

**Northumbria  
University**  
NEWCASTLE

# **PGCE Early Primary Education Final Assessed Placement Handbook**



**Guidelines for Students and Schools**  
**Module Code TE6685**

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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.’**

## An Overview of PGCE Early Primary Education (EYP) Programme

This is a distance-learning route where students study off campus to meet the University requirements to be awarded PGCE (with Masters level qualification) but they also need to meet the Standards for Qualified Teacher Status (QTS).

The course is 2 years in duration. Students on this course undertake two assessed teaching placements in school in Early years/Foundation stage or Key stage 1. The Initial Assessed Placement was 8 weeks long and the Final Assessed Placement is 9 weeks. The students must also undertake non-assessed practical placements during the 2 years and undertake tasks set by the University to improve their understanding of teaching and learning. The programme prepares students to meet the Teachers’ Standards for QTS across the age phases of Early Years and Key Stage 1.

## Key Information

**At the beginning of the placement**, to comply with ITT criteria could schools all please ensure that trainee teachers are provided with the following at the commencement of their training in school:

***‘Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in school:***

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

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

- This is a **nine-week placement planned in two phases**, following a week’s preparation.
- The placement commences on Monday 4<sup>th</sup> April and ends on Friday 24<sup>th</sup> June 2022.
- In Phase 1 (first 3 weeks), the trainees will be required to plan, teach, and assess a sequence of lessons in the core subjects.
- **In Phase 2 (6 weeks) trainees now teach across the full range of subjects in the**

**primary curriculum. Progression to Phase 2 will be decided at a review of progress meeting between the teacher/mentor, link tutor and student.**

- It may be agreed either that the student requires more experience against Phase 1 expectations or, is ready to progress to Phase 2.
- This placement may be extended on a week by week basis if the trainee teacher has not progressed into Phase 2 and/or the school feels that this is necessary.

At the end of the placement, schools are required to submit an end of placement report as well as a Phonics report and mathematics report to the trainee teacher and the University Link tutor.

### **Mentor training**

We are offering mentor training on Tuesday 5<sup>th</sup> April and Wednesday 6<sup>th</sup> April at 4.00. This is intended for teacher and student to attend together where we will go through the full expectations of the placement. The session will be held remotely via Blackboard Collaborate. Please contact Lorain Miller for the guest link to this.

## Dates and arrangements for Final Assessed Placement

| Placement dates:                                       | Outline and Requirements   | Additional notes:  |
|--|--|--|
| Week 1   | <p>PREPARATION WEEK</p> <p>Students to focus on:</p> <ul style="list-style-type: none"> <li>• Identifying Senior Leaders and Subject Leaders in school.</li> <li>• Understanding whole school policies, in particular safeguarding, behaviour management, assessment and marking</li> <li>• Teaching strategies used in host class</li> <li>• Knowledge of subjects/areas of learning to be covered during the assessed weeks</li> <li>• Identification of 4 focus children</li> <li>• Collection of evidence on focus children</li> <li>• The teaching timetable needs to be agreed for the next Phase in the placement in accordance with the percentages outlined below.</li> </ul> | <p>It would be useful for students to gain an understanding of how assessments are carried out across the school, for example, SATS/other assessments are administered.</p> <p>It would also benefit students to become aware of how the host school analyses the assessment data and tracks pupils within and across year groups.</p> |
| <p><b>Phase 1:</b><br/><b>weeks</b><br/><b>1-3</b></p> | <p>Students will work to an assessed timetable that includes approximately:</p> <ul style="list-style-type: none"> <li>• <b>60% teaching timetable</b>, of which between 25% and 50% of the timetable will be whole class teaching.</li> <li>• <b>40% out of class</b> working on personal targets/preparing for lessons/observing practice in other classes/ supporting an identified school improvement priority.</li> </ul>   | <p>*Students are encouraged to give 10% of their week to support the school in any area in which the school identifies.</p> <p>This could include supporting underachieving children/improving resource areas/running a club.</p> <p><b>1<sup>st</sup> University Link Tutor visit</b></p>   |

|                                       |  |  |
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|                                       | <p>Teacher to observe student once and provide formative feedback from this lesson observation.</p> <p>In addition, the teacher is to complete a Weekly Journal of feedback and observations ready for the Weekly review of progress.</p> <p>The Weekly review of progress meeting also sets new targets for the following week.</p>   | <p><b>Students should not exceed the 60% teaching commitment.</b></p> <p><b>Students are required to email their link tutor every week with the lesson observation and the weekly review of progress.</b></p>  |
| <p><b>Phase 2</b><br/>Weeks 4-7</p>   | <p>Students will work to an assessed timetable that includes approximately:</p> <ul style="list-style-type: none"> <li>• <b>70 % teaching timetable</b>, across the curriculum (not less than 50% whole class teaching)</li> <li>• <b>30% out of class</b> working on personal targets/preparing for lessons/observing practice in other classes/ supporting an identified school improvement priority</li> </ul> <p>Teacher to observe student twice and provide graded feedback. Weekly review of progress to set new targets.</p> | <p>Mentors are asked to ensure that students get the opportunity to observe good practice across different keys stages within the school, <b>if possible</b>, including observations of phonics and early maths in Foundation Stage or Key Stage 1 if this is not part of their classroom teaching.</p> <p>We do understand that under the current Covid restrictions, moving around the school may not be possible and these expectations can be relaxed.</p> <p>Students are required to email their link tutor every week with the lesson observation and the weekly review of progress.</p> <p><b>2<sup>nd</sup> University Link Tutor Visit</b></p> |
| <p>Week 8<br/>Final assessed week</p> | <p>As above</p> <p>If phonics/early maths have not been taught during this placement, students should plan and deliver a minimum of 2 phonics/early maths lessons in either FS/KS1/lower KS2</p>   | <p>Placement reports to be given to the trainee teacher towards the end of the placement and emailed to the University Link tutor (ULT). The ULT will then complete the report and send it back to the trainee teacher who will upload this document to Turnitin. This completes the Final Assessed Placement</p>  |

## Guide to the Preparation Days

The students need to ensure that all activities are carried out during the introductory days but due to timetable commitments etc., it may not be possible for each activity to be carried out on the day specified below. The suggested tasks below provide a guide as to the type of preparation a student should undertake during this time.

| Day 1               |  |
|---------------------|--|
| Focus               | Suggested Daily Activities   |
| Induction to school | <ul style="list-style-type: none"> <li>• 8.30am meet school-based tutor.</li> <li>• Tour of school to meet staff and see geographical lay out of school.</li> <li>• Introduction to school brochure, routines etc. and any other orientation material.</li> <li>• Introduce students to key policy documents – e.g. Learning and Teaching, Assessment, Inclusion, Child Protection, Health and Safety, SEN, Behaviour, Marking etc.</li> <li>• <b>A priority is to read and understand the schools safeguarding policy and procedures, including information regarding Prevent. Ensure you identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.</b></li> <li>• Provide students with a staff list and details of responsibilities (including associate staff) so that students become familiar with policies, resources, routines, school standards etc. to enable them to work effectively within the school. (This may be discussed at this point or later depending on staff availability.)</li> <li>• Discuss specific health and safety issues and procedures with students. Students should share their pen portrait targets from their initial placement with training co-ordinators and / or host class teacher.</li> </ul> <p><b><i>Please note that there is no expectation that students will take away copies of this documentation. They need access to the documents and may perhaps make their own notes, but they do not need personal copies. Many policies can be accessed on the school's website.</i></b></p> <p>Students should be helped to identify <b>four 'focus' children</b>, representative of the range of ability in English; and mathematics in the class (one child from each of these attainment groups where possible; - High (G&amp;T), Higher-Average, Lower-Average and Lower (SEND)).</p> <p>Prepare a list of questions to discuss with the class teacher or training co-ordinator during the week. These questions should focus on the teacher's use of assessment, target setting and pupil tracking of children's ability in English and mathematics in the class. This completed information will then be placed in the planning and assessment file. Students should start to collect evidence from observations and discussion with the class teacher as to each child's ability, learning style and social skills. This evidence should form the basis of each child's <b>Pupil Profile</b> and should be kept in the Planning and Assessment File.</p> |



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|                    | <p>Information should be added to during the rest of the placement to give students a better understanding of each of the four children, which should help focus students' planning and teaching during the assessed weeks.</p> <ul style="list-style-type: none"> <li>• Students should spend most of the day in their host class.</li> <li>• Students should join in daily routines, observe and assist the class teacher throughout the day.</li> </ul>  |
| Inter-session task | <ul style="list-style-type: none"> <li>• Students should study documents provided by the school, take notes where appropriate and prepare initial questions to ask the following day.</li> <li>• Students should prepare a list of questions to discuss with the class teacher or Training Co-ordinator during the week. These questions should focus on the teacher's use of assessment, target setting and pupil tracking of children's ability in English and mathematics in the class. This completed information will then be placed in the Assessment File.</li> <li>• Students should ensure that they have organised relevant information relating to the school in their placement file. It is important that students organise their files effectively prior to the start of the block placement.</li> <li>• Students should be reflecting on their time in school in Day 1 and preparing for Day 2.</li> </ul> |

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| <b>Day 2</b>  |   |
| <b>Focus</b>  | <b>Suggested Daily Activities</b>   |
| <p>Observation day to study children's learning and teaching of the primary curriculum;</p> <p>continue familiarisation with host class routines;</p> | <ul style="list-style-type: none"> <li>• The student will spend most of the day in the host class observing and assisting the class teacher and gathering information about the children's existing knowledge of English and Mathematics so they begin to understand how both subjects are taught and assessed. Students also need information for English and mathematics regarding planning, schemes of work and organisation relating to the host class.</li> </ul> <p>Students should by now have identified their <b>four 'focus' children</b>, representative of the range of ability in English and mathematics in the class. Students need to collect one sample of work in English, which may be a phonics activity and one in mathematics for <b>one</b> of the focus children (or have written observations of a focus child engaged in literacy/mathematical activity for which the objectives will have been given). Students will be asked to comment, in writing, saying what each sample of work indicates the child <b>CAN</b> do in relation to the lesson's learning objective; whether the work was independent or indicating how much support the child needed in order to achieve the learning objective. This work will be added to the focus child's profile in the Planning and Assessment File. Please reflect on:</p> <ul style="list-style-type: none"> <li>• What does each child know and what can they do? What evidence is there to support this?</li> <li>• What are the implications for future teaching during this placement?</li> <li>• Identify on the lesson plan points for future action with regard to their</li> </ul> |

|                    |  |
|--------------------|--|
|                    | <p>teaching and children’s learning;</p> <ul style="list-style-type: none"> <li>• Identify a strength and a target based on their own teaching to carry forward to the assessed part of the placement;</li> <li>• Update the pupil profiles of any children who were in the taught session;</li> </ul> <ul style="list-style-type: none"> <li>• Students in discussion with the class teacher should begin to plan to teach an aspect of each of the core subjects, English, Mathematics and Science, to the whole class on Days 4 and 5. (This teaching may include aspects of whole class lessons and/or a whole class lesson.) In Foundation Stage classes – taking responsibility for teaching aspects / whole class lessons is likely to mean taking responsibility for planning for the whole class including planning for the use of extra adults. It does not mean that the student must necessarily work with the whole class alone.) Students should use the lesson plan provided in this booklet. Where a school has their own daily lesson planning a student may use these plans if the school prefers. However, any aspects on the University lesson plan not on the school’s daily planning must be added.</li> <li>• Students need to arrange a time during the preparation week to discuss their list of assessment questions (from Day 1) with the class teacher or training co-ordinator and will need to record their findings. It is important that students understand, from the outset, the relationship between assessment and planning.</li> <li>• Students may begin to undertake some class management tasks during these preparation days and throughout the placement with the class teacher’s support and at the class teacher’s discretion such as: - <ul style="list-style-type: none"> <li>○ helping with yard duty or after school club,</li> <li>○ attending a staff meeting,</li> <li>○ leading children to and from assembly,</li> <li>○ stopping children at the end of a lesson in time for the plenary;</li> <li>○ giving the children brief instructions during a lesson etc.;</li> </ul> </li> </ul> <p>These management tasks, along with any additional experience gained by the students on placement, should be recorded on the Additional Evidence pages.</p> |
| Inter-session task | <ul style="list-style-type: none"> <li>• Students should be ensuring that their assessment and planning files contain relevant information including their notes on the school marking policy.</li> <li>• Students should prepare to bring to school, on the next introductory day, a clear outline of the lessons / activities they intend to teach, including a list of any resources needed.</li> </ul>   |

| Day 3   |  |
|---|--|
| Focus   | Suggested Daily Activities   |
| <p>Observation day to study children's learning and teaching of the primary curriculum;</p> <p>continue familiarisation with host class routines;</p> | <ul style="list-style-type: none"> <li>• Observation day to study children's learning, and teaching of the primary / early years curriculum and continue familiarisation with host class routines;</li> <li>• Students need to observe how foundation subjects and RE (as available) are taught in school. Students need to update the pupil profiles of the four focus children with information relating to their achievements in foundation subjects and RE. (In Foundation Stage a lot of this information will be collected through observing the children, evidence should include written comments, photographs and examples of children's work). Students need to collect schemes of work for all core and foundation subjects/ELGs to be taught over the block placement period. Students will need to be aware that foundation subjects observed in school will vary, as the curriculum is organised differently in schools. Students should be aware of cross-curricular opportunities.</li> <li>• Students to collect copies of <b>ALL</b> written work (or have written observations from CLL work in Foundation Stage), from all <b>four</b> focus children for today. Students comment, as before, on what the samples of work indicate the child <b>CAN</b> do in relation to the learning objective. This work will be added to the pupil profiles in the Assessment File.</li> <li>• Students <b>must</b> observe a science lesson where children are engaged in <b>practical work</b>. (Even if this involves joining another class for one lesson.)</li> <li>• Opportunities to clarify and explain classroom organisation etc. are vital before the student takes more responsibility.</li> </ul> |
| Inter-session task  | <ul style="list-style-type: none"> <li>• Assessment information gathered to date, in relation to focus children, should be used when planning the lessons. This will allow students to plan the activity at the appropriate level.</li> <li>• Students should prepare to bring to school, on the next introductory day, a clear outline of the activity they intend to undertake, including a list of any resources needed.</li> <li>• Students should ensure their placement files are well organised and up to date.</li> </ul>  |

| Days 4 and 5  |   |
|---|---|
| Focus   | Suggested Daily Activities  |
| Observation day to study teaching across the curriculum | <ul style="list-style-type: none"> <li>• Students continue to work alongside the class teacher in the host class, observing how he/she works, and various strategies and techniques used for managing children's behaviour. It is <b>vital</b> that students understand strategies for ensuring that the children behave appropriately and are aware of the need for consistency in managing children's behaviour.</li> </ul> |

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| <p>and for students to teach the core subjects</p> | <ul style="list-style-type: none"> <li>• Students need to observe how ICT and PE are taught in school. They need to be aware of the range of ICT and P.E. skills in the class and especially of their four focus children. They need to be aware of opportunities for embedding ICT teaching into the curriculum.</li> <li>• Students need to update the pupil profiles of the four focus children</li> <li>• Students should teach planned activities on Days 4 and 5. These should be literacy, mathematics and science. The student using the teacher planning as a starting point will have planned these. <ul style="list-style-type: none"> <li>- After each teaching activity, the student needs to discuss the outcome with the class teacher and annotate their lesson plan in light of this discussion. Students need to reflect on: <ul style="list-style-type: none"> <li>- what the children know and can do;</li> <li>- what evidence there is to support this;</li> <li>- what further information does the student need to collect?</li> <li>- how might this information be collected?</li> <li>- what are the implications for teaching during this placement?</li> </ul> </li> </ul> </li> </ul> <p>Students should annotate their lesson plan and identify points for future action to be addressed in subsequent planning. Annotations need to be specific and reflective not descriptive.</p> <ul style="list-style-type: none"> <li>• As a result of the group teaching activity, students, in discussion with the class teacher / training co-ordinator, should identify <b>a strength</b> and <b>a target</b> to bring to the block placement. These will form a starting point for further discussion and training.</li> <li>• Prior to commencing the 7 week assessed block, it is important that the student has engaged in a significant portion of the planning process.</li> <li>• Time will need to be spent, with the school based mentor / training co-ordinator, discussing the expectations and organisation of the assessed block placement. <b>It is important</b> that students understand what is required of them for the first assessed week and that the training co-ordinator, the class teacher and the student share a common understanding of the requirements of the placement including the provision for their 20% non-timetabled time.</li> </ul> |
| <p>Inter session task</p>                          | <ul style="list-style-type: none"> <li>• Students should ensure that they have organised relevant information in their placement files before the assessed weeks of the block placement begins, as it is important that students begin placement with all information and documentation organised appropriately. (Details of file requirements are in the back of this booklet).</li> </ul>  |

## Teaching Weeks

### Students have a responsibility to:

- Work on personal targets set each week
- Proactively improve their own subject knowledge, with a strong focus on English, mathematics and science in EYFS/KS1
- Respond professionally to advice given, as well as proactively seek advice
- Reflect on and analyse all taught activities and lessons, annotate planning accordingly

- Complete a weekly evaluation
  - Keep notes from tutorials and points discussed with class teacher / Training Co-ordinator
  - Update records on the four focus children, outlining their progress
  - Continue to update both files, which are always available for scrutiny from school and university staff
  - Cross-reference experiences to Teachers' Standards
  - Manage time efficiently to meet the demands of the placement
  - Maintain excellent attendance
  - Demonstrate exemplary professional attributes e.g. resilience, professional conduct
- 

### Before Commencing the Final Placement

By the end of the preparation week the Training Co-ordinator / class teacher will have checked the student's files and discussed the contents with the student.

**If they are not satisfied, the University Link Tutor should be contacted and the student must not be allowed to begin the placement until the issue is resolved.**

#### **Prior to commencement of the Final Block Placement, the students will:**

- have experienced a number of introductory days;
- have met the class teacher and Training Co-ordinator;
- have been welcomed and introduced to staff and know their way about the school;
- have gained knowledge of the host class;
- have been introduced to planning processes;
- have been given insight into class / school assessment procedures;
- have an overview of the teaching of the curriculum and how this is organised in the host class;
- have organised their placement files and contents and had these checked by the class teacher / Training Co-ordinator;
- be fully prepared to teach the whole class during their placement;
- be able, with the support of an experienced teacher, to use assessments of pupils in order to inform planning;
- have negotiated teaching timetables with class teacher and Training Co-ordinator;
- have planned short term for the first week;
- have collected appropriate resources for the placement within school;
- identify areas of concern and address them with the appropriate members of staff;

#### **The student will be prepared to begin the rest of the final placement with:**

- their files ready to complete the placement (planning, assessment and resources files, please see back of this booklet for further details);
- personal targets set for the first week in particular;
- systems in place for use in further planning;
- detailed planning for at least the first lesson to be taught in each subject area or equivalent;

### Assessed Week 1:

#### Students have:

- a teaching load of **60%** made up of a mixture of mainly small group and between **25% - 50% whole class teaching**, students need to ensure lesson plans are available in school **prior** to each lesson to allow for discussion with the class teacher / Training Co-ordinator and if necessary, revision;
- **one** formal lesson observations from the class teacher or other staff member and been given feedback and set individual targets;
- agreement as to the role of the class teacher during different parts of the lesson;
- spent **40%** of the working week observing and preparing for teaching, making resources and working on individual targets;
- reflected and analysed all taught activities and lessons, **in the form of annotations** on the lesson plan;
- a weekly tutorial with the class teacher / Training Co-ordinator, this meeting should be recorded on the **Weekly Review of Progress sheet; Tutorial Guidelines** to support this meeting are also included in the back of this booklet;
- notes from tutorials and points discussed with class teacher / Training Co-ordinator on issues arising from the week are kept in the planning file;
- completed the **Weekly Evaluation** and set personal targets for the following week;
- planned and taught at least one English, one Mathematics **and** one Science lesson to the whole class during the week;
- updated records on the **four** focus children, outlining their progress;
- updated placement files, which are always available for scrutiny from school and university staff;

### Subsequent Assessed Weeks:

#### Students have:

- a teaching load of **70%**, of which approximately **50%** is whole class teaching , students need to ensure lesson plans are available in school **prior** to each lesson to allow for discussion with the class teacher / Training Co-ordinator and if necessary, revision;
- **two** formal lesson observations from the class teacher or other staff member and been given feedback and set individual targets;
- spent **30%** of the working week observing good practice and preparing for teaching, making resources and working on individual targets;
- reflected and analysed all taught activities and lessons, **in the form of annotations** on the lesson plan;
- a weekly tutorial with the class teacher / Training Co-ordinator, this meeting should be recorded on the **Weekly Review of Progress sheet;**
- notes from tutorials and points discussed with class teacher / Training Co-ordinator on issues arising from the week are kept in the planning file;
- completed the **Weekly Evaluation** and set personal targets for the following week showing they have reflected on the different styles of teaching and children's learning;
- set personal targets for Induction Year;
- develop a positive learning environment in the classroom for the pupils and themselves;
- negotiated with the class teacher an area of the classroom or a wall display to develop over the assessed weeks to support children's learning;

- students should begin to assume responsibility for assessing children in the host class and maintain any ongoing records required by the class teacher i.e. guided reading, phonics, spellings etc.;
- updated and completed records on the four focus children in the Pupil Profiles, tracking their progress during the placement;
- recorded whole class assessment using the assessment subject trackers provided by Northumbria University;
- evaluated the assessment data and used this to plan effectively for the whole class;
- updated placement files, these will provide an evidence base indicating that they have planned for, used and evaluated different learning and teaching approaches and have developed an assessment file that has been helpful to the planning process;
- discussed final placement report form with class teacher / Training Co-ordinator, signed report form and been given a copy to bring back to University to share with Professional Tutor;

## Summary of Placement Expectations

By the start of this final block placement, the students will have spent an amount of time in schools observing and working with groups of children and will have completed a 5 week Initial Assessed Placement in a partnership school.

Students will have written an individual **Pen Portrait**, which will reflect their prior experience in schools, personal learning and current stage of development. They will also have been set targets from their Initial placement. Both of these should be shared with the Training Co-ordinator / Host Class Teacher at the start of placement so that it provides the basis for the student's individual targets for the start of the assessed part of the placement. It is important targets are continually revisited and revised throughout the placement. The **Weekly Review of Progress** is a record of the training provided during the assessed weeks of the placement.

The preparation days are to allow the students to get to know the class, to familiarise themselves with the curriculum and to get themselves prepared and ready to teach. During these days, students will be observing the class teacher; supporting class groups and collecting information about four 'targeted' children (refer to detailed Introductory Week information).

Students are required to spend at least **70%** of each assessed week **in the classroom** observing and working with the class teacher and teaching the children. They will begin initially by teaching groups of children and elements of whole class lessons leading to teaching whole class lessons. Students should teach 25%-50% elements of whole class lessons / whole class lessons in assessed week 1, leading to 70% whole class teaching in weeks 3-8. 70 % teaching timetable, across the curriculum (not less than 50% whole class teaching).

Elements of whole class teaching could include teaching the mental/oral starter, introducing a shared session, teaching a plenary etc. to the whole class

The other **30%** timetable students will spend on observing good practice throughout the school, meeting with subject co-ordinators, lesson preparation (planning and making resources), assessment of the children, lesson evaluations and working towards personal targets.

This remaining 30% of the timetable **must** take place in school.

## Placement Feedback and Support

### Link Tutor Visits

University Link tutor visits may be face to face or virtual dependent on school preferences during the pandemic.

*During this final placement, the University Link Tutor will liaise with both trainee teacher and mentor twice.*

#### **First meeting**

This visit will usually be made around the third assessed week of teaching. This is a pivotal meeting as it is here that the decision is made as to whether the trainee is able to move forward into the second phase of the placement. During the meeting, it would be appropriate to carry out a joint lesson observation with the class teacher/Training Co-ordinator. Alternatively, the school based mentor will discuss the progress made by the trainee teacher and a decision will be made regarding progress forward.

If a decision is made that the trainee is not able to progress to Phase 2 of the placement, weekly meetings will occur. The school based mentor will liaise with the University Link tutor indicating progress made and a likely timescale for the trainee teacher to move into Phase 2. The placement can be extended as necessary with agreement of the school. Fees will be paid in line with time spent in school.

#### **Second meeting**

This visit should be made no later than the 8<sup>th</sup> week. This visit consists of another joint lesson observation and guidance with regard to end of placement reports.

## Weekly Journal of Feedback and Observations

The Weekly Journal is intended to capture the teaching and wider professional experience and behaviours of trainees across each week of placement. This can include dipping into parts of lessons observing activities and tasks throughout the week (an example is included on p.21). Strengths and areas for development can be recorded in anticipation of the Weekly Review of Progress. Alongside this, a minimum of **1 Subject Specific Lesson observation** should take place, providing further formative evidence of student progress against the placement expectations. There are no longer any summative grades provided.

## Subject focused Lesson Observations

During each of the assessed weeks the class teacher should complete one formal lesson observation of the student teaching. This is to provide formative feedback for the trainee teacher to



work on prior to the next lesson observation. This could be the class mentor, the training coordinator, Head teacher or any other qualified teacher. The proforma allows for comments to be made showing the student the strengths of the lesson and 2 or 3 areas for development linked to the Teachers' Standards. Upon completion of the observation the mentor will highlight the relevant criteria appropriate using the narrative provided to allow them to make an overall judgement. An overall judgement for the lesson is made by "best fit" judgement.

The student will benefit from feedback given as soon as is practical after the lesson has ended, perhaps at the end of the day. At the end of the feedback tutorial the student should be set two targets for the next observed lesson (see proforma) which will be drawn from the criteria that was not highlighted during the lesson observed e.g. if the learning objectives were not explained this would be a smart target for the next lesson. These should always make reference to an appropriate Teachers' Standard, where possible. In this way the student is aware of the strengths of their work and has two or three smart targets as a focus for the next lesson and could make measurable improvement during each lesson observed.

### **Negotiating and preparing for an observation**

Students must provide the relevant support documentation, such as lesson plans, groupings, and resources for the person observing to read through before or at the beginning of the session to be observed.

The focus of the lesson observation should be *discussed prior* to the lesson and whatever target is chosen should relate to the student's personal targets as well as the standards for QTS. It is important that the same standards are not chosen for every observation unless the student persists with a specific difficulty. However, standards can be revisited at different points during the placement. It is important that the student is observed across a range of subjects; core and foundation across the length of the placement.

### **Debriefing**

This is undoubtedly the most important part of an observation session, since it is here that the teacher and student make sense of what happened in the lesson. For this reason, time must be set aside so that the observer and the student may discuss, without interruption, the outcomes of the observation.

It can be very useful for the observer to begin the debriefing by asking the student what he or she thought of the session (or part of session) to begin with and then to focus on the specific targets under review.

The student and the teacher can then share their thoughts and 'deconstruct' the session, looking at points from the observations, analysing what happened and why, and discussing possible strategies for the future.

Before concluding, the de-briefing there should be discussion about the following:

- whether the student has met the agreed targets for the lesson, including professional development;
- areas of strength to take forward;
- key issues for development in future lessons;
- specific targets for the next lesson in the sequence;
- generic targets relating to teaching and learning in general;
- the grade allocated (with recognition that movement within the grades can occur throughout the placement);

## Weekly Tutorials

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

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

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

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

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

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

## Modelling Exemplary Practice

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

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

## Students working in the Foundation Stage

Students working in Nursery or Reception classes will have different kinds of experience and levels of expertise relating to the Foundation Stage. It is therefore important that this placement builds on students' prior knowledge and skills so that students working in Nursery or Reception understand the role of the 'class teacher' by the end of the placement.

To allow students an opportunity to assume this role, students therefore need to develop an understanding early in the placement of the weekly planning process for the whole class / unit even though they may not be directly responsible for planning and delivering all group activities. Students while on placement should have experience of working with groups of all different sizes in the Foundation Stage class/unit.

In Assessed Week 1 students will have a teaching load of **60%** of the timetable mainly with small groups and some elements of larger group / whole class teaching, as appropriate to the setting, leading to **70%** teaching with **50% - 70%** responsibility for the larger groups / whole class as appropriate to the size of the class / unit. This is to ensure parity of experience for students placed in Foundation Stage and in KS1 classes and also enable all students to be given the opportunity to assume the role of the 'class teacher'.

Larger group/whole group/unit experience may be possible through -

- Welcome session introducing the day/weather through song and discussion;
- story telling;
- singing;
- introducing a lesson/activity or taking the plenary;
- taking a phonics session;
- working with another adult supervising PE or an outdoor session;
- completing management tasks such as taking registers, overseeing the work of teaching assistants /classroom assistants/other adults in the setting, where appropriate.

## Additional Guidance for Nursery Placements

Nursery placements can present students with a different set of issues in terms of planning and assessment.

To the inexperienced student, nurseries themselves can appear to vary considerably in the way the learning environment is set up, the way the day is structured and the expectations for children's behaviour within the school. Students need to understand both the stated and the 'hidden' curriculum in their placement school, and the educational/managerial rationale underpinning staff team decisions.

### Issues for students to consider:

1. Do children attend full/part time?
2. If part time, do staff perceive these groups as being substantially different in terms of need, or not? How do staff plan for these two sessions/groups of children within the same day?
3. To what extent is the nursery day structured? How much scope is there for flexibility in relation to routines?
4. How much autonomy is afforded to children? To what extent are children free to choose whether or not they will participate in planned activities? (Some nurseries feel that parity of experience for children is a prime concern, others prioritise children's individual choice)
5. Are children allowed/encouraged (within the bounds of safety) to use equipment as and where they choose? What restrictions are there and why are they in place?
6. What is regarded as unacceptable behaviour? What happens when children cross the boundaries?
7. How are equal opportunities policies implemented in the nursery? Is there, for example, positive discrimination to support girls' use of the computer? Does the role-play equipment reflect the cultural mix within the nursery?
8. You will encounter different methods and types of planning in use in nurseries. How are medium term plans translated into weekly and daily plans? What is the format for the daily/weekly plan based around: areas of the nursery? Early Learning Goals? F.S. Areas of Learning? The current topic or theme?
9. To what extent are children involved in planning the learning environment, choosing activities or themes?
10. On a daily basis, who chooses what equipment (jigsaws, construction sets, games etc.) will be put out each day: children or staff?
11. As a student, will you be expected to introduce a new theme or topic? Or is it expected that you develop existing themes in your planning?

## Guidelines for students placed in SATs classes on placement

There is no reason why SATs should disadvantage a student on placement – quite the opposite! You will, however, need to be (even more!) flexible than usual. Here are some thoughts to assist you in ensuring that you get the best out of your placement in Year 2.

- Don't worry if you are not able to teach 70% during the SATs period BUT make sure you take every opportunity you can to teach when appropriate. It may be possible to take some lessons with those children in your class not involved with SATs at a certain point OR it may be possible to take a different class for part of the week. This will be challenging – but that's no reason not to have a go. It may be that this offers you an opportunity to meet targets set for you.
- Make sure you learn as much as you can about the SATs process and how the tests are administered in your school. Think about:
  - how does the teacher prepare the children?
  - what proportion of the day is spent on the tests;?
  - what provision is made for any child not required to take part in the tests?
  - what happens to the children's work once completed?
  - how are the children reacting to the changed routine?
  - how are parents kept informed?
  - how are the tests marked? – ask if you can be part of the process
  - what happens to the marks?
- If you are concerned that you feel you are not getting sufficient teaching time – and will not be able to make up the missed time later in the placement – discuss this:
  - first with your class teacher
  - if the matter is unresolved – contact your Link Tutor

Remember though, being in school at this time is an important experience for you. Get as much out of it as you can

- BE FLEXIBLE
- BE SUPPORTIVE TO TEACHER AND CHILDREN
- BE PRO-ACTIVE IN ENSURING THAT THIS IS A USEFUL EXPERIENCE FOR YOU TOO

## Students in difficulty

- Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher/school Training Co-ordinator and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their Link Tutor after this if they need further support and advice.
- Class teachers/Training Co-ordinators who are concerned about any aspect of a student's placement (planning and preparation, teaching ability, attitude, progress, placement file maintenance etc.) should in the first instance discuss the problem with the student. If the problem is solved quickly then no further action need be taken.
- If a class teacher/Training Co-ordinator feel they would like/need further support with a student's placement they should contact the Link Tutor after first discussing the problem(s) with the student. A Link Tutor will visit and a **Student Support Form** may be written. A Student Support Form should identify short-term targets, an achievable timescale and support that will be given by the school to enable the student to achieve the targets. The form must be signed and copies kept by all parties. The original form should be returned to the Partnership and Placement Co-ordinator. Completing a Student Support Form does not mean a student is failing a placement.
- If students continue to be a 'cause for concern', the Link Tutor should contact the Placement Module Leader. The Placement Module Leader will undertake a joint lesson observation with the Link Tutor / class teacher to provide an objective view of the student's progress and where necessary fail the placement.

## The School Placement Files

Students will keep two files during the placement which they are expected to have in school with them at all times. These may be electronic or physical files or a combination of both. Students need to bring all information to the weekly review of progress each week to aid professional dialogue.

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

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

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

## The Planning and Assessment File

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

Assessment should not be separate to teaching and learning but an integral part of the process. Therefore, the results of formative assessment should also appear in future lesson planning.

- Students are responsible for ensuring that all planning is approved.
- Students are responsible for ensuring that the file is seen, checked and signed by the School-based Tutor regularly throughout the placement.

## The School Context File

This file provides information about the school and the class that the trainee teacher is working with. This should be mainly complete at the outset of the placement. Completion of this file is one factor that indicates that the trainee is ready to teach in the first assessed week.

## Preparation for Teaching

The student should observe all the classes that they will teach. The Training Co-ordinator or Host Class Teacher oversees the planning, and guides appropriately.

**Occasionally a student is found to be unready for the start of the placement. Should this happen, the Training Co-ordinator will contact the Link Tutor and consider delaying the start of teaching to allow more preparation time.**

## Planning

Students have had experience of lesson planning on Initial Placement. They need to become aware of the host school's planning process early on in this placement. Students need to have sight of teacher plans and be able to discuss the rationale behind them with the class teacher. At first, students will be expected to assist the class teacher with weekly planning but should begin to take more responsibility for weekly planning as the placement develops. By the end of the placement, students will be working from the teacher's medium term planning. **However, at the start of placement, most students will not have had experience of working from medium term plans.** Students will need, at first, to have class teacher support and guidance in order to develop their own lesson plans for teaching. All group activities and class lessons must be planned using the Northumbria University lesson plan proforma. A school's own daily lesson plan may be used in place of the university lesson plan, but all details on the university plan must be included.

Students may have little understanding, as yet, regarding the resources and guidance available to teachers to assist them in planning for the children they teach. During this first tutorial, it would be extremely helpful were the following aspects of planning explained:

- What do the class medium term plans look like and where do they come from?
- Which resources / schemes / guidance are used in developing medium term plans?
- How are cross-curricular links made between different subjects and what do these look like on the plans?
- Using science as an example how do medium term plans develop into individual lesson plans?

- With reference to the lesson plan, which the students are asked to use in their lesson plans can you assist the student in completing one of these for a single science lesson.
- How does planning differentiate for core and non-core subjects?

## English and Mathematics Planning

At this stage in their course, students have limited exposure to English and mathematics strategies. It will be extremely helpful for them to be exposed now to the process undertaken in their placement settings whereby English and mathematics lessons are planned. In particular, please help the students understand the following:

- How are medium term objectives for English and mathematics arrived at?
- Are there any specific resources/schemes/guidance used in developing medium term English and mathematics plans?
- How do the medium term plans for English and mathematics translate into individual lesson plans?
- Your own plans for individual lessons may not be as detailed as those required of students. Using the information you have for a recent English lesson and a recent mathematics lesson please assist the student in completing two of the lesson plans they are required to do.

**All lessons taught need to be evaluated. Evaluations should be annotated on the of lesson plan and should address:**

- achievement of learning outcomes
- pupils' learning and their work
- relationships
- organisation and management of the whole lesson
- organisation and management of a particular phase within the lesson
- use and effectiveness of resources
- use of teaching methods
- discipline and control of class or groups
- management of or behaviour of individual pupils
- aspects of delivery, such as pace of lesson
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs
- introductions and conclusions to teaching episodes
- work with teachers, with and within teams
- work and relationships with other adults in the classroom / in the school
- use of questioning, explaining, discussion, instruction
- awareness and use of the learning environment

the use of time - the student's and the pupils'

## Schemes of Work

A scheme of work outlines teaching and learning to be covered over a period of time whilst a lesson plan details teaching and learning for an individual session. So that they can discharge their duties to all groups of pupils assigned to them, students will need to develop detailed documentation, **with class teacher support, over the placement**. At the heart of that documentation will be schemes, and lesson plans for work taught in the core and foundation subjects.



Students will often encounter existing schemes of work within the school and may be required to follow that scheme or be asked to translate material into their own scheme of work for a set period of time. The school should make clear the expectations of how the school's schemes should be used.

Schemes of work are sometimes called 'programmes of work' or 'units of work'. They address a range of issues including:

- what is to be taught and learned
- why the teacher is teaching and the pupils are learning these particular aspects of the subject
- how the teaching and the learning is to be managed

More specific issues to be addressed include:

- Who is to be taught;
- What the student is trying to achieve;
- What previous knowledge and skills are being taken into account;
- Connections with current and future work both within and beyond the subject as well as links with the National Curriculum and/or Foundation Stage and/or QCA scheme;
- Assessment matters;
- How much time is available for teaching and the frequency and duration of lessons;
- Homework, extension material, etc.;
- General resource implications.

Schemes of work are not formulated to prescribe in detail a student's teaching activities. They do, however, serve several important purposes.

- They help clarify thinking during preparation;
- They guide initial and subsequent preparation at all levels;
- They communicate a student's general intentions to relevant audiences;
- They provide a basis for evaluation and reflection by the student.

## Lesson Plans

The details contained in this section constitute a base line and a starting point. Lesson Planning embraces key teaching skills for students. Lesson plans provide essential (but not exclusive) evidence about a student's capabilities in planning and other vital aspects of teaching.

**Students should complete a lesson plan for every lesson or part lesson taught to a group or to the whole class using the Northumbria lesson plan. These are also available electronically on Blackboard. It is quite acceptable, should individual students / schools so wish, to add extra information to this plan. Students may use the school's own lesson plan, but must ensure that it fulfils University requirements, particularly in the early stages of placement. Please check with your link tutor if you have any doubts.**

It is essential that:

- the student has a lesson plan for all activities / lessons that he or she is to teach;
- lesson plans are available for inspection by the class teacher, training co-ordinator and other relevant people;

Lesson plans:

- help a student to operate effectively with the learners in the teaching context
- help a student to conceptualise the planning and other crucial processes

- communicate a student's intentions to relevant audiences
- provide tangible evidence of competence in:

Planning (for all parts of each lesson and will include Lesson Objectives/Success Criteria, open and closed questions and may make reference to AfL (assessment for learning) and behaviour for learning strategies together with the identification of targeted adult support)

Teaching (including managing other adults and use of resources including IT)

Assessment (of the children)

Evaluation (of teaching and learning)

**Lesson plans should contain the following elements:**

Basic data such as teaching group/s, number of pupils, date, time and duration of lesson, location.

- Personal targets brought forward from the previous lesson or teaching session.
- Learning objectives
- Children's prior knowledge
- Considerations relating to effective teaching and learning, including, where appropriate, assessment matters, differentiation, health and safety, homework, links across the curriculum, links with the national curriculum, particular pupil needs and pupil progression.
- Lesson structure and timing.
- Materials, resources, equipment and preparation requirements.
- How the lesson is to be concluded and next steps in learning addressed in the evaluation/reflection.

**When planning lessons, students are engaged in important activities, which contribute evidence towards the achievement of all major sections of the relevant Standards for the Award of Qualified Teacher Status. It is in the interests of all concerned that links with individual or groups of standards should be made clear in all planning material at all stages.**

## Planning and Preparation Checklist

Students should read through the following checklist when beginning the planning process and again when a detailed plan is in place. In time, the considerations contained here will become automatic. Also refer to the lesson observation criteria for this placement.

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

## Evaluating Your Teaching

Evaluation is an integral part of the teaching process.

### **Final Placement Evaluation Requirements:**

- You should evaluate every taught part lesson / lesson by annotating your plans and identifying points for future action for your teaching and the children's learning. If possible, use the electronic versions of the proformas and ensure that you leave sufficient space to add comments after you teach. It is perfectly acceptable to write these comments by hand.
- You should complete **one weekly evaluation** focusing on a subject area or an aspect of teaching e.g. assessment, inclusion, behaviour etc. identifying and reflecting on your own learning. This should be written analytically and be an evaluative reflection of your teaching week. This evaluation **should not** be a description of your lessons / activities taught during the week. A proforma to help you structure and record your evaluation is available at the back of this booklet. Please read the information below.

An evaluation should always involve analysis of an aspect of the teaching situation. This could relate to a number of things e.g.

- personal professional targets set by the student and or class teacher/school based mentor;
- the approach to, and development of, differentiation;
- pupils' learning and their work;
- relationships;
- achievement of learning outcomes;
- organisation and management of the whole lesson;
- organisation and management of a particular phase within the lesson;
- use and effectiveness of resources;
- use of teaching methods;
- discipline and control of class or groups;
- management of or behaviour of individual pupils;
- aspects of delivery, such as pace of lesson;
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs;
- introductions and conclusions to teaching episodes;
- work with teachers, with and within teams;
- work and relationships with other adults in the classroom / in the school;
- use of questioning, explaining, discussion, instruction;
- awareness and use of the learning environment;
- the use of time - the student's and the pupils';

## Assessing Children's Progress

By the final placement, as well as the in-depth assessment of 4 focus children, trainees will be expected to track the progress of all of the children in the class and use the data to inform future planning. The trackers are designed to show quickly and effectively which children are making the expected progress and achieving the learning objective for each lesson and those pupils who are not. The traffic light tracker for each subject also has some questions attached that will help to inform planning. This graduated approach of 'Assess, Plan, Do, Review' will allow trainees to show pupil progress by the end of a lesson and across time.

### Assessment in the Host Class

Students will have little experience of assessing children. This placement requires students to analyse children's work to establish what it suggests the child is able to do and what would be appropriate for the child to learn next. This tutorial could very usefully focus on the various ways in which you assess and record the children's progress. In particular, it would be useful to discuss:

- How you arrive at success criteria
- How you use assessment for learning
- How you decide which children are to be assessed and when
- How you vary the ways in which you assess
- How you record the outcome of your assessments
- How you ensure that assessment evidence feeds into subsequent planning for the children's learning
- The school assessment policy

At these final tutorials of the placement it is important that the students' specific needs are addressed. The above heading indicates areas of placement experience which may benefit from further exploration during the tutorial. It is unlikely, however, that there will be time to address all of these. The class teacher and students should therefore decide on the priority for this final session.

### Subject Tracker

#### Assessing pupil progress over time

**Key**

Not met LO

Met LO

Exceeded LO



| <b>Date</b>               |               |  |  |  |  |  |
|---------------------------|---------------|--|--|--|--|--|
| <b>Learning Objective</b> |               |  |  |  |  |  |
| <b>Name of child</b>      |               |  |  |  |  |  |
| Group 1                   | Focus Child 1 |  |  |  |  |  |
|                           |               |  |  |  |  |  |
|                           |               |  |  |  |  |  |
|                           |               |  |  |  |  |  |

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|  |  |  |  |  |  |  |

A full version of these documents can be found on Blackboard in Module folder TE6685.

| 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> |

### Progress of 4 Focus Children

The focus on 4 children is part of your overall class focus. It will give you an in depth snapshot of the class but you need to be aware of the whole class' progress.

The chart below may help you to reflect on how to compile your work on the 4 focus children.

Name of Focus Child \_\_\_\_\_

| Evidence/piece of work -context | Date | What does the work tell you | What action will be taken as a result |
|---------------------------------|------|-----------------------------|---------------------------------------|
|---------------------------------|------|-----------------------------|---------------------------------------|

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

Other comments:

## Concluding the Final Placement

At the end of each assessed placement, schools are asked to complete a report form for each student. This form should represent the achievements of the student in terms of the Professional Standards for Qualified Teacher Status.

- Targets need to be set with the student and recorded on the back page of the form. These will form the starting point for students in their first year of teaching. A separate phonics report is required if relevant experience has been gained. Even if teaching in KS2, it is advisable to try and complete this report now
- A mathematics report is also required
- These reports are required to inform the student's references and to track individual student progress.

It is very helpful if reports are in a Word document format (i.e. not scanned or PDF). Please do not hand write these. The reports should be written in the last week of the placement and discussed with the student. Both a school representative and the student need to sign and keep a copy of the report. The original should then be sent to the University Link Tutor who will then complete the report. The completed report will then be returned to the trainee teacher who will submit the reports to Turnitin in the module folder on blackboard.

At the end of the placement period, it is important that students review the overall experience of working for a sustained period in school alongside experienced practitioners. This reflection will take place back in the University with the assistance of the students' Professional Tutors. We are grateful to the schools for the provision of high quality training and for their assistance in the development of various aspects of the Initial Teacher Training Partnership with Northumbria University.

## End of Programme Presentation.

Students are required to collect evidence of achieving QTS standards while on placement. Most of this evidence will be collected through a student's planning and teaching. Occasionally, however, a student will collect evidence in other ways; e.g. through class outings, attending staff meetings, taking part in after school clubs etc. It is the students' responsibility to record and date this evidence, identifying the appropriate QTS standards and asking the class teacher/Training Co-ordinator to sign the evidence. This can then be used to support evidence of QTS in the student's Standards File.

After the final week of placement and at a time set by the university, the student will present their Standards Evidence to a Professional Tutor and the QTS standards signed off. **A completed report needs to be shown at this session.**

## Frequently Asked Questions

### ***Why is there a distance-learning route into teaching and does it lead to QTS?***

This is a fully recognised programme with Northumbria University as the Higher Education provider. It leads to QTS in two years of part time study. This is a diverse and accessible route for students who would not be able to attend a full time traditional programme due to other commitments during their period of training. It is an opportunity for some potentially excellent teachers to enter the profession through a non-campus based route.

### ***How do students get on this programme?***

All students who apply to this programme must have a good degree and relevant entry requirements in the core subjects. Suitable applicants who can demonstrate their enthusiasm for teaching through school experience and excellent ICT skills are invited for interview where their ability to be a self-programming, independent learner is explored. Candidates can be UK or overseas based and assessed placements can be completed in partnership schools in either Newcastle or in other areas of the country.

### ***How are students in this programme taught?***

All modules on this programme are e-learning based with directed tasks and assignments, support materials, programme guidance, professional documents and discussion forums available on-line. Students are supported in their self-study by subject and professional tutors through on-line, phone and on site tutorials as requested. University staff support, mark and moderate student assignments and reflection tasks. There are two intensive, compulsory weekend training sessions in each academic year.

### ***What age range are they training to teach?***

Early Years, Key Stage 1 and Key Stage 2 (3-11)

All students have access to the on-line training materials for the key stage they are not involved in so they can develop an understanding of either the preceding or next stage of education for the children they intend to teach.

### ***How would a classroom teacher/ITE mentor be expected to support a student on this programme?***

Support would be in exactly the same way that they would support any teacher-training student. There are practical placements and two assessed placements; each is strongly supported by university placement documentation. Assessed placements are also supported by Link Tutors who work with school staff to support students and make informed judgements about their progress.



At the end of the assessed phase, schools are required to submit an end of placement report. They should also submit a brief phonics report, as well as a report for mathematics.

During the placement, it is expected that students will work within the Teachers' Standards, demonstrating appropriate personal and professional conduct.

## Clarification of Terminology

The following terms are used throughout this document:

### **Students/Trainee teacher**

Student teachers are placed in school as part of the ITE Programme. They are professionals in training and should be referred to as student teachers whenever possible.

### **Training Co-ordinator**

This is the person responsible for co-ordinating the placement of students within school. This could be the head teacher or another experienced teacher.

### **Host Class Teacher (school based mentor)**

The Host Class Teacher is the teacher with responsibility for the class in which the student is based.

### **University Link Tutor**

The University Link Tutor is employed by the university to ensure that the students gain the maximum benefit from school placements. Professional tutors at the University and visiting lecturers, who may be school based, undertake the role of University Link Tutor. It is possible that the student will not know the Link Tutor prior to placement.

## Contact Details

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

## THE PLANNING AND ASSESSMENT FILE CHECKLIST

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:                                | Required Content:  |
|---|--|
| Title Page                              | <ul style="list-style-type: none"> <li>• Student name</li> <li>• Name of class teacher</li> <li>• Name of Training Co-ordinator</li> <li>• Name of University Link Tutor</li> <li>• Class name and year group</li> </ul>   |
| Placement support information           | <ul style="list-style-type: none"> <li>• 1 completed observation schedules per assessed week</li> <li>• 1 Weekly journal of feedback and observation</li> <li>• A completed weekly review of progress for each week in school</li> </ul>   |
| Medium term planning                    | <ul style="list-style-type: none"> <li>• The school's medium term plans, indicating subjects/ curriculum areas the student will be responsible for teaching during the placement</li> </ul>  |
| Daily planning and formative assessment | <ul style="list-style-type: none"> <li>• Detailed daily lesson plans for all taught sessions (group / whole class) incorporating opportunities for formative assessment and any planned future intervention</li> <li>• 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</li> </ul> |
| School based assessment information     | <ul style="list-style-type: none"> <li>• How does the school track the progress of the pupils throughout the year? e.g. Data tracking systems, Assessing pupil progress schedules, baseline assessment, Foundation Stage Profiles, practice SATs, other test data.</li> </ul>  |
| Grouping of children                    | <ul style="list-style-type: none"> <li>• grouping systems used in the class and the rationale as to how the groups have been established for:<br/>Reading/Writing/ Mathematics/Science</li> <li>• Identification of children supported by teaching assistants or other adults.</li> </ul>  |

|  |  |
|--|--|
| <p>Pupil progress – whole class</p>    | <ul style="list-style-type: none"> <li>• How does the class teacher monitor individual pupils' progress? E.g. reading records, spelling test results, guided reading records, Assessing pupil progress schedules, test data etc.</li> <li>• Individual Education Plans. Key issues from existing records of the children e.g. those with, specific issues such as health problems, behavioural difficulties</li> </ul>                       |
| <p>Pupil progress – individual</p>     | <ul style="list-style-type: none"> <li>• 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.</li> <li>• How did you choose to track your 4 focus pupils? examples of student's personal record keeping / tracking systems (see examples).</li> </ul> |
| <p>Evaluations and target setting.</p> | <ul style="list-style-type: none"> <li>• Weekly evaluations summarising strengths and areas for development during the next week; this should be reflective, analytical and not purely descriptive.</li> </ul>   |

## THE SCHOOL CONTEXT FILE CHECKLIST

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                          | Required Content  |
|----------------------------------|---|
| Title Page                       | <ul style="list-style-type: none"> <li>• Trainee teachers name</li> <li>• Name of class teacher</li> <li>• Name of Training Coordinator</li> <li>• Name of University Link tutor</li> <li>• Class name and year group</li> </ul>  |
| Personal information             | <ul style="list-style-type: none"> <li>• Updated personal pen portrait</li> <li>• Previous placement reports</li> </ul>   |
| Key information about the school | <ul style="list-style-type: none"> <li>• Whole school daily routines / timings</li> <li>• Copies of school policies including, behaviour and safeguarding</li> <li>• School prospectus</li> </ul>   |
| Key Information about the class  | <ul style="list-style-type: none"> <li>• Class timetable / placement timetable</li> <li>• Size, groupings</li> <li>• Children with Special Educational Needs</li> <li>• Support staff, adults other than teachers working in the class</li> </ul>   |
| Class records                    | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Individual Education Plans. Key issues from existing records of the children e.g. those with, specific issues such as health problems behavioural difficulties</li> </ul> |
| Modelling exemplary practice     | <ul style="list-style-type: none"> <li>• I have begun to complete the modelling exemplary practice form, including details of key stages and subjects observed and/or taught</li> </ul>   |
| School report                    | <ul style="list-style-type: none"> <li>• An example of a school report with all personal information blackened out</li> </ul>   |
| Notes from meetings              | <ul style="list-style-type: none"> <li>• Notes from meetings with class mentor, training coordinator, link tutor</li> </ul>   |
| Safeguarding policy declaration  | <ul style="list-style-type: none"> <li>• I have read the school safeguarding policy, including the Prevent documentation and am fully aware of their content.</li> <li>• I have identified the safeguarding lead within school and know who to approach with any questions or potential issues</li> </ul> <p>Student signature:</p>   |

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

| Date and duration of lesson | Description of subject and Key stage<br>Observation or teaching ?<br>Was this whole class/group or 1-1 teaching? | Signature of Mentor/<br>teacher |
|-----------------------------|--|---------------------------------|
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## Weekly Evaluation Proforma

Weekly Evaluation Dated.....

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

Focus of evaluation is Standard .....

**What have you learnt this week in relation to this standard?**

**How did your learning impact upon pupil progress?**

**How will you use this knowledge in future teaching?**



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships, and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- 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.

### 2 Promote good progress and outcomes by pupils

- 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.

### 3 Demonstrate good subject and curriculum knowledge

- 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, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- 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).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- 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.

## 6 Make accurate and productive use of assessment

- 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.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- 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.

## 8 Fulfil wider professional responsibilities

- 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.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

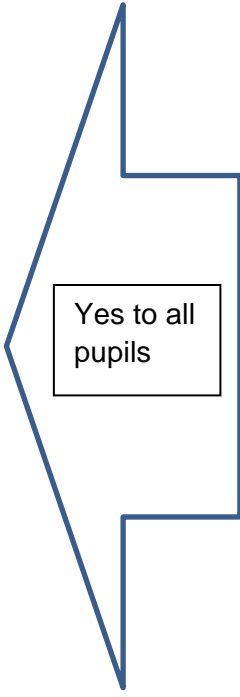
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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



The TA/Teacher lesson planning tool helps trainee teachers plan effectively or Teaching Assistants in class

| When?                          | What?   |
|--------------------------------|---|
| Before the lesson              | <ul style="list-style-type: none"> <li>• Conversation about lesson plans, learning objective and success criteria</li> <li>• TA and teacher to discuss any issues regarding pupils</li> <li>• Share the TA/teacher lesson planning tool</li> <li>• Check that learning objectives are in books</li> </ul>   |
| During the lesson introduction | <ul style="list-style-type: none"> <li>• Refocus students</li> <li>• Ensure that they have the correct equipment needed e.g. whiteboard and pen, fidget toy etc.</li> <li>• Use mini whiteboards, key vocabulary prompts, visual prompts for _____</li> <li>• Scribe for the teacher (point of reference for pupils in the lesson)</li> </ul>   |
| During whole-class work        | <ul style="list-style-type: none"> <li>• Act as a talk partner for _____ and _____ so that they can rehearse their ideas and thinking aloud</li> <li>• Encourage responses from _____</li> <li>• Emphasise key vocabulary : _____</li> <li>• Record words in book for _____</li> <li>• Model for the pupils or role-play activities with the pupils</li> <li>• Rephrase information</li> <li>• Scan the room and notice when students need rather than ask for help</li> <li>• Access arrangements: scribe for _____ and read for _____</li> <li>• Use questioning to ensure that students have understood instructions as to what they are to do, what they will learn and what outcome is expected</li> <li>• Check they are using success criteria</li> <li>• Correct spellings/errors in green pen</li> </ul> |
| In group work                  | <ul style="list-style-type: none"> <li>• Use open questioning to ensure that students have understood instructions as to what they are to do, what they will learn and what outcome is expected of them by the end of the group session</li> <li>• Explain roles, prompt and give time checks</li> <li>• Allow thinking time before helping or giving the pupil the answer</li> <li>• Note issues, mistakes, misconceptions and difficulties on post-it notes, so that the teacher can address these in the plenary or in future lessons</li> <li>• Rehearse reflection on learning so that the students can present their ideas in plenary sessions</li> </ul>   |
| In plenary sessions            | <ul style="list-style-type: none"> <li>• Prompt and help students explain strategies and reasoning to reflect on their learning</li> <li>• Monitor responses of _____; note any difficulties/misconceptions</li> </ul>  |
| At the end of the lesson       | <ul style="list-style-type: none"> <li>• Clarify with students what the next steps in their learning will be</li> </ul>   |

|   |   |        |        |        |
|---|---|--------|--------|--------|
|   | <ul style="list-style-type: none"> <li>• Ensure that students have homework and are clear about any follow-up required</li> </ul>   |        |        |        |
| After the lesson  | <ul style="list-style-type: none"> <li>• Provide feedback to the teacher as required</li> </ul>   |        |        |        |
| Support to include:   | Name 1  | Name 2 | Name 3 | Name 4 |
| Explaining tasks  | X   | X      | X      | X      |
| Refocusing  | X   | X      | X      | X      |
| Scribing as appropriate   | X   | X      | X      | X      |
| Reading as appropriate  | X   |        |        |        |
| Personal reminders  | X   | X      | X      |        |
| Sentence starters   | X   |        |        | X      |
| Prompts – discreet  | X   | X      | X      |        |
| Seeking clarification from the teacher if needed<br>Conversation with the teacher – debrief/feedback<br>Scanning the room and noticing when students need rather than ask for help<br>Encouraging independence<br>Promoting thinking by questioning<br>Allowing thinking time<br>Using positive language<br>Scanning the room and directing support accordingly<br>Reinforcing expectations<br>Checking understanding<br>Encouraging resilience<br>Encourage talking about the learning | <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 20px;"> <p>Name of teacher:</p> <p>_____</p> <p>—</p> <p>Name of teaching assistant:</p> <p>_____</p> <p>—</p> <p>Date</p> <p>_____</p> <p>Comments/Summary/Points moving forward:</p> </div> </div> |        |        |        |

## Weekly Journal Feedback and Observations Proforma

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

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

| Targets for the week:                               |           |                       |  |
|---|-----------|-----------------------|--|
| <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> <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> </ul> |
| Impact on Pupil Progress & Learning:                |           |                       |  |

|   |  |  |  |
|---|--|--|--|
| <p><b>Subject Knowledge &amp; Pupil Learning:</b></p> |  |  | <ul style="list-style-type: none"> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> <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 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> </ul> |
|---|--|--|--|

|  |  |  |   |
|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b><u>Fulfil wider professional responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul> |
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## Example of Weekly Journal Feedback and Observations

Observation week: **Example 2 (final assessed placement)**

|                         |  |          |  |
|-------------------------|--|----------|--|
| Trainee Name            |  | Observer |  |
| Focussed task or lesson | See attached 2 subject- focused observations for P.E and Geography | KS/Year  |  |

### Targets for the week:

•

| Focus  | Strengths   | Areas for development   | <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> <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> </ul> |
|--|---|---|--|
| <p><b>Impact on Learning, Teaching &amp; Assessment:</b></p> | <p><u>10.06.2021</u> <u>9.00-9-30</u></p> <p>Phonics lesson. Planned appropriate practical activities for phase 4 phonics. Followed structure of revision of prior learning, explicit teaching, application, practise and reflect. Engaging practical resources.</p> <p>Each day added to class progress tracker for literacy and mathematics</p> | <p>Was Tom fully engaged? Plan for support, individualised resources where appropriate.</p> <p>Be sure this is being used to inform future planning. How will you stretch and challenge the HA group who have been tracked as green throughout this week?</p> |  |
| <p><b>Impact on Pupil Progress &amp; Learning:</b></p>       | <p><u>11.06.2021</u> <u>10..00-10.20</u></p> <p>Mathematics. Lesson 2 of 3.</p> <p>Shared clear Los and success criteria. Children involved in identifying these. Could these</p>   | <p>Resources should be organised well ahead of time. What impact might this have had on successful outcomes and behaviour management?</p>   |  |

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|   | <p>have been displayed throughout lesson?</p> <p>Clear differentiation on planning.</p>   | <p>Make sure TA is clear of their role and expected pupil outcomes before the lesson. Could they have assessed individual progress for their group?</p>    | <ul style="list-style-type: none"> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> <p><b>Plan and teach well-structured lessons</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 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>Adapt teaching to respond to the strengths and needs of all pupils</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>Make accurate and productive use of assessment</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>Subject Knowledge &amp; Pupil Learning:</b></p> | <p><u>11.06.2021</u> <u>10..00-10.20</u></p> <p>Mathematics. Lesson 2 of 3.</p> <p>Good subject knowledge. Researched and confident clarifying pupil misconceptions. Re-visited prior knowledge.</p>  |  |   |
| <p><b>Behaviour for Learning:</b></p>                 | <p><u>11.06.2021</u> <u>10..00-10.20</u></p> <p>Mathematics. Lesson 2 of 3.</p> <p>Pupil's settled onto carpet quickly after break, were engaged and eager to learn. Clear of tasks and expectations.</p> <p>Good use of sticker rewards to motivate all children. Positive praise.</p> <p><u>Science 12.06.20</u> <u>1.20- 1.30</u></p> <p>Re-visiting class rules and expectations ensured children were clear of expectations at the beginning of the lesson</p> | <p>Low level disruption on carpet whilst resources being sorted out.</p> <p>Where were Chelsea and Cara seated? Could this argument have been avoided?</p> |   |

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| <p><b>Other, including Part 2 of the Teachers' Standards:</b></p>                   | <p>Began class science display, using children's work</p> <p>Spoke to parents of several pupils after full school assembly</p> <p>Attended school CPD on new school marking policy</p> | <p>What headings/explanations would enhance this display?</p> <p>Take children out to meet parents at the end of the school day.</p> <p>Inform parents of progress in the intervention group</p> <p>Mark children's Big Write next week, following these guidelines</p> | <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> |
| <p><b>Summary of key strengths including progress against previous targets:</b></p> | <ul style="list-style-type: none"> <li>•</li> </ul>  |   | <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>  |
| <p><b>Future targets:</b></p>   | <ul style="list-style-type: none"> <li>•</li> </ul>  |   |  |



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|                   |  |                    |
| Signed (Trainee): |  | Signed (Observer): |

## Subject focused lesson observation proforma

|                                 | →  | →  | →  | →   |
|---------------------------------|--|--|--|---|
| 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 learned 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         | 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 proforma**

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

| <b>Trainee points for discussion</b>                               |   |
|--|---|
| Trainee: Bullet point areas of strength (ahead of the meeting)     |   |
| •  |   |
| Trainee: Bullet point areas for development (ahead of the meeting) |   |
| •  |   |
| <b>Mentor Evaluation</b>   |   |
| <b>Please comment on evidence in relation to these areas:</b>      | <b>Comments</b>   |
| Discussion with trainee/ self-evaluation of learning               | <p>To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> <li>• Placement files</li> <li>• Individual Learning &amp; Development Portfolio(ILDP)</li> <li>• Revision of previous targets</li> <li>• Developing subject knowledge</li> <li>• Lesson observation/weekly journal feedback</li> <li>• Additional evidence trainee wishes to present</li> </ul> |
| Discussion with learners   |   |
| Discussion with TA/other adult                                     |   |

|   |   |
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|   |   |
| 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> |

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**Overall Judgement**

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

Working towards Expectation

Meeting Expectation

**Targets agreed for the week ahead**

| Target | Action<br>(How will you do this?) | Support<br>(What support might you need?) |
|--------|-----------------------------------|---|
|        |                                   |   |
|        |                                   |   |

|               |  |
|---------------|--|
| <b>Signed</b> |  |
| Mentor        |  |
| Trainee       |  |

**Initial Teacher Education Placement Report**

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

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

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

**Professional behaviours**

Made valuable contributions to the wider life of the school.

Had appropriate discussions with key members of the senior leadership team (For example, SENCO, subject leads, pastoral lead.)



|  |  |
|--|--|
| <p>Taken part in CPD sessions and the impact these may have had on development.</p> <p>When working with Teaching Assistants/other adults, steps taken to maximise their impact on pupils' learning and progress.</p> <p>Responded to or witnessed a safeguarding incident appropriately.</p> <p>Experiences of working with parents, carers and families.</p> <p>Demonstrated professionalism in relation to the theory and training received at university and whilst on placement.</p>                      |  |
| <p><b>Curriculum</b></p> <p>Familiarised themselves with the school curriculum.</p> <p>All planning and teaching within the classroom is linked tightly to school's curriculum. Understands the term 'a carefully sequenced and coherent curriculum'.</p> <p>Developed confidence in all relevant areas of subject knowledge and understands the impact of this on the ability to impact on pupils' learning and progress. This includes developing understanding of the National Curriculum expectations.</p> |  |

|   |  |
|---|--|
| <p>Understands how expert colleagues sequence learning to ensure that pupils are able to link new ideas to their existing knowledge. Beginning to plan lessons to incorporate this concept.</p> <p>Understands how both the university-based training and school-led training/experiences have helped them become confident in the teaching of</p> <p>Early Reading (including Systematic Synthetic Phonics).</p> <p>Developed a range of teaching strategies to engage and enthuse pupils, especially in relation to understanding what they are learning and why.</p> |  |
| <p><b>Pedagogy</b></p> <p>Awareness of the grouping of pupils for different purposes and understands the most effective methods to impact pupils' learning and progress.</p> <p>Breaks down complex concepts into smaller steps in order to support pupils' learning and progress.</p> <p>Uses appropriate questioning strategies to engage pupils, to check their prior knowledge and assess their understanding.</p>  |  |

|   |  |
|---|--|
| <p>Demonstrates effective modelling and understands the impact of this on the pupils' learning and progress.</p> <p>Scaffolds teaching appropriately to impact on pupils' learning and progress.</p> <p>Observed and used successful strategies when working with SEND pupils within the class to impact on their learning and progress. Is aware of the SEND Code of Practice.</p> <p>When planning sequences of lessons, considers working memory and metacognition of the pupils within the class.</p>   |  |
| <p><b>Assessment</b></p> <p>Understands how high quality feedback, written and verbal, has a significant impact on pupils' learning and progress.</p> <p>Understands the value of this feedback to impact on the progress of a pupil or group of pupils, planning opportunities to reflect on their learning.</p> <p>Understands how formative assessment can be used during teaching and how these assessments impact on individuals and groups of pupils.</p> <p>Consistently uses an appropriate Learning Objective and assesses/ marks against this</p> |  |

|  |  |
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| <p>criteria with clear feedback and 'next steps' for pupils.</p> <p>Completes group/class progress trackers.</p> <p>Understands the relationship between formative and summative assessment and how they can each support teaching and learning.</p> <p>Utilised whole school data about the pupils in the class/es and understands how to make best use of the data that is collected within the class/es or across the school.</p> <p>Understands what the most important elements in effective and accurate assessment of pupils' progress are.</p> |  |
| <p><b>Behaviour management</b></p> <p>Adhered to school/ class behaviour policy to manage pupil behaviour.</p> <p>Promoted high expectations for <b>all</b> pupils in the class/es with routines established to effectively manage behaviour.</p> <p>Maintains a positive classroom culture.</p> <p>Understands the relationship between having high expectations and the impact this has on pupil behaviour.</p>  |  |

|  |            |           |
|--|------------|-----------|
| <p>Is able to relate aspects of theory learned in university-based to managing pupil behaviour successfully.</p> <p>Awareness of the difference between intrinsic and extrinsic rewards.</p> |            |           |
| <p><b>Additional comments:</b></p>   |            |           |
| <p><b>Link Tutor comments:</b></p>   |            |           |
| <b>Overall Judgement</b>   |            |           |
| <p><b>Trainee is on track to meet Teachers' Standards</b></p>  | <b>Yes</b> | <b>No</b> |
| <p>Signature of member of staff supervising this placement:</p>  |            |           |
| <p>Signature of University Link Tutor for this placement:</p>  |            |           |

|                    |  |
|--------------------|--|
| Student signature: |  |
| Date:              |  |