



**Northumbria
University**
NEWCASTLE

BA (Hons) Primary Education

BA3 Final Assessed Internship Placement

Module Handbook (2021)

Department of Social Work, Education and Community Wellbeing
Faculty of Health and Life Sciences

*Guidance for Student Teachers,
Mentors and Class Teachers*

Module Leader: Debbie Myers
Email: debbie.myers@northumbria.ac.uk

CONTENTS

Vision Statement	p. 3
Aims of the Final Assessed Internship Placement	p. 3
Assessment of Final Placement:	p. 4
Dates of the Final Assessed Placement and Teachers' Standards Presentation	p. 5
Week by Week Placement Timetable	p. 5/6
Absence/ School/Interruption	p. 6
Overview of Placement: Early Years Foundation Stage Setting	p. 7-10
Overview of Placement: Primary: KS1 and KS2	p.11-13
Key Information	
o Exemplar Timetable (70% teaching commitment)	p. 14
o Lesson Planning and Preparation Checklist	p. 14
o Lesson Evaluation Prompts	p. 15
o Weekly Reflections	p. 15
o Assessing Pupil Progress: Expectations of Placement	p. 16
o Example of pupil progress trackers (Primary)	p. 17
o Example of pupil progress tracker (Development Matters 30 – 50 m)	p. 18
o Example of pupil progress tracker (Development Matters 40 – 60 m)	p. 19
o Example of pupil progress tracker (Development Matters/ ELG)	p. 20
o Evaluation questions	p. 21
Weekly Journal Feedback and Observation	p. 22
Weekly Lesson Observations	p. 22
Weekly Review of Progress Meeting	p. 22/ 23
Link Tutor support	p. 24
Communicating your progress to your tutor	p. 24
Professional conduct	p. 24
Concerns about a student – Concerns Procedure	p. 25/26
End of placement report	p. 26
Recommendation for QTS	p. 26
Sources of Evidence (Teachers' Standards Presentation)	p. 26/27
DOCUMENTATION FOR PLACEMENT	
School Placement Files	p. 28
• File 1 The Planning and Assessment File	p. 29/30
• File 2 The School Context File	p. 31
School Placement Pen Portrait	p. 32
Weekly Journal Observation and Feedback Form	p. 33/35
Lesson Observation	p. 36/37
Weekly Review of Progress Proforma	p. 38/39
Record of observations of qualified teachers modelling exemplary practice	p. 40
Date, Time and Link to Mentor Training (22 nd April 2021 at 4pm)	p. 41
University Contacts List	p. 41

Welcome to your BA3 final assessed placement module handbook.

Vision Statement

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.'

One of a teacher's core purposes is to ensure the safety of all children. Safeguarding is defined in *Working Together to Safeguard Children* (Gov.uk, 2018) as:

- protecting children and learners from maltreatment
- preventing impairment of children's and learners' health and development
- ensuring that children and learners grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children and learners to have the best outcomes

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners. To comply with Initial Teacher Training criteria please ensure you have identified the safe-guarding lead copies of the following documents in your placement files and that your files are available in school each day:

- the child protection policy
- the behaviour for learning policy
- information about the role of the designated safeguarding lead
- a copy of 'Keeping Children Safe in Education'

Aims of the Final Assessed Internship Placement

The final assessed placement will provide you with a progressive induction into whole class teaching that enables you to take responsibility for 70% of whole class teaching by Week 4 (Assessed Week 3). The placement will begin on either Monday 29th March or Monday 12th April 2021 and end on Wednesday 16th June 2021, providing a sustained teaching placement of eight and a half weeks. If you have absences these will be made up in June/July after completing your Teachers' Standards presentation at a one hour appointment during the week beginning Monday 21st June.

You are expected to plan, teach, assess and evaluate sequences of lessons. You will set up whole class pupil progress trackers to monitor the impact of your teaching on pupils' progress. You will gather detailed evidence of four focus children's work and responses that will allow you to compare and contrast their responses, understanding and progress in areas of learning or subjects/ skills development. Your planning should be shared with the class teacher at least 24 hours before teaching, to allow for feedback and revisions. You should have two lesson observations each week – and a minimum of one observation.

In Week 4 your mentor and Link tutor will review your progress towards recommendation for QTS. If necessary additional weeks of placement term will be recommended during July.

Assessment of TE6670 Educational Placement 3

There are two components remaining for the assessment of module TE6670 Educational Placements 3:

Component 2: A Final Placement Report Form indicating Pass/Fail.

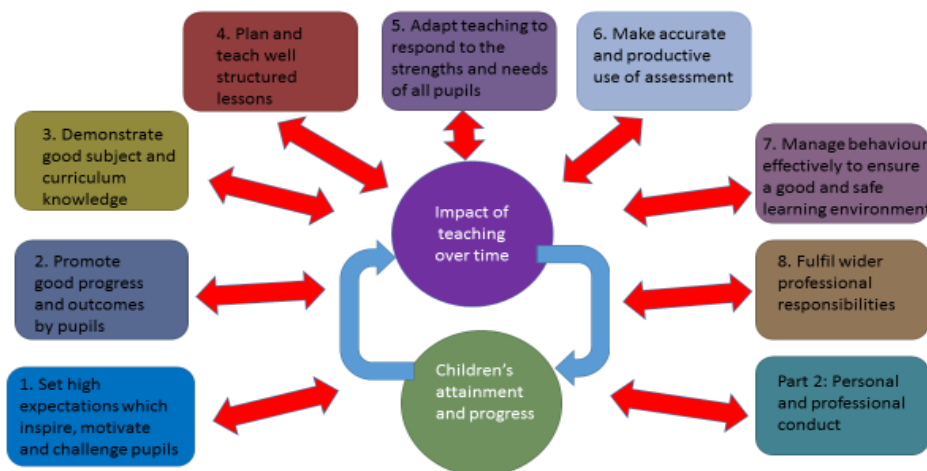
At the end of the final assessed placement your mentor will complete a final report form. as an electronic Word document completed by your mentor or class teacher. Mentors should send this to your Link Tutor and they will add their comment and signature and return it to you. You should upload this, via Turnitin, to the BlackBoard folder TE6670 Educational Placements 3, Final Placement Reports.

Component 3

On campus: Pass/Fail. An individual 1 hour appointment to confirm your recommendation to the Department for Education of newly Qualified Teacher Status.

1. **Part 1 : A Teachers' Standards Presentation (DfE, 2012 requirement)**

Approximately 40 minutes drawing on your PebblePad Portfolio of evidence including examples of work from four focus children, to enable you to critically reflect on the impact of your teaching in enabling children to engage, participate, and make progress in learning (Figure 1):



If the evidence you present is not adequate to meet the Teachers' Standard you will be asked to return on a different date to re-present your evidence (June/July or September).

1. **Part 2** Setting your first professional development targets for employment in a Career Entry Development Portfolio (CEDP) Booklet. Approximately 20 minutes: This booklet should be given to your employer as part of your induction – this is a DfE requirement for transition to newly qualified teacher status. Successful completion of this one-hour appointment will be followed by your recommendation for Newly Qualified Teacher status to the Department for Education.

Dates of Final Assessed Internship Placement

Phase 2	Monday 29 th March 2021 or Monday 12 th April 2021	Wednesday 16 th June 2021	All curricular subjects. Complete the requirement for the phonics and mathematics report if not already met.	70% teaching by end of assessed Week 3 (which is your fourth week in school).
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Dates of Teachers' Standards Briefing and Appointments

Thursday 17th June 2021 10:00 – 12:30 (On-line TE6670 BB Collaborate To be confirmed)
Transitioning to Newly Qualified Teacher Status; Completion of Programme Reviews
Briefing for your final Teachers' Standards presentations and the Career Entry Development
Profile

Friday 18th June 2021

Preparation of Teachers' Standards Presentation.

Monday 21st – Thursday 24th June 2021 Transition to Newly Qualified Teacher Status
via individual appointments and on-line Collaborate or TEAM rooms to be confirmed in June
2021.

Week by Week Breakdown of BA3 Final Assessed Placement

Week beginning	Location	Focus
Preparation Week Monday 22 nd March	Home/ University/ School	Preparing for school placement
Week 1		
Monday 29 th March	School or Easter Break	Non-assessed Week
Monday 5 th April	Easter Holiday	
Week 1		
Monday 12 th April	School or Easter Break	Non-assessed Week
Week 2		
Monday 19 th April	School	Assessed Week 1 50% Teaching Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Week 3		
Monday 26 th April	School	Assessed Week 2 60% Teaching Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Week 4		
Monday 3 rd May	Bank Holiday Monday	1 day statutory holiday
Tuesday 5 th May – Friday 8 th May	School	Assessed Week 3 60% Teaching and Review of Progress with mentor

		and Link Tutor (Week by Week Reviews.) Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Week 5		
Monday 10 th May	School	Assessed Week 4 70% Teaching Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Week 6		
Monday 17 th May	School	Assessed Week 5 70% Teaching Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Monday 24 th May – Fri 29 th May	Half Term Break	
Week 7		
Monday 31 st May	School	Assessed Week 6 70% Teaching Complete Weekly Journal and Weekly Review of Progress; forward outcome to Link Tutor at the end of the week.
Week 8		
Monday 7 th June	School	Assessed Week 7 70% Teaching Complete Weekly Journal and Weekly Review of Progress; forward overall outcome to Placement Lead and Link Tutor at the end of the week.
Week 9		
Monday 14 th June – Wednesday 16 th June	Final 3 days in school	Assessed Week 8 70% Teaching Depending on progress additional weeks of training may be required during July; a second final assessed placement will be offered in the Autumn term if necessary.

Absence due to personal illness, family illness, accident or bereavement should be reported to your school mentor, Ask4 Help, Link tutor, and placement lead. You should let Ask4Help know the date you return to school placement otherwise the absence will remain open. Depending on the length of absence these days may be made up after your Teachers' Standards presentation.

School closures – absence from placement due to Covid-19, lockdown or other reason

Please use the School Interruption Self-study Toolkit to identify suitable CPD courses, document these on your Weekly Review of Progress and send this to your Link Tutor so that your activities are tracked.

Overview of Placement Nursery/ Reception or EYFS setting
Across the duration of the placement you should be able to:

- observe pupils engaging in teacher-directed/ child-initiated activities to support future planning and assessment;
- engage with Development Matters (or the new Development Matters Handbook if you are placed in an Early Adopter School), pupil observations and pupil assessments to plan, teach and evaluate a series of teacher-initiated ‘activities’ across the prime and specific areas of learning;
- devise planning that reflects the three characteristics of effective teaching and learning (DfE, 2015):
 - playing and exploring - children investigate and experience things, and ‘have a go’;
 - active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
 - creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- support a series of child-initiated play and learning activities using the ‘plan-do-review’ approach across areas of learning in accordance with your class teacher’s directions;
- plan to support learning in outdoor and indoor areas
- plan role play activities to support development across areas of learning
- plan continuous provision that will support children’s Understanding of the World
- plan for teaching assistants and other adults
- plan a series of Guided Reading lessons if appropriate
- plan a series of phonics lessons if appropriate
- track the progress of pupils’ learning across the prime and specific areas of learning using the setting’s assessment system;
- monitor the impact of your teaching on pupils’ progress in learning;
- monitor your own professional development in meeting each and every Teachers’ Standard using the Standards Progression documentation and through discussions at your weekly meeting with your mentor/class teacher.
- act on the guidance of your class teacher, mentor, link tutor, Headteacher and placement leader.
- communicate with your link tutor and send him/her the outcomes of your weekly progress at the end of each week for inclusion in the BA3 students’ placement progress tracker eg Working Towards Expectations/ Meeting Expectations.

Weekly Overview: EYFS Settings

Date	Mentor	Student Teacher
Week 1	<p>Ensure the ST is inducted into school and review the policies for safeguarding, e-safety, inclusion, behaviour, teaching and learning and assessment.</p> <p>Share details of the class organisation and any changes – new pupils and pupil progress data.</p> <p>Agree a teaching timetable for the first two weeks and a schedule of meetings for weekly reviews.</p> <p>Plan to observe the student teacher twice each week.</p>	<p>Non-assessed week.</p> <p>Meet with the class teacher to gather information about the pupils and their routines. Work collaboratively with the class teacher/ TA’s/teaching team. Observe pupils engaging in teacher-directed/ child-initiated activities to support future planning and assessment;</p> <p>engage with Development Matters (or new version), observations and pupil assessments to plan, teach and evaluate a series of teacher-initiated and directed ‘activities’ across the prime and specific areas of learning;</p>

	<p>Share EYFS medium term planning documentation relevant to the block placement. Students will use Northumbria lesson plans to plan all taught sessions and group work.</p> <p>Finalise plans for teaching 50% timetable in Week 2.</p>	<p>work with groups alongside the class teacher so that by the end of the week you have worked with all pupils in the class. Evaluate all taught sessions (post-it-note/ annotations). In parallel with your mentor record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. Choose an area of interest from, or consistent with, the class teacher's medium-term planning from which to plan. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards.</p>
Week 2	<p>Involve the student in collaborative planning. Review the student teacher's planning prior to the delivery of all taught sessions. Provide guidance about the appropriateness of the planning. Teacher to observe student twice and provide feedback from lesson observations. Weekly review of progress meeting to set new targets. During the weekly review meeting encourage the student teacher to reflect on what has been learned (this might be from observations, classroom experience, or other professional development opportunities). The focus should be on what the experiences mean for the student and what has been learned rather than serving as a record of what was done. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student. Check student collects evidence of children's engagement and work for uploading to their PebblePad Portfolio.</p>	<p>Assessment begins 50% teaching timetable, Team Teaching: plan and teach collaboratively with the class teacher across prime and specific areas of development. Your lesson planning should clearly show roles for 'lead' and 'support teacher' and should be provided to your class teacher well before the lesson so that she/he can provide advice. Act promptly on all advice and feedback given by mentors and host class teachers. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 20% 1-1 work/small group in host class 30% working on personal targets/preparing for lessons/observing practice in other classes With your class teacher or mentor, review school policy and practice in assessment and record-keeping. Evaluate all taught sessions (post-it-note/ annotations). Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. Ensure you collect evidence of progress and upload to PebblePad. Submit lesson grades to Link Tutor.</p>
Week 3	<p>Review the student teacher's planning prior to the delivery of all taught sessions. Teacher to observe student twice and provide feedback from</p>	<p>60 % teaching timetable, across prime and specific areas of development, leading learning, supporting learning and observing to inform planning as appropriate; track the progress of pupils' learning across</p>

	<p>observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student. If possible undertake a curriculum stroll with student teacher to enable them to observe progression in a specific curriculum area or progression in skills.</p>	<p>the prime and specific areas of learning using the setting's assessment system; monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions (post-it-note/ annotations). Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress.</p>
Weeks 4	<p>Teacher to observe student twice and provide graded feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student.</p>	<p>60% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. Submit judgements to Link Tutor.</p>
Week 5	<p>Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.</p>	<p>70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. Submit judgements to Link Tutor.</p>
Week 6	<p>Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a</p>	<p>70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; Evaluate all taught sessions.</p>

	Weekly Review of Progress with student and set professional development targets.	Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit judgements to Link Tutor.
Week 7	Teacher to observe student twice and provide graded feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.	70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; Evaluate all taught sessions. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit judgements to Link Tutor.
Week 8	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and help the student to identify targets for transition into employment as a Newly Qualified Teacher. Complete final report with student. Send this report to the Link tutor for comment.	70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; submit lesson observation grades to Link Tutor. Submit final grades achieved in each Teachers' Standard using the grid. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress with mentor. Review your placement report with mentor. Ensure your Link tutor adds a comment to your placement report. Upload your final report form to Turnitin via the Educational Placements 3 BB.
Week 9	Please use these days to complete any missing observations.	70% teaching timetable Submit grades achieved in each Teachers' Standard using the grid. If you have not done this at the end of last week. When your Link tutor has commented upon and signed your report upload it to Turnitin via the TE6670 Educational Placements 3 BB.

Overview within a Primary (KS1/ KS2) class

- engage with the appropriate National Curriculum programmes of study, school schemes of work and pupil assessments to plan, teach and evaluate a series of lessons in all three core subjects.
- teach as wide a range of foundation subjects as possible.
- gain experience of planning a sequence of lessons over a period of time.
- track the progress of pupils learning in the core and foundation subjects.
- monitor the impact of your teaching on pupils' progress in learning.
- monitor your own professional development in meeting each and every Teachers' Standard using the Standards Progression documentation and through discussions at your weekly meeting with your mentor/class teacher including gathering, annotating and uploading your evidence to PebblePad for your Teachers' Standards presentation.
- act on the guidance of your class teacher, mentor, link tutor, Headteacher and placement leader.
- communicate with your link tutor and send him/her the results of your 2 weekly lesson observations (grade/subject/ area of learning) at the end of each week for inclusion in a students' placement progress tracker.
- Ensure you have completed the phonics report and the mathematics report for QTS.

Weekly Overview: KS1 and KS2

Date	Mentor	Student Teacher
Week 1	<p>Ensure the ST is inducted into school and review the policies for safeguarding, e-safety, inclusion, behaviour, teaching and learning assessment and marking</p> <p>Share details of the class organisation and any changes – new pupils and pupil progress data.</p> <p>Agree a teaching timetable for the first two weeks and a schedule of meetings for weekly reviews of progress.</p> <p>Share school medium term plans and any planning documentation relevant to the block placement.</p> <p>Students will use Northumbria lesson plans to plan all taught sessions and group work.</p> <p>Finalise plans for teaching 50% timetable in Week 2.</p>	<p>First day: Observing, supporting the class teacher working with groups. Collaborative planning, team teaching, evaluating and assessing pupil progress. Teaching strategies used in host class Knowledge of subjects/areas of learning to be covered during the assessed weeks Re-Identification of 4 focus children. Collection of baseline evidence on focus children. Teach in the core subjects: Thursday/Friday. Continue working with groups working with groups alongside the class teacher so that, by the end of the week you have worked with all pupils within the class. Use the TA planning tool to ensure all additional adults staff are fully briefed, in ample time prior to any teaching or assessing activities.</p>
Week 2	<p>Review the student teacher's planning prior to the delivery of all taught lessons. Provide guidance about the appropriateness of the planning.</p> <p>Teacher to observe student twice and provide feedback from observations.</p> <p>Provide guidance and advice on student's planning.</p> <p>Identify progress using the Weekly Journal. Undertake a Weekly Review</p>	<p>Assessment begins You will work to a timetable that includes approximately: 50% teaching timetable, focusing initially on core subjects 20% 1-1 work/small group in host class. provide your class teacher with your lesson plan well before the lesson so that she/he can provide advice. Act promptly on all advice and feedback given by mentors and host class teachers.</p>

	<p>of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio. Ensure the Student Teacher uses the TA planning tool to ensure all additional adults staff are fully briefed, in ample time prior to any teaching or assessing activities.</p>	<p>Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. Submit lesson grades to Link Tutor. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes (if this is possible given restrictions due to Covid-19 contingency planning).</p>
Week 3	<p>Review the student teacher's planning prior to the delivery of all taught lessons. Provide guidance about the appropriateness of the planning. Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio. Support the student with marking and assessment of pupils' work through moderation or double marking.</p>	<p>60% teaching timetable Plan and teach a sequence of lessons in mathematics, English and a foundation subject. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Undertake a workbook scrutiny/ jointly mark with teacher/colleagues. Submit lesson judgements to Link Tutor.</p>
Weeks 4	<p>Review planning and use of TA Teaching Tool. Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio.</p>	<p>60% teaching timetable Plan and teach a sequence of lessons in mathematics, English and a range of foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit lesson judgements to Link Tutor.</p>
Week 5	<p>Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio.</p>	<p>70% teaching timetable Plan and teach a sequence of lessons in core and foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes.</p>

		Submit lesson judgements to Link Tutor.
Week 6	<p>Review the student teacher's planning prior to the delivery of all taught lessons. Provide guidance about the appropriateness of the planning.</p> <p>Teacher to observe student twice and provide feedback from lesson observations.</p> <p>Weekly review of progress meeting to set new targets.</p> <p>Undertake a curriculum stroll with student teacher to enable them to observe progression in a specific curriculum area or progression in skills.</p>	<p>70% teaching timetable</p> <p>Plan and teach a sequence of lessons in core and foundation subjects.</p> <p>track the progress of pupils learning in the core and foundation subjects.</p> <p>Evaluate all taught lessons.</p> <p>Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards.</p> <p>30% out of class working on personal targets/preparing for lessons/observing practice in other classes.</p> <p>Submit lesson judgements and your Weekly Review of progress to your Link Tutor.</p>
Week 7	<p>Teacher to observe student once and provide graded feedback from observations.</p> <p>Provide guidance and advice on student's planning.</p> <p>Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.</p> <p>Check student is collecting evidence for PebblePad Portfolio.</p>	<p>70% teaching timetable</p> <p>Plan and teach a sequence of lessons in core and foundation subjects.</p> <p>track the progress of pupils learning in the core and foundation subjects.</p> <p>Evaluate all taught lessons.</p> <p>Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards.</p> <p>30% out of class working on personal targets/preparing for lessons/observing practice in other classes.</p> <p>Submit lesson judgements to Link Tutor.</p>
Week 8	<p>Teacher to observe student twice and provide graded feedback from lesson observations.</p> <p>Help the student to identify targets for career entry development profile and transition into employment as a Newly Qualified Teacher.</p> <p>Complete final report with student.</p> <p>Please provide the Link Tutor with an electronic copy of this form as a Word document for their comment and signature.</p>	<p>70% teaching timetable</p> <p>Plan and teach a sequence of lessons across core foundation subject.</p> <p>track the progress of pupils learning in the core and foundation subjects.</p> <p>30% out of class working on personal targets/preparing for lessons/observing practice in other classes.</p> <p>Submit judgements to Link Tutor.</p> <p>Upload your final report form to Turnitin via the Educational Placements 3 BB.</p>
Week 9	<p>Use this time to complete any missing lesson observations.</p> <p>Collect any evidence you need for the Teachers' Standards presentations.</p>	<p>70% teaching timetable</p> <p>Plan and teach a sequence of lessons across foundation subjects.</p> <p>Review the progress of pupils learning in the core and foundation subjects.</p> <p>Upload your final report form with your Link tutor's comment and signature to Turnitin via the Educational Placements 3 BB if you have not done so.</p>

What could a 70% teaching timetable look like?

	lesson 1	Lesson 2	Lesson 3	Lesson 4	
Monday					=20%
Tuesday					= 10%
Wednesday					=20%
Thursday					= 10%
Friday					= 10%

This is an example not an expected model.

Lesson Planning and Preparation Checklist (TS4)

You must present a copy of your lesson planning to mentors or host class teacher for advice at least 24 hours before teaching the lesson to enable you to receive feedback and to give you time to make any revisions in response to that feedback. You must also use the Teaching Assistant planning tool to ensure additional adults are purposefully engaged eg in assessing your four focus children during the introduction to lessons or during plenaries.

- Have you referred to the relevant programme of study (National Curriculum) or Development Matters/Early Learning Goal or school scheme of work? (TS3)
- Do you know exactly what you want the children to learn in each part of the lesson/activity? (TS3)
- Have you thought about how you will make sure children know and understand the learning objectives? Success criteria? (TS4, TS6)
- How will you formatively assess children's prior learning? (TS2, TS6)
- Have you considered the kind of questions the children may ask and the misunderstandings they may have? Will you target differentiated questions at pupils? (TS6, TS5,)
- Have you thought about the key information you will need to explain and how you will do this? Explaining, Modelling, scaffolding? (TS3)
- Are you confident in your subject knowledge? Have you considered a range of pedagogical strategies to make this subject knowledge accessible to children? Have you discussed these approaches with your class teacher/mentor? (TS3)
- Have you thought about the key vocabulary you need to teach and key questions you need to ask? How will this vocabulary be shared? Vocabulary mats? (TS3)
- Do you know what the children will DO in each part of the lesson/activity?
- How will you differentiate? By use of scaffolds eg writing frames, vocabulary mats, support from peers, or a TA with a script of probing questions that encourage the child to think differently? (TS5, TS8)
- Have you prepared and checked the resources you will need? (TS4, TS8)
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity? (TS2, TS5)
- Will you use talk partners to enable children to orally rehearse their ideas? (TS3,)

- Will you encourage interactions using mini-whiteboards to share their ideas and formatively assess responses (TS2, TS6)
- Have you considered how you will support learning (children with learning needs needs) or extend learning (more able children)? (TS2, TS5)
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity? (TS2, TS5, TS8)
- How can the plenary be used to support reflection on how children worked hard to achieve the lesson objective/success criteria – where did they persist, show resilience or a growth mind-set? (TS2, TS6)
- When assessing pupils' success in learning have you identified WHO? WHAT? HOW? (TS2, TS6)

Lesson Evaluations Prompts

All lessons taught must be evaluated. There is a section on the lesson plan where you can evaluate each lesson. Evaluations should be in the form of lesson plan annotations, linked to the Teachers' Standards and should address one or more of the following:

- achievement of learning outcomes/ lesson objectives, success criteria (TS2, TS5, TS6)
- pupils' progress in learning and their work, discussions, questions, misconceptions
- relationships (TS1, TS2, TS5, TS6, TS7)
- organisation and management of the whole lesson (TS4)
- organisation and management of a particular phase within the lesson (TS4)
- the effectiveness of individual, pair, group, whole class activities/discussions (TS2, TS4, TS6)
- use and effectiveness of resources (TS4)
- use of teaching strategies eg modelling, scaffolding (TS3, TS6)
- developing your use of formative assessment to support responsive teaching (TS6)
- discipline and control of class or groups (TS7)
- management of or behaviour of individual pupils (TS7)
- aspects of delivery, such as pace of lesson (TS4)
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs (TS2, TS5, TS6)
- introductions and conclusions to teaching episodes (TS3, TS6)
- work with teachers, with and within teams (TS8)
- work and relationships with other adults in the classroom / in the school (TS8)
- use of questioning, explaining, discussion, instruction (TS3)
- awareness and use of the learning environment (TS1)
- the use of time - the student's and the pupils (TS4)

Weekly Reflections

At the end of the week please complete a weekly reflection to review the impact of your teaching on pupils' learning progress. Critically analyse the outcomes of your pedagogical decision-making and your success in meeting your targets or next steps. Upload these to your PebblePad Portfolio – these provide on-going evidence of your development as a reflective practitioner.

Assessing Pupil Progress: Placement Expectations

On this placement you should continue to receive appropriate guidance and support in order to continue to improve your planning, teaching and assessment skills to evaluate the impact of your teaching on pupils' progress in learning. As a result, you should be able to demonstrate progress against Teachers' Standards 2 and 6:

Overview of BA3		
University	School	Student
<p>Curriculum Studies 3 module and assignment provides student teachers with an opportunity to develop knowledge of assessment strategies for use in core subjects.</p> <p>Use of pupil progress tracker for all children in the class and for all subjects taught.</p> <p>Re-examine the 'Assess – Plan – Do – Review' cycle of learning from stage 1. What do the students now understand about assessment for learning?</p>	<p>Arrange for student to meet with assessment manager/coordinator to discuss the assessment systems used across school.</p> <p>Regular checking of trackers against the enclosed evaluation questions. Use weekly review meetings and link tutor visits to discuss these.</p> <p>Discuss individual pupil progress and groups/individual pupils who may benefit from intervention.</p>	<p>Review how assessments are carried out and ask for training in use of the whole school pupil progress tracking system.</p> <p>Set up and maintain a whole class pupil progress tracking system based on either the system used in school or on an Excel spreadsheet. This will help you to evaluate your impact on pupil progress.</p> <p>Use your pupil trackers for all children in the class across all subjects taught. Undertake detailed assessment of 4 focus children. What has their attainment over time been in the subjects they have taught?</p> <p>Ensure assessment information is collated in the 3 core subjects and foundation subjects taught eg through reflections.</p>
<p>Student teachers will collect a bank of evidence to demonstrate how they are meeting the criteria for Teachers' Standards 2 and 6 for their final Teachers' Standards Presentation, following final assessed placement.</p>		

Example of a possible whole class pupil progress tracker KS1 Science

<table border="1" style="width: 100%;"> <tr> <td>Key</td> <td></td> </tr> <tr> <td>Not met LO</td> <td style="background-color: red;"></td> </tr> <tr> <td>Met LO</td> <td style="background-color: orange;"></td> </tr> <tr> <td>Exceeded LO</td> <td style="background-color: green;"></td> </tr> </table>		Key		Not met LO		Met LO		Exceeded LO		To distinguish between an object and the material from which it is made.	To describe the simple physical properties of a variety of everyday materials.	To compare and group together a variety of everyday materials on the basis of their simple physical properties.	To identify and compare the suitability of a variety of everyday materials, including metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Key														
Not met LO														
Met LO														
Exceeded LO														
May														
Focus Child A														
Ali														
Sarah														
Harry														
Focus Child B														
Shareen														
Laura				absent										
Milly														
Austin														
Focus child C														
Danny														
Sam														
Farzana				absent	absent									
Focus child D														
David														

Development Matters Tracking Sheet for 30-50 months. NAME:

D.O.B.





















































PRIME AREA OF LEARNING AND DEVELOPMENT – 1. Personal, Social and Emotional Development			
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
30-50 months	<ul style="list-style-type: none"> •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> •Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> •Aware of own feelings, and knows that some actions and words can hurt others' feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routine.
PRIME AREA OF LEARNING AND DEVELOPMENT – 2. Communication and Language			
	Listening and attention	Understanding	Speaking
30-50 months	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> •Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
PRIME AREA OF LEARNING AND DEVELOPMENT – 3. Physical Development			
	Moving and Handling	Health and self-care	
30-50 months	<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> •Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	
SPECIFIC AREA OF LEARNING AND DEVELOPMENT – 1. Literacy			
	Reading	Writing	
30-50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. 	<ul style="list-style-type: none"> •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. 	

Development Matters Tracking Sheet for 40-60 months. NAME:

D.O.B.

PRIME AREA OF LEARNING AND DEVELOPMENT – 1. Personal, Social and Emotional Development			
	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
40-60 months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
PRIME AREA OF LEARNING AND DEVELOPMENT – 2. Communication and Language			
	Listening and attention	Understanding	Speaking
40-60 months	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
PRIME AREA OF LEARNING AND DEVELOPMENT – 3. Physical Development			
	Moving and Handling	Health and self-care	
40-60 months	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
SPECIFIC AREA OF LEARNING AND DEVELOPMENT – 1. Literacy			
	Reading	Writing	
40-60 months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are</p>	

**An example of a whole class pupil progress tracking system in EYFS Reception/Nursery
Understanding the World (Development Matters/Early Learning Goal)**

Key	Development Matters 30 – 50 months				Early Learning Goal Understanding the World 40 – 60+ months			
	Not met LO							
	Met LO							
	Exceeded LO							
Children	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Developing an understanding of growth, decay and changes over time.	Shows care and concern for living things and the environment.	Children know about similarities and differences in relation to places, objects, materials and living things.	They talk about the features of their own immediate environment and how environments might vary from one another.	They make observations of animals and plants and explain why some things occur, and talk about changes.	
Sally								
Ali								
Zofia								
Maisy								
Daisy								
Salman								
Luka								

Examples of evaluation questions

Which children are working towards this expectation?	Which children are meeting this expectation?	Which children are exceeding this expectation?
<p>How do you know?</p> <p>What <u>are</u> they capable of?</p> <p>So what do they still need to achieve?</p> <p>What activities and resources will support them in making progress?</p> <p>If they cannot access these resources and activities, what will you do?</p> <p>If children achieve, how will you extend or deepen their learning?</p>	<p>How do you know?</p> <p>Is their understanding secure?</p> <p>So do they need to consolidate, extend or deepen their learning?</p> <p>What activities and resources will support them in making progress?</p> <p>If they cannot access these resources and activities, what will you do?</p> <p>If children achieve, how will you extend or deepen their learning?</p>	<p>How do you know?</p> <p>How do you plan to deepen children's learning so the children are able to apply it to new contexts?</p> <p>What activities and resources will support them in making progress?</p> <p>If they cannot access these resources and activities, what will you do?</p> <p>Is your task open ended? If not, what provision have you made to extend their learning/provide additional challenge?</p>

Weekly Journal Feedback and Observations

Each week you will engage in a range of professional learning tasks to develop your skills in, for example, planning, teaching, assessing and managing behaviour. You will participate in staff meetings, training, marking, or, developing the learning environment/ creating displays. You will be observed teaching and you be given feedback to support further learning. These aspects of training should be documented by you and the mentor or class teacher in a Weekly Journal Feedback and Observation document. You should take this Journal to your Weekly Review of Progress meeting to help you to identify your strengths, areas needing development and to identifying your next professional development targets.

It is important that you prepare well so that all aspects of your professional activities and engagement are recorded. These documents will also provide excellent evidence of how you are meeting each Teachers' Standard and should be uploaded to your PebblePad Portfolio of evidence.

Weekly Lesson Observations

During each week of placement two lesson observations should be carried out by a member of the host school staff using the university lesson observation proformas.

You should act on feedback promptly benefit from feedback given as soon as practical after the lesson has ended. As you develop your ability to accurately reflect upon each lesson you will be able to see the strengths of the lesson but at the outset you may not always able to self-diagnose areas for development. Ask for further guidance if you unsure of how to address an issue.

At the end of the Weekly Review of Progress Meeting you should be given targets for their next observed lesson. If the targets are not achieved they should be reset until they are achieved. In this way you will be able to make measurable improvements across a series of observed lessons and this progress can be monitored and reviewed via each Weekly Review Meeting.

It is particularly important that the Link Tutor be alerted promptly, if there is a concern, so you have support and guidance to help you to address the problem.

Weekly Review of Progress Meeting

The Weekly Review of Progress is a key formative assessment tool for all school placements and the contents of these reviews will provide evidence for your end of placement report. You should meet with the teacher/mentor every week of placement to evaluate and review your placement experience. The discussion should consider a range of evidence including pupil feedback, marking, planning, assessment, relevant tasks, TA feedback and the evidence from the Weekly Journal and subject specific lesson observation/s. You may also use evidence in your placement files and weekly reflections. An overall formative judgement will be made at the end of the meeting. You will either be working towards the weekly placement expectations or you will be meeting weekly expectations.

A maximum of 2 SMART (Specific, Measurable, Achievable, Realistic and Time limited) targets should be agreed at the end of the meeting these will be the focus for the next 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. A copy of the Weekly Review of Progress should be shared with your Link Tutor keep a copy in your placement file.

The Link Tutor should be invited to attend two Weekly Reviews of progress 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)

Professional Learning Conversations for Weekly Reviews of Progress

(These focused 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))

Final Stage of Training (BA3 Primary final assessed placement)		
Week	Question Focus	Links to university-based training
Week 1	B How have you promoted high expectations for all 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	Pe 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?	Identifying Learning objectives and Success Criteria
Week 3	C 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; lectures, workshops, independent study.
Week 4	A 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	Pr 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	Pr Discuss how you plan to implement the DfE's School workload reduction toolkit 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

Link Tutor Support

You will be allocated a Link Tutor and in your initial email to introduce/ re-introduce yourself please attach your professional development targets.

At the end of every assessed week you must email your Weekly Review of Progress form and your mentor's judgement of your progress (Working Towards Expectations/ Meeting Expectations) to your LT for uploading to a BA3 Cohort Tracker.

At the end of placement upload your final placement report to BB at TE6670 Educational Placements 3 Folder' Final Placement Reports. Send a copy to confirm your end of placement judgements to your Link Tutor.

Communicating your progress to your Link Tutor

During the final assessed placement your mentor will complete an end of placement reports at the final Weekly Review of Progress Meeting at which your progress will be judged as either Working Towards Expectations or Meeting Expectations. This judgement should be reported to your Link Tutor by Friday evening so that it can be uploaded to a whole cohort tracker. This enables the placement lead to monitor student progress and to provide support rapidly. If observations, Weekly Reviews of Progress or support with your Learning Journal is not carried out due to staff absence contact your Link Tutor to give extra support.

Week/ Date	Progress
Non-assessed	Settling into class/school
1	Eg Working towards expectations
2	Eg Working towards expectations
3	Eg Meeting Expectations
4	Eg Meeting Expectations
5	Eg Meeting Expectations
6	Eg Meeting Expectations
7	Eg Meeting Expectations
8	Eg Meeting Expectations
9 Mon - Weds	Meeting Expectations

Professional Conduct

While on placement you are expected to act as a role model for pupils, other students, teaching assistants, school colleagues and parents and to act as an ambassador for Northumbria University. This will require you to demonstrate resilience in managing working relationships with colleagues.

If you are going to be absent from placement you must inform your mentor/ Headteacher and Ask4Help so that arrangements can be made to ensure there is cover for your lessons in good time. You may be required to make up missing days at the end of your placement and this may delay your Teachers' Standards presentations.

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.

- The Link Tutor will be 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.
- The 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.

End of placement

At the end of this final assessed placement please complete a final placement report and forward this to the Link tutor who must sign and add a comment. The Link Tutor should forward this signed report to the student teacher who will upload it via Turnitin to BlackBoard in module TE6670 Educational Placements 3. To pass the placement successfully the student must receive an overall judgement of Meeting Expectations.

Recommendation for Qualified Teacher Status (Department for Education): successful completion of a Teachers' Standards presentation

During placements student teachers are required to collect evidence to demonstrate progress to meet the Teachers' Standards. This is a statutory requirement by the Department for Education in order to confer Newly Qualified Teacher Status at the end of a programme of initial teacher education.

A range of evidence should be uploaded each week to the student's PebblePad Portfolio for annotation and reflection in preparation for their Teachers' Standards presentation. Students should have undertaken an audit to identify the evidence they already have and an action plan to identify any gaps in evidence. Most of the evidence needed will be collected through planning and teaching but also through experiences gained in assuming greater responsibility within school e.g. attending staff meetings, or parents' evenings; observation of good and outstanding practice; learning about subject-specific pedagogy (subject coordinator observations/meetings); targeting time to spend in other key stages/year groups; observations of, or meetings with, specialist teachers / staff; organising school visits, contributing to risk assessments; contributing more widely to the life of the school including other special events e.g. after-school clubs, attending PTA events. The table below outlines key sources of evidence:

Sources of Evidence

Monitoring your impact on pupil progress (Informs your Teachers' Standards Portfolio/PebblePad Evidence for Presentation)		
Evidence	Source	Date if reviewed by Mentor or LT.
Weekly targets identified from a lesson observation or weekly review.	Initial target sheet discussed with personal guidance tutor (Week 1). Lesson observation or Weekly Review of Progress document	
Annotated lesson plans show that you have made direct observations of pupils during a lesson.	Planning and Assessment file.	

Informal observation of all pupils, which contributes to your understanding of how they learn/interact.	You may not have all of this evidence written down, but you will be able to draw upon it in discussions.	
Four focus children- you have a selection of samples of work and records, which create a clear baseline at the start of placement.	Planning and Assessment file.	
Work scrutiny - you have discussed the focus children's work with the teacher at the start and end of the placement.	Planning and Assessment file.	
Marking (where appropriate) and feedback to pupils.	Planning and Assessment file Children's books.	
During the weekly review of progress and informally- Discussions about learning/ progress with teacher.	Planning and Assessment file.	
Contribution of teaching assistants- you collect their assessments/ notes after a lesson and discuss learning/progress with them between lessons. (See also TA/Teacher planning tool).	Planning and Assessment file.	
Lesson observations identify the level of pupil engagement, interest and progress.	Planning and Assessment file.	
Lesson observations identify effective use of questioning and discussions with individuals /groups/whole class to move learning on.	Planning and Assessment file.	
Lesson observation show that work and resources are matched to pupils' differing needs and abilities.	Planning and Assessment file.	
Your lesson plans, lesson observations and assessments show evidence of your subject knowledge.	Planning and Assessment file.	

Students can also use the School Interruption Self-study Toolkit of Professional Development courses to enhance any gaps they have identified in their evidence base eg in specific subject knowledge or professional skills.

The School Placement Files

- The Student Teacher will continue to maintain two placement files throughout the duration of the placement.
- These files should be kept in school throughout the placement for scrutiny by all parties concerned including teachers, the training co-ordinator, school-based mentor, Head Teacher, University Link Tutor and the External Examiner.
- The files constitute an evidence base from judgements can be made about the Student Teacher's performance on placement.
- The files are particularly useful for assessing the Student Teacher's planning, assessment of pupils' progress, reflective evaluation of lessons, management and organisation.
- The files should be well organised, using the checklist included in this handbook and clearly divided into sections.

Content of the Files

File 1

The Planning and Assessment File - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate. (Content list follows).

File 2

The School Context File – contains all relevant contextual information, including required school policies. (Content list follows).

FILE 1: THE PLANNING AND ASSESSMENT FILE

Print this form and insert at the front of your planning and assessment file.

This checklist is to be used to by the class teacher, the training coordinator and the link tutor
Children's initials should be used in place of their names on any documentation kept in this file.

Section:	Signed/dated by:- Class teacher (CT) Mentor, Link Tutor (LT)			Required Content:
	CT	M	LT	
Title Page				<ul style="list-style-type: none"> • Student name • Name of class teacher • Name of Training Co-ordinator • Name of University Link Tutor • Class name and year group
Placement feedback and support information				<ul style="list-style-type: none"> • At least 2 completed observation per week • A completed weekly review of progress for each week in school • Standards Progression Document highlighted each week
Medium term planning				<ul style="list-style-type: none"> • The school's medium-term plans, indicating subjects/ curriculum areas the student will be responsible for teaching during the placement.
Daily planning and formative assessment				<ul style="list-style-type: none"> • Detailed daily lesson plans for all taught sessions (group / whole class) incorporating opportunities for formative assessment and any planned future intervention • All lesson plans need to be annotated with comments about strengths of the lesson, points for development and assessment of the learning of 4 focus children
School based assessment information				<ul style="list-style-type: none"> • How does the school track the progress of the children throughout the year? e.g. Data tracking systems, Assessing pupil progress schedules, baseline assessment, Foundation Stage Profiles, SATs and other test data.
Grouping of children				<ul style="list-style-type: none"> • Grouping systems used in the class and the rationale as to how the groups have been established for Reading/Writing/Mathematics/Other • Identification of children supported by teaching assistants.

Pupil progress (whole class)				<ul style="list-style-type: none"> • How does the class teacher monitor individual pupil progress? E.g. reading records, spelling test results, guided reading records, Assessing pupil progress schedules, test data etc. • Individual Education Plans. Key issues from existing records of the children e.g. those with, specific issues such as health problems, behavioural difficulties
Pupil progress (individual)				<ul style="list-style-type: none"> • Examples of work completed by 4 focus pupils during the placement incorporating baseline data and annotated assessment data from each lesson taught indicating evidence of assessment against learning objective and next steps identified. • How did you choose to track your 4 focus pupils? examples of student's personal record keeping / tracking systems (see examples).
Evaluations and target setting.				<ul style="list-style-type: none"> • Weekly evaluations summarising strengths and areas for development during the next week; this should be reflective, analytical and
Signed Class Teacher:				
Signed Mentor:				
Signed Link Tutor:				

FILE 2: THE SCHOOL CONTEXT FILE

Print this form and insert at the front of your file.

Children's initials should be used in place of their names on any documentation kept in this file.

This checklist is to be checked by the class teacher, the training coordinator and the Link Tutor.

Section	Signed/ dated by: Class Teacher (CT), Mentor (M), Link Tutor (LT)			Required Content
	CT	M	LT	
Title Page				Student name Name of class teacher. Name of Mentor. Name of University Link Tutor if allocated. Class name and year group.
Personal information				Updated personal pen portrait. Previous placement reports.
Key information about the school				Pen portrait of the school. Whole school daily routines / timings. Copies of school policies, including behaviour and safeguarding. School prospectus.
Key information about the class				Class timetable / placement timetable. Size, groupings. Children with Special Educational Needs. Support staff, adults other than teachers working in the class.
A school report				An example of a school report with all personal information concealed.
Notes from meetings				Notes from meetings with class teacher, mentor, or link tutor.
Safeguarding Policy Declaration				I have read the school safeguarding policy, including the Prevent documentation and am fully aware of their content.
				I have identified the safeguarding lead within school and know who to approach with any questions or potential issues.
Student signature:				
Signed Class Teacher:				
Signed Mentor:				
Signed Link Tutor (if allocated):				

SCHOOL PEN PORTRAIT

SCHOOL PEN PORTRAIT	
Name of school	
Name (e.g. Initial Assessed) and Date of Placement	
Type of school (Academy, Free, Faith)	
Local Authority	
Age phase (e.g. primary)	
Number of pupils	
Number of teachers	
Number of support staff	
Philosophy/vision of the school (see website or prospectus)	
General comments (see website or Ofsted report)	
What have you learned from the non-assessed placement in preparation for your final assessed placement?	

Weekly Journal

Feedback and Observations

This should include at least one subject-focused lesson observation

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

Targets for the week:

•

Focus	Strengths	Areas for development	
Impact on Learning, Teaching & Assessment:			<p><u>Set high expectations which inspire, motivate and challenge pupils</u></p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p><u>Promote good progress and outcomes by pupils</u></p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. <p><u>Demonstrate good subject and curriculum knowledge</u></p> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 if teaching early reading, demonstrate
Impact on Pupil Progress & Learning:			
Subject Knowledge & Pupil Learning:			

<p>Behaviour for Learning:</p>			<p>a clear understanding of systematic synthetic phonics</p> <ul style="list-style-type: none"> • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <p><u>Plan and teach well structured lessons</u></p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s) <p><u>Adapt teaching to respond to the strengths and needs of all pupils</u></p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 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 • 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.
<p>Other (including Part 2 of the Teachers' standards)</p>			
<p>Summary of key strengths including progress against previous targets:</p>	<ul style="list-style-type: none"> • 		
<p>Future targets:</p>	<ul style="list-style-type: none"> • 		<p><u>Make accurate and productive use of assessment</u></p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <p><u>Manage behaviour effectively to ensure a good and safe learning environment</u></p> <ul style="list-style-type: none"> • 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 • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. <p><u>Fulfil wider professional</u></p>

		<p><u>responsibilities</u></p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being.
Signed (Trainee):		Signed (Observer):

Area of Development/ Subject Focused Lesson Observation

➔		➔		➔		➔	
Learning, Teaching & Assessment	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.			
Pupil progress & Learning	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.			
Subject Knowledge (Pupil Learning)	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.			
Behaviour for Learning	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	
Trainee Name:	
Review of week beginning:	

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 style="text-align: center;">To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> • Placement files • Individual Learning & Development Portfolio(ILDP) • Revision of previous targets • Developing subject knowledge • Lesson observation/weekly journal feedback • Additional evidence trainee wishes to present
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	<p>This could include:</p> <ul style="list-style-type: none"> • School based CPD • Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)

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?)

Signed	
Mentor	

**Record of observations of qualified teachers modelling exemplary practice across EYFS, and Key Stages 1 and 2 and curricular subjects.
(This may not be possible due to the requirement to work within bubbles)**

Date Timings of lessons	Observation Focus Age Phase	Signature of Mentor/ Class Teacher

With reference to 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

Date and Time of Mentor Training – Expectations of the BA3 Final Assessed Placement

We are offering mentor training on Thursday 22nd April at 4.00 pm.

This is intended for the host class teacher/ mentor, student and Link Tutor to attend together where we will go through the full expectations of the placement. The session will be held remotely via Blackboard Collaborate please use this link to join the meeting:

<https://eu.bbcollab.com/guest/d4793f74899b40f396a0f0ff565c3db5>

Key University Contacts

Each person has a specific role and we would ask that you contact the appropriate person with your query.

If your query is about:	Contact Person	Contact at:
<ul style="list-style-type: none">◆ The Partnership Handbook and Agreement◆ If there is an urgent issue and you are unable to contact other listed colleagues	Karen Hudson Head of Subject (Education and Lifelong Learning)	karen.hudson@northumbria.ac.uk 0191 215 6648
<ul style="list-style-type: none">◆ A trainee or trainees on placement in your school.◆ School visits or observation of trainees.◆ Referred or deferred trainees.◆ Mentor Training.◆ Second opinion visits◆ Cluster Meetings◆ External Examiner visits.◆ Any urgent issue	Debbie Myers BA3 Placement Module Lead	debbie.myers@northumbria.ac.uk <u>0191 215 6850</u>
<ul style="list-style-type: none">◆ Placement offers.◆ Partnership Agreements.◆ Allocation of placements.◆ Changes to offers.◆ Finance.	Kevin Sugden Placement Co-ordinator	kevin.sugden@northumbria.ac.uk Tel: 0191 215 6088
University-based content	BA (Hons) Primary Programme Director Education: Joanna Hume	joanna.hume@northumbria.ac.uk Tel: 0191 2156527

