



**Northumbria  
University**  
NEWCASTLE

# **BA YEAR 1 PRIMARY EDUCATION INITIAL PLACEMENT ACROSS KEY STAGES IN A PRIMARY SETTING**

Guidelines for Mentors and Students  
TE0488 2021-22

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Our vision is to:

*'Create excellent 21<sup>st</sup> 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.'*

## Summary of placement

- This is the first teaching placement the trainee teachers have attended.
- Each trainee teacher must attend school for 15 days in each of **two different age phases (3-7 years and 7-11 years)**. A total of 30 days altogether.
- Trainee's are assessed by University tutors on their knowledge of the similarities and differences between the two age phases via presentation.
- Trainees should teach a **maximum of 7 lessons** or parts of lessons each throughout each age phase of the placement. Any subject is a useful teaching experience from the trainee's perspective.
- All lessons taught by trainees will come from the teachers weekly planning.
- All lessons taught need to have an individual Northumbria University lesson plan to support the trainee's perception of the subject knowledge and pedagogy to be taught.
- All lessons plans should be checked by the mentor prior to delivery.
- When not teaching the trainee should be supporting the teacher/school with tasks relevant to the role of teacher. They should be in the classroom throughout the whole school day.
- Every 5-6 days the mentor and trainee need to record progress made against targets and set future targets using the Review of Progress document. A journal of observations and feedback will support the progress meeting.
- At the end of each phase (15 days) the mentor is required to write a short report assessing the competencies of the trainee teacher at that point in time. The narrative for this report can be found from the 3 review of progress documents completed periodically throughout the placement.
- There are two virtual mentor training sessions available for all mentors prior to the start of this placement. Monday 10<sup>th</sup> January and Tuesday 11<sup>th</sup> January 2022 at 4pm.

- All Northumbria University trainee teachers are expected to maintain the highest standards of professional conduct. There are strict procedures to be adhered to for any trainee not doing so (please see section on Cause for Concern).

## **Aims of the placement**

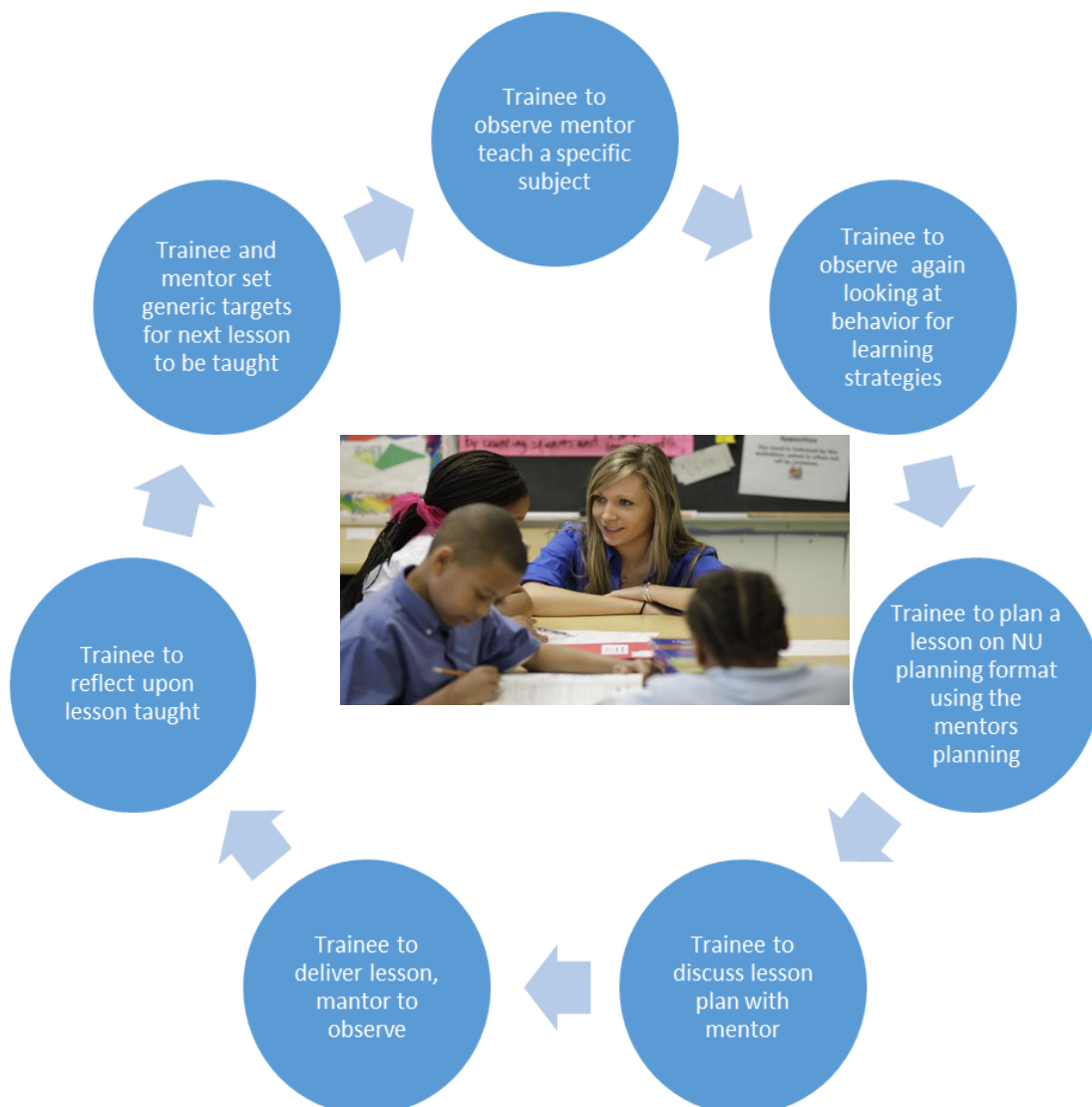
This placement is designed to provide students with the opportunity:

1. To demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils (TS1c)
2. To become aware of pupils' capabilities and their prior knowledge and plan teaching to build on these (TS2b)
3. To become familiar with the National Curriculum to allow students to plan lessons in line with the National curriculum appropriate to each key stage(TS3a)
4. To become familiar with and contribute to the schools planning procedures (TS4a)
5. To reflect on your experiences in school in the light of the theoretical perspectives that have been introduced during your University sessions (TS4d)
6. To know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively (TS5a)
7. To become familiar with and contribute to the schools assessment procedures (TS6a)
8. To compare and contrast behaviour for learning strategies across primary education (TS7b)
9. To maintain good relationships with pupils, exercise authority, and act decisively when necessary (TS7d)
10. To develop key relationships with a range of education professionals (TS8b)
11. To take responsibility for improving teaching through appropriate professional development, responding to advice and specialist support (TS8b)
12. Experience the role of the teacher in both 3-7years and 7-11 years (Part Two)
13. To show proper regard for professional conduct by treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries, appropriate to a teachers professional position (Part Two)
14. To have regard for the need to safeguard pupils' well-being, in accordance with the statutory provisions (Part Two)

## Model of mentoring

During this first year, trainee teachers are required to teach – either whole classes or small groups. Whilst this is not an assessed teaching placement, it is important that the trainee teacher gain as much experience as possible to gain confidence and develop their teaching skills. To allow them to experience this they need to plan, deliver, assess and evaluate their own teaching. In this first year, the planning of lessons will be supported by the class teacher (the school-based mentor).

This is the model for this placement. The trainee is to observe the mentor teach a specific subject and to focus on the teaching in the first observation and the behavior for learning strategies in the second observation. The trainee is then to create an individual lesson plan for this subject using the teachers medium term planning for guidance. Both trainee and mentor then discuss the planning. *The important aspect of this model is that the trainee learns from their mistakes and takes on board the advice from the mentor.*



Schedule of Placement Tasks and Mentor/Student Expectations		
Prior to starting	Complete Tasks 1 and 2	
<b>1<sup>st</sup> age phase</b>		
Day	Trainee teacher	Mentor/Expert teacher
1	Observe mentor teaching mathematics.	Arrange school induction. Introduce trainee to school staff/parents.
2	Learn children's names. Observe mentor teaching mathematics looking at behavior management strategies employed. Support teacher in class. Share placement file with mentor.	Mentor observes trainee with children. Mentor to read reflections from Tasks 1 and 2. Notes made in Journal of observations and feedback.
3	Meet with SENCo. <b>Task 3</b> Discuss IEP's with mentor. <b>Task 3a</b> Observe mathematics teaching focusing on subject knowledge and pedagogy.	Discuss IEP's with mentor. Mentor assimilates trainees understanding of IEP's Notes made in Journal of observations and feedback.
<b>Before placement</b>	Plan mathematics lesson using a storybook – <b>Task 4</b>	
4	Identify positive behaviour strategies used in first age phase classroom. Compare to whole school policy. Task 2a. Share task reflection with mentor. Share planning with mentor.	Mentor reviews planning and offers suggestions for improvements. Mentor to read Task 2a reflection. Notes made in Journal of observations and feedback.
5	Deliver mathematics lesson Write up reflection using feedback from mentor. Observe Phonics or Literacy lesson focusing on subject knowledge and pedagogy. Trainee prepares for 1 <sup>st</sup> progress meeting. Share placement file with mentor.	<b>1<sup>st</sup> lesson observation</b> Mentor observes lesson and gives feedback both verbal and written. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written. Mentor observes trainees interactions with pupils and staff. <b>1<sup>st</sup> review of progress meeting – progress noted and targets set for next progress meeting.</b>
6	Observe Phonics or literacy lesson looking at behavior management strategies employed. Support expert teacher in class.	Mentor observes trainee with children. Notes made in Journal of observations and feedback.
<b>Before placement</b>	Plan a phonics or Literacy lesson. <b>Task 5/5a/5b dependent on age phase</b>	
7	Share planning with mentor. Support expert teacher in class. Deliver phonics or literacy lesson.	Mentor reviews planning and offers suggestions for improvements. Notes made in Journal of observations and feedback. Mentor observes lesson and gives verbal

		feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
<b>8</b>	Observe Understanding the World/science lesson focusing on subject knowledge and pedagogy.	Mentor observes trainee with children. Notes made in Journal of observations and feedback.
<b>9</b>	Observe Understanding the World/science lesson looking at behavior management strategies employed.	Mentor observes trainee interaction with staff. Notes made in Journal of observations and feedback.
<b>Before placement</b>	Plan a science/UTW lesson using a storybook. <b>Task 6/6a</b>	
<b>10</b>	Deliver science or Understanding the world lesson. Assess and evaluate using mentors feedback. Prepare for progress meeting. Share placement file with mentor.	Mentor observes lesson and gives verbal feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written. <b>2nd review of progress meeting – progress against previous targets noted and new targets set for next progress meeting.</b> <b>Agree 3 lessons to be taught following week.</b>
<b>Before placement</b>	Plan 3 foundation subject lessons.	
<b>11</b>	Share planning with mentor. Review and amend before delivery.	Planning to be reviewed by mentor prior to delivery to allow for amendments to be made. Notes made in Journal of observations and feedback.
<b>12</b>	Teach 1 <sup>st</sup> lesson. Assess pupils work and evaluate lesson using mentors feedback.	Mentor observes lesson and gives verbal feedback. Mentor observes trainee rapport with children. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
<b>13</b>	Teach 2 <sup>nd</sup> lesson. Assess pupils work and evaluate lesson using mentors feedback.	Mentor observes lesson and gives verbal feedback. Mentor observes trainee relationships with staff. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
<b>14</b>	Teach 3 <sup>rd</sup> lesson. Assess pupils work and evaluate lesson using mentors feedback.	<b>2<sup>nd</sup> lesson observation</b> Mentor observes lesson and gives feedback both verbal and written. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written. Notes made in Journal of observations and feedback.
<b>15</b>	Support teacher in class. Prepare for 3 <sup>rd</sup> progress meeting. Share placement file with mentor. Thank 1 <sup>st</sup> mentor for support whilst in school.	<b>3<sup>rd</sup> review of progress meeting.</b> <b>1<sup>st</sup> part of placement report completed by mentor. Mentor introduces trainee to 2<sup>nd</sup> mentor.</b>



	Meet 2 <sup>nd</sup> mentor. Obtain list of children's names and assessment data on new class.	
<b>2<sup>nd</sup> age phase</b>		
<b>Day</b>	<b>Trainee teacher</b>	<b>Expert teacher</b>
<b>During reading week</b>	Make sure file is up to date. All tasks are written up. Memorise children's names. Examine assessment data for new class. Create visual aid for positive behaviour management for new class. Task 2c	
<b>1</b>	Observe mentor teaching. Support teacher as guided. Share placement file with mentor. Share visual aid with new mentor. Start to use visual aid in new classroom. Learn children's names. Observe mentor teaching mathematics looking at behavior management strategies employed. Support teacher in class. Share placement file with mentor.	Introduce trainee to classroom staff/parents. Examine placement file. Read placement tasks completed. Read previous mentors report Read 3 progress meeting documents. Mentor observes trainee with children. Notes made in Journal of observations and feedback.
<b>2</b>	Discuss IEP's with mentor. <b>Task 3a</b> Observe mathematics teaching focusing on subject knowledge and pedagogy.	Discuss IEP's with mentor. Mentor assimilates trainees understanding of IEP's Notes made in Journal of observations and feedback.
<b>Before placement</b>	Plan mathematics lesson outdoors – <b>Task 4a</b>	
<b>3</b>	Identify positive behaviour strategies used in second age phase classroom. Compare to previous class/whole school policy. Task 2b. Share task reflection with mentor. Share planning with mentor. Amend planning as directed by mentor	Mentor reviews planning and offers suggestions for improvements. Mentor to read Task 2b reflection. Notes made in Journal of observations and feedback.
<b>4</b>	Deliver mathematics lesson outdoors Write up reflection using feedback from mentor.	<b>1<sup>st</sup> observation</b> Mentor observes lesson and gives feedback both verbal and written. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
<b>5</b>	Observe Phonics or Literacy lesson focusing on subject knowledge and pedagogy. Trainee prepares for 1 <sup>st</sup> progress meeting.	Mentor observes trainees interactions with pupils and staff. <b>1<sup>st</sup> review of progress meeting – progress from previous targets noted and targets set for next progress meeting.</b>
<b>6</b>	Observe Phonics or literacy lesson looking at behavior management strategies employed. Support expert teacher in class.	Mentor observes trainee with children. Notes made in Journal of observations and feedback.

<b>Before placement</b>	Plan a phonics or Literacy lesson. <b>Task 5/5a/5b dependent on age phase</b>	
7	Share planning with mentor. Support expert teacher in class.	Mentor reviews planning and offers suggestions for improvements. Notes made in Journal of observations and feedback.
8	Deliver phonics or literacy lesson.	Mentor observes lesson and gives verbal feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
9	Observe Understanding the World/science lesson focusing on subject knowledge and pedagogy.	Mentor observes trainee with children. Notes made in Journal of observations and feedback.
10	Observe Understanding the World/science lesson looking at behavior management strategies employed.	Mentor observes trainee interaction with staff. Notes made in Journal of observations and feedback.  <b>2nd review of progress meeting – progress against previous targets noted and new targets set for next progress meeting.</b>
<b>Before placement</b>	Plan a science/UTW lesson using a storybook. <b>Task 6/6a</b>	
11	Deliver science or Understanding the world lesson. Assess and evaluate using mentors feedback.	Mentor observes lesson and gives verbal feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written. <b>Agree 3 lessons to be taught following week.</b>
<b>Before placement</b>	Plan 3 foundation subject lessons.	
12	Share planning with mentor. Review and amend before delivery. Carry out Unconscious bias <b>Task 7</b>	Planning to be reviewed by mentor prior to delivery to allow for amendments to be made. Notes made in Journal of observations and feedback.
13	Teach 1 <sup>st</sup> lesson. Assess pupils work and evaluate lesson using mentors feedback.	Mentor observes trainee rapport with children. Mentor observes lesson and gives verbal feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
14	Teach 2 <sup>nd</sup> lesson. Assess pupils work and evaluate lesson using mentors feedback.	Mentor observes trainee relationships with staff. Mentor observes lesson and gives verbal feedback. Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written.
15	Teach 3 <sup>rd</sup> lesson. Assess pupils work and evaluate lesson using mentors	<b>2<sup>nd</sup> lesson observation</b> Mentor observes lesson and gives feedback

	<p>feedback. Prepare for 3<sup>rd</sup> progress meeting. Thank mentor for support whilst in school. Thank head teacher for opportunity to learn in school. <b>Upload report to Turnitin.</b></p>	<p><b>both verbal and written.</b> Mentor notes assessment of pupils work and gives feedback to trainee – verbal or written. Notes made in Journal of observations and feedback. <b>3<sup>rd</sup> review of progress meeting.</b> <b>2<sup>nd</sup> part of placement report completed by mentor</b></p>
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Both mentor and trainees to sign reports.

Trainee to have a physical copy of the reports upon leaving school.

Trainee to upload report to Turnitin as evidence of achievement against Component 1 of module assessment.

## Overview of Placement Tasks

These placement tasks provide you with opportunities to practice aspects of the module content in schools in order to further your understanding. The school-based tasks are introduced via specific university lectures and workshops. The nature of the tasks, and assessment requirements from other modules, mean that you need to be organised and address the tasks systematically.

<b>Placement Tasks -</b>	<b>Standard</b>	<b>Mode of evidence</b>
<p><b><u>Pre- Placement Task</u></b>  <b>Task<sub>1</sub> – Safeguarding</b>            Locate and read the schools safeguarding policy. Write a reflective statement showing how this school ensure that the children in their care are kept safe.  <b>Do this prior to starting placement using the schools website information.</b></p>	1a	Reflective statement
<p><b><u>Pre- Placement Task</u></b>  <b>LINKED TO TE0491 PROFESSIONAL STUDIES</b>  <b>Task 2 – Behaviour management</b>            Locate and read the whole school behavior management policy. Write a reflective statement outlining the strategies used to create an environment for learning within school.  <b>Do this prior to starting placement using the schools website information.</b></p>	7	Put in your placement file
<p><b>LINKED TO TE0491 PROFESSIONAL STUDIES</b>  <b>Task 2a- Behaviour management</b>            Identify and list all of the positive behaviour management strategies you Have seen modelled in your 1<sup>st</sup> age phase classroom. Reflect on the approaches, paying attention to the behaviour management policy and how they are modified for this key stage.</p>	7b	Reflection
<p><b>LINKED TO TE0491 PROFESSIONAL STUDIES</b>  <b>Task 2b- Behaviour management</b>            Identify and list all of the positive behaviour management strategies you have seen modelled in your 2nd age phase classroom. Reflect on the approaches, paying attention to the behaviour management policy and how they are modified for this key stage.</p>	7b	Reflection
<p><b>LINKED TO TE0491 PROFESSIONAL STUDIES</b>  <b>Task 2c- Behaviour management</b>            Create a visual aid to support positive behavior for learning in the classroom. Use this strategy in the 2<sup>nd</sup> age phase classroom you are based. Write a reflective statement identify the strengths and weaknesses of the strategy using the behaviour management</p>	7b	Reflection

reflection proforma.		
<p><b>Task 3 – SEND Linked to TEO491 Professional Studies</b>  <b>Arrange to meet the school Special Educational Needs Coordinator (SENCo).</b></p> <ul style="list-style-type: none"> <li>Find out how many SEND/Pupil premium/English as an Additional Language (EAL) pupils there are in school and compare with national average; find out how the school record formative and summative assessment for pupils with SEND.</li> <li>Locate and read the Special Educational Needs (SEN) policy (this should be on the school website). The Local offer explains what the school offers in terms of provision for Special Educational Needs and disabilities (SEND). The local authority also has a local offer for the area.</li> </ul> <p>Write a reflection using the SEND reflection proforma.</p>	5d	Reflection
<p><b>Task 3a – SEND Linked to TEO491 Professional Studies</b>  <b>Read the Individual Education Plans (IEP) for the children in your class with special educational needs. Use this information to inform your planning.</b>  <b>DO THIS IN BOTH CLASSES.</b></p> <p>Observe an intervention either in or outside the classroom by the teaching assistant or teacher.  Write a reflection using the SEND reflection proforma.</p>	5c	Reflection
<p><b>LINKED TO TEO487 Curriculum studies 1</b>  <b>Task 4– Mathematics teaching using story book</b>  <b>Plan a mathematics lesson using a storybook as the hook.</b>  Choose a story book/rhyme that you think has links with the National curriculum objectives for mathematics. Read your story/rhyme to the class or to a group of children. Deliver the activity. Evaluate the lesson using the questions at the end of the lesson plan.</p>	3a/e	Lesson Reflection
<p><b>LINKED TO TEO487 Curriculum studies 1</b>  <b>Task 4a - Maths teaching in the outdoors</b>  Plan a mathematics lesson which can use the outdoors. This may be a group or whole class activity. This may be a problem solving activity or an enquiry based learning type activity. Discuss this with your mentor. Use the Northumbria university lesson proforma.  Evaluate the lesson considering how taking the lesson outdoors encourages the children to participate in the lesson.</p>	3a/e	Lesson Reflection
<p><b>Task 5– Phonics teaching</b>  Plan, resource and deliver an activity/session using the model your</p>	3d	Lesson Reflection

<p>school uses for teaching phonics, e.g. Essential -Letters and Sounds. Use the Northumbria University lesson plan proforma. This may be for a group of children. Share this planning with your mentor for guidance and advice. Deliver this lesson and evaluate it using the questions on the bottom of the lesson plan.</p>		
<p><b>LINKED TO TEO487 Curriculum studies 1</b> <b>Task 5a- Literacy teaching using a story book</b> Using the book chosen for your curriculum studies assessment, plan a literacy lesson using the storybook as a hook. This may be a group or whole class activity. Discuss this with your mentor and using your poster as a guide, create an individual lesson plan using the Northumbria University lesson proforma, linked to either the National curriculum or Development matters.</p> <p><b>TASK 5b – Teach English Writing Lesson</b> Plan an English lesson that has 3aa writing focus. Discuss this with your mentor. Use your mentor’s medium-term planning to create a plan using the Northumbria University proforma. Focus on modelling writing to scaffold children’s writing development. Evaluate the lesson considering the effectiveness of your modelling to encourage children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. This task can be completed during either your 3-7 or 7-11 experience(s), but in would make sense to try it in both and compare the skills require.</p>	3a	Lesson Reflection
<p><b>LINKED TO TEO487 Curriculum studies 1</b> <b>Task 6 - Science teaching using a storybook</b> Using the book chosen for your curriculum studies assessment; plan a science lesson in your first age phase classroom that links with the National curriculum objectives/development matters objectives for science or Understanding the World. Read the book to the children and then deliver a lesson based upon the book.</p>	4a	Lesson Reflection
<p><b>LINKED TO TEO487 Curriculum studies 1</b> <b>Task 6a - Science teaching</b> Work with a small group of children indoors or outdoors on an activity based around the idea of ‘materials’, this could be the properties of materials or the uses of materials in the environment. Within your planning state why you consider that the children are <b>behaving scientifically</b> – for example you might consider children demonstrating curiosity or asking questions, suggesting ways to solve problems and so on. You should reflect on the theory you have been introduced to in the sessions as well as Development Matters Understanding the World and the</p>	4a	Lesson Reflection

<p>Characteristics of Effective Learning if you are in EYFS, or the National Curriculum if you are working in KS1/2.</p>		
<p><b>Task 7 - Exploring unconscious bias in primary schools</b></p> <p><i>Session title: Careers Education and Unconscious Bias.</i></p> <p><b>This session provides an introduction the gendered nature of subject and career choices that children and young people make and looks at how unconscious bias can contribute to this. It also explores strategies to reduce these effects</b></p> <p><b>Complete one (or more) of these forms (on blackboard) during the placement to examine possible sources of gender bias in their placement school.</b></p> <ol style="list-style-type: none"> <li><b>1. classroom interactions between a teacher and the children in the class</b></li> <li><b>2. children’s reading books and the gender assumptions underlying the story,</b></li> <li><b>3. displays around the school.</b></li> </ol>	<p>Research study</p>	<p>Students will also be expected to reflect on their findings from the tools using a reflection template.</p>

**TASK 1 Safeguarding Reflection****Date:**

Part Two: Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

**Focus of reflection:****Describe the safeguarding procedure.****Describe what you have learnt from reading this policy and how you will use this knowledge while in school/setting.**



## **Task 2a and 2b Behaviour for learning Reflection**

**Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**

**Outline the task:**

**Describe the behaviour observed.**

**Describe the rules, relationships and routines, which manage behaviour.**

**Describe what you have learnt from observing this behaviour and how you can use this knowledge in future teaching.**

**Task 3/3a Special Educational Needs Reflection**

Date:

Standard:

**Focus of reflection:**

**Describe what you have observed.**

**Describe what you have learnt from observing this and how you can use this knowledge in future teaching opportunities.**

**Describe what you think the child(ren) have learnt during the observation. Indicate where the evidence is to support your claims.**

<b>EYFS Session Planning Template:</b>	
<b>Teacher-led session (whole or small group) and related child-led play/continuous provision</b>	
<b>Name:</b>	<b>Date:</b>
<b>Area of Development (Prime/ Specific):</b>	
<b>Early Learning Goal:</b>	
<b>Reference to Development Matters (September 2021)</b>	
<b>Assessment informing this plan</b> (Eg A student and mentor discussion of children's prior learning, use of pupils' observation data or pupil progress tracking data):	
<b>Learning Intention</b> (to be shared with the children)	
<b>Success Criteria</b> (to be shared with the children)	

**Main Teaching:**

**Key Questions:**

**Support, Adjustments and Challenge (Do I have high expectations for all children?):**

**Resources (including other staff)**

**Assessment of children's learning** (Identify the formative assessment strategies you will use to observe and capture children's progress and understanding as a result of your teaching).

**Action Plan/Targets for next lesson:**

- 1.
- 2.
- 3.

**Follow up child-led activities/ and play-based continuous provision related to the main teaching input** (eg. role-play, matching games, mark-making activities, counting, indoor/outdoor, mud kitchen, climbing, small world, construction, manipulatives, sand/water trays).

**Resources ( including other staff)**

Lesson Reflection	
Description What happened?	
Feelings What were you feeling or thinking?	
Evaluation What was good or bad about the experience?	
Analysis What else can you make of the experience?	
Conclusion What else could you have done?	
Action Plan/Targets for next lesson	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

**Primary Lesson Plan (Key Stage 1 / 2)**

<b>Name:</b>		<b>Date:</b>
<b>Placement:</b>	<b>Class:</b>	<b>School:</b>
<b>Subject:</b>	<b>Time of lesson:</b>	<b>Number of children:</b>
<b>My targets / focus</b>  <b>based on feedback from</b> <b>previous lessons:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Assessment of prior learning related to this lesson:</b>		
<b>Learning</b> <b>Objective/Intention:</b>  What do I want children to learn?  Make reference to NC Guidelines as appropriate	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	

<p><b>Success Criteria:</b></p> <p>What will children be able to do?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Support and Challenge</b></p> <p>How will I organise the lesson to ensure all children make progress?</p> <p>How will I support children?</p> <p>Which children will I support?</p> <p>How will I challenge all children, including the more able?</p>	
<p><b>Assessment</b></p> <p>What strategies will you use to monitor and support learning during the lesson?</p>	
<p><b>Key vocabulary that I want children to use during the lesson:</b></p>	
<p><b>Resources required for the lesson (including use of other adults).</b></p>	
<p><b>Key questions that I want to ask the children during the lesson:</b></p>	



**Guidance: Please amend this structure to make it appropriate to the intricacies of your lesson.**

<p><b>Approx.</b></p> <p><b>Timings</b></p>	<p><b>Introduction</b></p> <p>(Explain to the group/class what they'll be doing in this lesson, share the objective, your expectations, use questioning to link to previous lesson or assess prior learning)</p>
	<p><b>Main/Development of lesson</b></p> <p>(Ensure children understand what they will be doing: modelling, group organisation etc.)</p>
	<p><b>Plenary</b></p> <p>(Give the children an opportunity to think about what they have learnt and share their thoughts: use questioning to assess understanding and plan your next lesson)</p>

**Lesson Reflection**

Description  
What happened?

Feelings  
What were you  
feeling or  
thinking?

Evaluation  
What was good or

bad about the experience?	
Analysis What else can you make of the experience?	
Conclusion What else could you have done?	
Action Plan/Targets for next lesson	<p>4.</p> <p>5.</p> <p>6.</p>

## Guidance for mentors

The focus of this placement is to allow the student to gain an understanding of the role of the teacher across all primary key stages through the development of skills and interventions, with individual children, small groups and with whole classes. In addition, the ancillary work of a teacher should be clearly explained and modeled. The range of skills and experience of a primary teacher is wide and varied. The more experiences the trainee has in each age phase the more they are able to make an informed decision in relation to their choice of specialism in year 2 and 3 of this programme of study.

This initial placement has been designed to allow the student to make an informed decision regarding their chosen path in year 2 and year 3 of the programme, to focus on specializing in 3-7 years or 7-11 years.

As such, students need to spend the first part of the placement in one class (in the range 3-7 years or 7-11 years) and then the second part of the placement in the alternate age phase; if in 3-7 years first they will move to 7-11; if in 7-11 years first they will move to 3-7 years.

The students need to experience a range of teaching subjects during this placement. The planning and assessment of these lessons are linked to other aspects of the programme. It is expected that the student will plan and deliver between **6 and 7 lessons in each classroom**. In addition, the reflections from the tasks will feed into the module assessment which is the mode of passing this module. All support offered to the trainees will enhance their experience.

## Assessing Students

The main source of assessment by the mentor is via periodic observation. The data is captured via the Journal of feedback and observations. It is envisaged that the mentor will note down observations throughout the week against the teaching standards as they are observed (please see examples at the end of this document). These may occur from trainees marking of children's work, trainee interactions with children, trainee interactions with other educational professionals, trainee supporting school with educational visits, trainee carrying out yard/lunch duty, trainee supporting children in the classroom and from the trainee teaching the whole class.

These strengths and areas for development can be noted down using the journal as a form of data capture so that the mentoring process is clearly reported. The strengths can be linked to the Teaching standards listed on the Weekly journal.

In addition to the journal, trainees should be observed when teaching on this placement. These observations must be recorded using a Northumbria University subject focused observation sheet. Every lesson observed should have a focus which falls out of the teachers standards. Observations/strengths should be listed under the relevant category with between 1 and 3 targets identified to be addressed when the trainee next teaches. The lesson observation should be signed by both mentor and trainee and both parties can keep a copy. This document then feeds into the journal for discussion in the review of progress meeting.

The BA1 placement module is assessed by the university through a presentation based on their reasoning behind their choice of age phase, infants or juniors.

## Review of Progress Meetings

Students should meet with mentors at the end of each week to evaluate and review their placement experience in accordance with the Teaching Standards 2012. This is done most effectively by using the Teachers' Standards Document as a guide.

**A Review of Progress** proforma should be complete every 5/6 days of attendance to support achievement against the competencies outlined.

At the end of each week both student and mentor should discuss and set targets derived from the aims of this placement to be achieved the following week or at the start of the next placement experience. **There will be six reviews of progress during this placement; the information from these reviews will inform the two part placement report.**

Where a school has offered more than two places, it may well be possible to bring all students together for a group session. It is, however, important to acknowledge the differing needs of individual students. There may be a need to speak briefly with each student to ensure that there are no concerns or anxieties, which they feel unable to voice in the larger group.

## Students in difficulty

It is hoped that students and mentors will create good working relationships and that students who experience problems or difficulties on placement will feel able to speak in the first instance to their school-based mentor and highlight the problem(s). The problem(s) may be solved without any other support. If the mentor is not able to resolve the problem, they should contact their Link Tutor who will provide all necessary support and guidance.

## Link Tutor Visits

Schools will be supported by a University Link Tutor. Both school based mentor and students are able to email the link tutor at any point in the duration of the placement but it is expected that this form of communication occurs at least weekly. The link tutor will arrange one face to face visit and one virtual school visits using either Blackboard Collaborate or TEAMS in each classroom during the placement - one in each age phase. These visits will be arranged to align with the review of progress meetings. The link tutor will leave an individual Notes of Visit document reviewing the placement experience so far and will be part of the targets set during this meeting. This will be arranged to be as early in the placement as possible depending on work commitments. In this way the review of progress meeting can be both modelled and observed by the University Link tutor to ensure compliance and consistency across all schools.

## Reporting

At the end of each phase of the placement, the mentor, completes the 'Final BA1 Primary Education Serial Placement Report' with the student during the last day of placement. This report is cumulative; the second mentor will complete the second part of the report. Finally, the link tutor will add a comment. This report will provide formative feedback for the student to take forward into to future school placements. This report forms part of the assessment for this module.

The student is assessed against the aims of the placement. This will allow the mentor to comment on elements of each of the eight teaching standards and part two in a small way. Please type this report. This narrative feedback is discussed at university and will be used to create targets for future placement experiences.

The narrative for the report can be written using the notes created throughout the placement from teacher observations. This information will be formative and will be used to target specific support in the relevant areas.

Both mentor and student should keep a copy of the report. The student is required to upload this report to Turnitin as the first component of assessment from this placement. The second component is the assessed presentation. These two components are mandatory to allow the student to move forward into the second year of this programme.

## Journal of observations and feedback

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

<b>Targets for the week:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>

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

			<ul style="list-style-type: none"> <li>approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul> <p><b><u>Adapt teaching to respond to the strengths and needs of all pupils</u></b></p>
<b>Behaviour for Learning:</b>			<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
<b>Other (including Part 2 of the Teachers' standards)</b>			<p><b><u>Make accurate and productive use of assessment</u></b></p> <ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of formative and summative assessment to secure pupils' progress</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
<b>Summary of key strengths including progress against previous targets:</b>	<ul style="list-style-type: none"> <li></li> </ul>		<p><b><u>Manage behaviour effectively to ensure a good and safe learning environment</u></b></p> <ul style="list-style-type: none"> <li>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b><u>Fulfil wider professional responsibilities</u></b></p>

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

## Example of Journal of observations and feedback

Observation week: <b>Example 1 (early placement)</b>			
Trainee Name		Observer	
Focussed task or lesson	See attached subject- focused observation for 1-1 reading intervention	KS/Year	
Targets for the week:			







Focus	Strengths	Areas for development	
<b>Impact on Learning, Teaching &amp; Assessment:</b>	<p><u>10.06.202110.00-10-20</u></p> <p>Marked English written task alongside CT. Observed school and class systems, highlighting positives in green and identifying 2 'next steps'. Recorded whole class English assessment and discussed how this informs grouping</p>	<p>Independently mark next assessed writing task and share feedback with pupils</p>	<p><b><u>Set high expectations which inspire, motivate and challenge pupils</u></b></p> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul> <p><b><u>Promote good progress and outcomes by pupils</u></b></p> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> <p><b><u>Demonstrate good subject and curriculum knowledge</u></b></p>
<b>Impact on Pupil Progress &amp; Learning:</b>	<p><u>11.06.20219.00-9.20</u></p> <p>Delivered short reading intervention 1-1. Planning adapted teaching, differentiating appropriately for each child</p>	<p>Observe TAs teaching other interventions in a variety of subjects and age groups, particularly work with EAL child and SEN work</p> <p>Ensure you are aware of timings of lesson, work on your pace and use of positive reinforcement wherever possible</p>	<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> <p><b><u>Plan and teach well structured lessons</u></b></p> <ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> </ul>

			<ul style="list-style-type: none"> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul> <p><b><u>Adapt teaching to respond to the strengths and needs of all pupils</u></b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul> <p><b><u>Make accurate and productive use of assessment</u></b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul> <p><b><u>Manage behaviour effectively to ensure a good and safe learning environment</u></b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and</li> </ul>
<p><b>Subject Knowledge &amp; Pupil Learning:</b></p> <p>Taught intervention twice this week. Assessed progress from last week and planned appropriately. Children engaged and materials were colourful and engaging</p> <p>LA maths group - Tuesday</p> <p>Used appropriate mathematical vocabulary and had made</p> <p>HA maths group Thursday and plenary for whole class. Group work was successful. Children engaged with tasks until close to the end.</p>	<p>How could you have involved Tom more in the group?</p> <p>Could you have found alternative ways to approach this without work sheets perhaps?</p> <p>Always have a follow-on task prepared for the quick workers</p>		
<p><b>Behaviour for Learning:</b></p> <p>Wed, Thu, Fri- Morning break</p> <p>Took class out to the yard at break time. Shadowed and assisted class teacher. Took one child inside for First Aid. Played a circle game with group of Year 1 pupil's and filled out specific behaviour chart for Y2 pupil.</p> <p>Lined up all children at end of break.</p> <p>Throughout week:</p> <p>Sat with pupil's identified by CT in circle time, during carpet</p>			

	<p>time.</p> <p>Asked appropriate questions to prompt understanding .Made notes on their responses. Filled out behaviour chart. Very positive reinforcement with stickers.</p> <p>Thursday. Read whole class story. Children engaged throughout. Used questioning to develop interest of individual pupils.</p>	<p>Could you have rewarded these children who find sitting for long periods?</p> <p>Consider whole class reward (marbles in the jar)</p>	<p>motivate them</p> <ul style="list-style-type: none"> <li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b><u>Fulfil wider professional responsibilities</u></b></p> <ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>deploy support staff effectively</li> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<p><b>Other, including Part 2 of the Teachers' Standards:</b></p>	<p>Assisted with lunch time football club</p>		
<p><b>Summary of key strengths including progress against previous targets:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		
<p><b>Future targets:</b></p>	<ul style="list-style-type: none"> <li></li> </ul>		
<p>Signed (Trainee):</p>		<p>Signed (Observer):</p>	

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## Subject focused lesson observation - EYFS

				
<b>Learning, Teaching &amp; Assessment</b>	Learning objective/ purpose for learning may be age appropriate but not explained or put into context sufficiently.	Learning objective/ purpose for learning is age appropriate with relevant success criteria. These may not be fully explained or revisited during the lesson. Planning does not refer to previous learning.	Age appropriate and clear learning objective/ purpose for learning with developmentally appropriate success criteria explained. Expectations for learning are shared. These are referred to throughout the lesson. Planning is clear and makes reference to previous learning.	Challenging and age appropriate learning objective/ purpose for learning is very clear. Expectations for learning are shared and referred to throughout the lesson. Success criteria are used effectively to evidence progress and to identify next steps. Planning is adapted to the needs of the children and takes account of previous learning and annotated plans, to make links to assessment.
	No opportunity for pupils to reflect and self-review their learning. No reference made to prior learning or next steps.	Minimal opportunity for pupils to reflect and self-review their learning. Some reference is made to prior learning and next steps but does not explore how the teaching has supported pupil progress.	Trainee explores prior learning and pupils are encouraged to make links to their next steps. Learning is reviewed in order to address misconceptions and extend learning to support progress.	Learning is reviewed effectively at different stages of the lesson supporting pupils to make progress. Misconceptions are used to facilitate learning opportunities. Trainee makes explicit reference to next steps.

	Limited use of open or differentiated questioning to support pupil learning.	Trainee is developing the ability to use open and differentiated questioning to support pupils learning and understanding.	Trainee uses open and differentiated questioning giving pupils opportunities to extend their learning. Trainee demonstrates the ability to support pupils' responses when appropriate.	Pupils learning is supported through high quality dialogue and the confident use of a differentiated questioning strategy. Trainee encourages full responses from individuals and groups. Pupils are engaged in sustained discussion and thinking.
	Learning objective/ Purpose for learning is not age appropriate with little use of interactive teaching strategies that engage or encourage the pupils.	Teaching and learning activities match purpose for learning and are age and developmentally appropriate. Some use of interactive teaching strategies, pupils are generally engaged and participating in lessons.	Teaching and learning activities match the purpose for learning and engage pupils. A range of interactive strategies are used consistently to support pupils varying stages of development.	Teaching and learning activities ensure that all pupils make consistently good progress through ensuring that activities are stimulating, developmentally appropriate and match the intended learning. Consistently high expectations for pupils varying stages of development are evident.
Pupil progress & Learning	Little or no flexibility within the session despite pupil progress and understanding demonstrating its requirement.	Some flexibility demonstrated within the session taking into account progress and pupil understanding.	Flexibility /adaptability shown taking account of the progress made by pupils and matching teaching to it, including by matching pace to learning and using a variety of teaching strategies.	Teaching is consistently flexible and adaptable changing pace, approach and teaching strategies within a session in response to what pupils say and do.
	Teaching only sometimes responds to individual, groups of pupils' needs or interests, and does not support their progress. Activities are not clearly differentiated or followed up outdoors or through continuous provision.	Teaching responds to individual and groups of pupils needs to enable them to make progress and meet the learning expectations. There is little evidence of pupils being able to build on their learning using open-ended resources through continuous provision.	Teaching engages pupils' interest so that they become fully involved in the session showing a good understanding of the pupils' learning needs and current development. Some understanding of how to overcome barriers to learning across a range of activities. Learning is supported with a selection of resources both outdoors and through continuous provision.	Teaching and learning activities capture the interest of the pupils. They are inclusive of all pupils, showing the trainee's ability to give them access to the session as well as extending their current stage of development through supporting purposeful planned outdoor and continuous provision, with a range of open ended resources that will encourage investigation, exploration and thinking as well as resources that are linked to pupils interests that will encourage engagement.
	Lack of teacher modelling. Lack of age appropriate resources to support learning.	Some evidence of teacher modelling. Some age appropriate resources are used to engage children to support learning.	Clear teacher modelling with the creative use of age appropriate resources to support learning that are well prepared prior to the lesson and used effectively throughout.	Clear teacher modelling throughout session. A variety of teaching styles and age appropriate engaging resources reflect the trainees' understanding of all pupils' needs. Resources are well prepared and routines are in place for effective delivery throughout the lesson.
	Trainee demonstrates some understanding of EYFS practice but does not apply this when planning or delivering pupils activities.	The trainee demonstrates a good understanding of EYFS practice but this is not always applied appropriately in their planning and delivery. Little reference is made to outdoor learning or continuous provision.	Trainee uses their understanding of EYFS practice appropriately in all areas of the curriculum. They use this knowledge to plan developmentally appropriate child initiated and focussed activities. These are linked to both outdoor learning and continuous provision.	Trainee demonstrates their understanding of EYFS practice and can apply this knowledge in both focussed activities and child initiated learning. The enabling environment providing effective continuous provision both indoors and outdoors supports pupils to develop their characteristics of effective learning and reflects developmental needs and learning styles.
Behaviour for Learning	Pupils are not consistently focused/on task. Behaviour strategies are limited. The trainee does not yet make use of Speaking and Listening strategies.	Clear expectations for learning and behaviour set with some effective behaviour management strategies evident. Limited use of Speaking and Listening strategies used to maintain pupil focus.	Consistent and effective use of praise, support and behaviour management strategies. The trainee makes good use of Speaking and Listening strategies to engage pupils. Good use in variety of tone and pace in voice. Generally, a purposeful working environment.	Excellent use of praise, support and behaviour management strategies where needed. The high quality of stimulating teaching engages all pupils and there is a purposeful learning environment. Effective use of a wide range of Speaking and Listening strategies to maintain focus and engagement of pupils.
	Pupils unaware of what they have to do/why they are learning. They are not actively involved in their learning.	Pupils understand the purpose of their activities and are mostly engaged.	Pupils understand the purpose of their activities. They remain motivated and are enthusiastic.	Pupils are motivated, enthusiastic and engaged. They understand the purpose of their activities. Activities are clearly linked to pupils' level of understanding and experience.
	Additional adults not used consistently and effectively across the setting and have little impact on supporting learning.	Plan and use resources including deployment of other adults, and other professionals to support pupils learning. Adults may need more direction to further enhance provision.	Works effectively with other adults and other professionals in planning, teaching, monitoring and reviewing pupils' progress. Adults are deployed strategically by the trainee. Planning is shared and there is a mutual understanding of how to support pupil progress.	Additional adults used to maximum effect across the setting. The trainee, having been informed by other professionals, has fully informed the additional adults, planned stimulating activities and resources for the adult to support or teach and assess. Trainee evidences links with other adults and professionals.

Lesson Observation Number:		Where this fits into a sequence of lessons::	
Trainee Name		Date	
Observer		Time	
Subject Focus		EYFS	

**Focus and context of observation**

Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets (lesson or weekly review as appropriate)

**Summary of key strengths following observation:**

**Learning, Teaching & Assessment:**

**Pupil Progress & Learning:**

**Subject Knowledge & Pupil Learning:**





**Behaviour for Learning:**

Specific targets for future teaching on this placement to enable trainees to make progress (including subject specific targets). Please include any strategies you recommend.

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

Signed (Trainee):

## Subject focused lesson observation – KS1

				
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.

Lesson Observation Number:		Where this fits into a sequence of lessons :	
Trainee Name		Date	
Observer		Time	
Subject Focus		KS/Year	

<b>Focus and context of observation</b>



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

To support this discussion, trainees should draw upon:

- 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"> <li>• School based CPD</li> <li>• Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)</li> </ul>
<b>Overall Judgement</b>	
<b>Using the range of evidence make an overall judgement on progress this week:</b>	
Working towards Expectation <input type="checkbox"/>	Meeting Expectation <input type="checkbox"/>
<b>Targets agreed for the week ahead</b>	

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

Signed	
Mentor	
Trainee	

**Prompts for questions to discuss at review of progress - Early Stage of Training Initial Placement**

1. Behaviour

From your observations, training and early practice

1. What do you understand to be the relationship between having high expectations and the impact this has on pupil behaviour?
2. Can you give any examples of positive behaviour management strategies you have either observed or used within your own practice?
3. How have you ensured that you are building professional relationships with the pupils in your class(es)?
4. Can you reflect on a difficult moment relating to managing pupil behaviour that you overcame and what did you learn from this experience?
5. Which aspects of your university-based behaviour management and theory training have had the most impact on your developing practice?
6. How have you applied your school's behaviour policy to help you manage pupil behaviour?

Talk-Throughs:

Talk us through an example of how your school and/or mentor has supported the well-being and/or self-motivation of pupils. What have you learned from this?

Talk us through an example of how you have supported the behaviour of pupils with SEND in your teaching. What have you learned from this?

## 2. Pedagogy

From your lesson observations, training and early practice ...

1. How do expert colleagues consider pupils' prior learning when planning to impact on pupils' learning and progress?
2. Which aspects of your university-based pedagogy and theory training have you had the opportunity to see delivered by expert colleagues in school?
3. How do expert colleagues show their knowledge of the relationship between accurate formative assessment and effective planning for learning and progress?
4. How do expert colleagues ensure their lessons are not cognitively overloading for their pupils?
5. How do expert colleagues adapt their teaching to:
  - a. ensure all pupils access learning, while maintaining high expectations for all;
  - b. ensure the learning environment supports all learners?

Talk-Throughs:

Talk us through an example of when you have seen an expert colleague demonstrate effective modelling. What did you learn about the impact of this on the pupils' learning and progress?

Talk us through how you have applied the SEND Code of Practice to support your teaching of pupils with SEND.

## 3. Curriculum

From your observations, training and early practice ...

1. What have you learned from conversations with expert colleagues about your school's curriculum and the choices that have been made in relation to its design and coverage?
2. Have you encountered any challenges in relation to developing your understanding of the National Curriculum and how this informs your placement school's curriculum design?
3. How do expert colleagues sequence learning to ensure that pupils are able to link new ideas to their existing knowledge?
4. How do expert colleagues consider and impact on early literacy/reading to ensure that all pupils can access the curriculum?

Talk-Throughs:

Talk us through your understanding of what is meant by a 'carefully sequenced and coherent curriculum'. Talk us through how you have identified and begun to address any significant gaps in your subject knowledge since commencing your training programme.

Talk us through an example of where an expert colleague has considered the metacognitive needs of the pupils in their class to support their learning and progress. What did you learn from this?

Talk us through an example of a common misconception you have encountered as you have planned and/or delivered a lesson/topic. What did you learn from finding ways to overcome this?

#### 4. Assessment

From your observations, training and early practice ...

1. What examples of formative assessment have you seen expert colleagues use during your placement(s)?
2. How do expert colleagues use information from assessments to inform the decisions they make within the classroom?

Talk-Throughs:

Talk us through your understanding of the difference between formative and summative assessment. Talk us through your understanding of the strategies you have seen used by expert colleagues to reduce the potentially onerous nature of assessment. What have you learned that you can apply to your own developing practice?

Talk us through more than one example of high quality feedback, written or verbal, you have observed during your placement.

#### 5. Professional Behaviours

From your observations, training and early practice ...

1. How do expert colleagues build effective relationships with parents, carers and families?
2. How do expert colleagues work collegiately with Teaching Assistants? How have you contributed to this process so far?
3. How have you demonstrated your professionalism in relation to the theory and training you have received during training?

Talk-Throughs:

Talk us through a professional discussion you have had with a key member of the school's leadership team. (For example, head teacher or deputy head teacher, SENCO, subject lead, pastoral lead.) What have you learned from these discussions?

Talk us through how you have sought to make valuable contributions to the wider life of the school during your placement.

*Taken from Curriculum Design and Assessment Toolkit (First Edition, April 2020)*

The National Association of School-based Teacher Trainer

## Attendance Record for BA1 Serial Placement

Name of student .....

School Name .....

Name of school based mentor .....

Name of training coordinator.....

<b>FIRST KEY STAGE CLASSROOM</b>				
<b>Day</b>	<b>Date</b>	<b>Student signature</b>	<b>Mentor signature</b>	<b>Reason for absence</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>13</b>				
<b>14</b>				



15				
<b>MOVE TO SECOND AGE PHASE CLASSROOM</b>				
<b>Day</b>	<b>Date</b>	<b>Student signature</b>	<b>Mentor signature</b>	<b>Reason for absence</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

## Guidance for Students

This placement will be an opportunity to **develop or extend your awareness learning across two key stages in a primary school setting**. As a student in Year 1 you will be expected to be punctual, professional and proactive in your learning and integrate with staff and pupils with a positive attitude, taking on board advice and guidance.

- Your standard of dress should be functional, in line with the policy of the setting. If in doubt, ask your school-based mentor. Be prepared to spend part of the day outside and take appropriate clothing
- Do not assume that you can park in a school car park where places may be limited.
- Plan your route to the school in advance
- You may be designated an area for breaks and lunch times other than the staffroom.
- If you are in the staffroom, please be aware of staff seating arrangements/ refreshment facilities. Taking your own mug and/or contributing to a 'tea fund' is appreciated.
- Your personal conversations/mobile phone calls should not dominate staffrooms; your setting may have a specific policy in relation to mobile phones to which you must adhere.
- Your written observations should be of a high professional standard. Take your notebook for field notes. Ensure that you anonymise any observations of children.
- You should not attempt to access personal email or web sites on school computers.



## BA1 PLACEMENT FILE CHECKLIST

Print this form and insert at the front of your file

USE DIVIDERS!	Tick when you have put in file	Required Content:
Title Page		<ul style="list-style-type: none"> <li>• Student's name</li> <li>• Name of school</li> <li>• Name of school based mentor</li> <li>• Name of school training coordinator</li> <li>• Name of Link Tutor</li> </ul>
<b>Personal information</b>		<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• DBS Clearance</li> <li>• Personal statement</li> <li>• 6 Weekly review of progress documents</li> <li>• BA1 Nursery placement report</li> </ul>
<b>Key information about the school</b>		<ul style="list-style-type: none"> <li>• School timetable</li> <li>• School Pen portrait</li> <li>• List of staff with job titles</li> <li>• Numbers of children in school with classes</li> </ul>
<b>Lesson Planning, formative assessment and Evaluations of teaching</b>		<ul style="list-style-type: none"> <li>• Copies of teachers planning (long term/medium term/weekly)</li> <li>• Student's Individual lesson plans (all lesson plans should evaluate and next steps for focus children identified).</li> <li>• Evidence of formative assessment from focus children</li> </ul>
<b>Summative Assessment</b>		<ul style="list-style-type: none"> <li>• Summarise the systems of summative assessment in this school</li> <li>• Locate assessment policy</li> <li>• Identify the methods of reporting to parents</li> <li>• Anonymised school report</li> </ul>

<p><b>Placement tasks</b></p>		<ul style="list-style-type: none"> <li>• Safeguarding reflection</li> <li>• Whole school behaviour management policy reflection</li> <li>• Mathematics lesson reflection</li> <li>• Phonics lesson reflection</li> <li>• Understanding the World lesson reflection</li> <li>• Outdoors mathematics lesson reflection</li> <li>• Literacy lesson reflections</li> <li>• Science lesson reflection</li> <li>• Behaviour management strategies used in 1<sup>st</sup> age phase classroom reflection</li> <li>• Behaviour management strategies used in 2<sup>nd</sup> age phase classroom</li> <li>• Use of visual aid to support positive behaviour for learning reflection.</li> <li>• Unconscious Bias Reflection</li> </ul>
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1<sup>st</sup> visit comments by link tutor

Signed:

Dated:

2<sup>nd</sup> visit comments by link tutor

Signed:

Dated:

## 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"> <li>◆ The partnership handbook and Agreement</li> <li>◆ External Examiner visits.</li> <li>◆ Any urgent issue (if unable to contact staff below)</li> </ul>	<p style="text-align: center;"><b>Karen Hudson</b></p> <p style="text-align: center;">Head of Subject</p>	<p style="text-align: center;"><a href="mailto:Karen.hudson@northumbria.ac.uk">Karen.hudson@northumbria.ac.uk</a></p>
<ul style="list-style-type: none"> <li>◆ Placement allocations</li> <li>◆ A trainee or trainees on placement in your school/ support/attendance</li> <li>◆ School visits or observation of trainees</li> <li>◆ Referred or deferred trainees</li> <li>◆ Mentor Training</li> <li>◆ Second opinion visits</li> <li>◆ Cluster Meetings</li> <li>◆ Any urgent issue</li> </ul>	<p style="text-align: center;"><b><u>Allocated link tutor (all non-urgent queries)</u></b></p> <p style="text-align: center;"><b>Lorain Miller</b></p> <p style="text-align: center;">Placement Coordinator</p>	<p style="text-align: center;"><a href="mailto:lorain.miller@northumbria.ac.uk">lorain.miller@northumbria.ac.uk</a></p> <p style="text-align: center;">Tel: 0191 2156914</p> <p style="text-align: center;">Mobile: 07501 615903</p>
<ul style="list-style-type: none"> <li>◆ Placement offers.</li> <li>◆ Partnership Agreements.</li> <li>◆ Allocation of placements.</li> <li>◆ Changes to offers.</li> <li>◆ Finance.</li> </ul>	<p style="text-align: center;">Placement Co-ordinator</p> <p style="text-align: center;"><b>Kevin Sugden</b></p> <p style="text-align: center;">Placement Administrator</p>	<p style="text-align: center;"><a href="mailto:Kevin.sugden@northumbria.ac.uk">Kevin.sugden@northumbria.ac.uk</a></p> <p style="text-align: center;">Tel: 0191 215 6088</p>
<p>University-based content</p>	<p style="text-align: center;"><b>Jo Hume</b></p> <p style="text-align: center;">BA (Hons) Primary Education</p> <p style="text-align: center;">Programme Leader or BA1 Year Lead</p> <p style="text-align: center;">Arlene Anderson</p>	<p style="text-align: center;"><a href="mailto:joanna.hume@northumbria.ac.uk">joanna.hume@northumbria.ac.uk</a></p> <p style="text-align: center;"><a href="mailto:Arlene.anderson@northumbria.ac.uk">Arlene.anderson@northumbria.ac.uk</a></p>