trainee will upload a copy to Blackboard and their ILDP.

Name of student:	
Dates of placement:	
Name of school/setting:	
Year group:	
School Training Co-ordinator	
Mentor:	
Link Tutor:	
Number of days absent:	

Please comment on the following areas using evidence from the Weekly Review of Progress meetings:

<p><b>Professional behaviours</b></p> <p>Made valuable contributions to the wider life of the school.</p> <p>Had appropriate discussions with key members of the senior leadership team (For example, SENCO, subject leads, pastoral lead.)</p> <p>Taken part in CPD sessions and the impact these may have had on development.</p> <p>When working with Teaching Assistants/other adults, steps taken to maximise their impact on pupils' learning and progress.</p> <p>Responded to or witnessed a safeguarding incident appropriately.</p> <p>Experiences of working with parents, carers and families.</p> <p>Demonstrated professionalism in relation to the theory and training received at university and whilst on placement.</p>	
<p><b>Curriculum</b></p> <p>Familiarised themselves with the school curriculum.</p> <p>All planning and teaching within the classroom is linked tightly to school's curriculum. Understands the term 'a carefully sequenced and coherent</p>	

<p>curriculum’.</p> <p>Developed confidence in all relevant areas of subject knowledge and understands the impact of this on the ability to impact on pupils’ learning and progress. This includes developing understanding of the National Curriculum expectations.</p> <p>Understands how expert colleagues sequence learning to ensure that pupils are able to link new ideas to their existing knowledge. Beginning to plan lessons to incorporate this concept.</p> <p>Understands how both the university-based training and school-led training/experiences have helped them become confident in the teaching of Early Reading (including Systematic Synthetic Phonics).</p> <p>Developed a range of teaching strategies to engage and enthuse pupils, especially in relation to understanding what they are learning and why.</p>	
<p><b>Pedagogy</b></p> <p>Awareness of the grouping of pupils for different purposes and understands the most effective methods to impact pupils’ learning and progress.</p> <p>Breaks down complex concepts into smaller steps in order to support pupils’ learning and progress.</p> <p>Uses appropriate questioning strategies to engage pupils, to check their prior knowledge and assess their understanding.</p> <p>Demonstrates effective modelling and understands the impact of this on the pupils’ learning and progress.</p> <p>Scaffolds teaching appropriately to impact on pupils’ learning and progress.</p> <p>Observed and used successful strategies when working with SEND pupils within the class to impact on their learning and progress. Is aware of the SEND Code of Practice.</p> <p>When planning sequences of lessons, considers working memory and metacognition of the pupils within the class.</p>	
<p><b>Assessment</b></p> <p>Understands how high quality feedback, written and verbal, has a significant impact on pupils’ learning and progress.</p> <p>Understands the value of this feedback to impact on the progress of a pupil or group of pupils, planning opportunities to reflect on their learning.</p> <p>Understands how formative assessment can be used during teaching and how these assessments</p>	

<p>impact on individuals and groups of pupils.</p> <p>Consistently uses an appropriate Learning Objective and assesses/ marks against this criteria with clear feedback and 'next steps' for pupils.</p> <p>Completes group/class progress trackers.</p> <p>Understands the relationship between formative and summative assessment and how they can each support teaching and learning.</p> <p>Utilised whole school data about the pupils in the class/es and understands how to make best use of the data that is collected within the class/es or across the school.</p> <p>Understands what the most important elements in effective and accurate assessment of pupils' progress are.</p>		
<p><b>Behaviour management</b></p> <p>Adhered to school/ class behaviour policy to manage pupil behaviour.</p> <p>Promoted high expectations for <b>all</b> pupils in the class/es with routines established to effectively manage behaviour.</p> <p>Maintains a positive classroom culture.</p> <p>Understands the relationship between having high expectations and the impact this has on pupil behaviour.</p> <p>Is able to relate aspects of theory learned in university-based to managing pupil behaviour successfully.</p> <p>Awareness of the difference between intrinsic and extrinsic rewards.</p>		
<p><b>Additional comments:</b></p>		
<p><b>Link Tutor comments:</b></p>		
<b>Overall Judgement</b>		
<p><b>Trainee is on track to meet Teachers' Standards</b></p>	<b>Yes</b>	<b>No</b>
<p>Signature of member of staff supervising this placement:</p>		
<p>Signature of University Link Tutor for this placement:</p>		

Student signature:	
Date:	



# ST@N



## Student Teacher @ Northumbria

### The Northumbria Student Teacher....

- ◆ has pupils at the heart of everything they do
- ◆ has high aspirations for themselves and all pupils
- ◆ shows a commitment to social justice
- ◆ builds professional and positive relationships within the university and school communities
- ◆ uses current educational research to inform their thinking and practice
- ◆ is a reflective practitioner who actively uses feedback to improve
- ◆ sees themselves as a lifelong learner
- ◆ shows creativity
- ◆ is self motivated

### They demonstrate this through;

- ◆ high levels of attendance on all aspects of their programme
- ◆ their positive contributions to university and school life