

**Northumbria  
University**  
NEWCASTLE

# PGCE Early Primary Education Initial Assessed Placement Handbook 2022



## **Guidelines for Students and Schools**

### **Module code TE6685**

### **Primary Practice Placement (PPP)**

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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.’**

### Placement summary

- This is an 8 week placement.
- It is the first time these students will have been assessed as trainee teachers.
- The expectation is that the first week will be a preparation week.
- Weeks 2 through to week 4 trainees will be in the base classroom for 60% of the time the children are in school with between 25% and 40% of this time leading teaching.
- Week 5-8 trainees will be in the base classroom for 70% of teaching time with no less than 25% and no more than 40% of this time spent leading teaching.
- Trainees to support the teacher for the duration of this time in class via team teaching, group teaching, 1-1 teaching or doing other activities (in the classroom) that the teacher deems appropriate.
- Trainee teachers will need a detailed placement timetable each week indicating where and what the trainee will be doing whilst in school each day.
- All lessons taught must be planned using the Northumbria University lesson proforma.
- All lessons taught should be checked for appropriateness by the class teacher **prior** to delivery.
- Time not in the base classroom should be planned via the class teacher to be beneficial professional development time.
- During assessed weeks, one subject focussed lesson observation and one weekly review of progress meeting will be held each week.
- The mentor/class teacher will record observations about the trainee progress using the weekly journal feedback and observation proforma.
- At the end of the placement a report will be completed by the mentor/class teacher.
- The trainee teacher will email the University link tutor every week they are in school.

## Programme overview

The PGCE Early Primary programme is a 2-year distance-learning route where students study off campus to meet the University requirements to be awarded PGCE (with 'Masters' level 7 qualification), as well as fulfilling the requirements of The Teachers' Standards to be recommended for qualified teacher status. As well as undertaking a series of learning tasks in schools (Professional Development Portfolio non-assessed placement) over the course of the 2 years, the programme consists of 2 formally assessed placements:

Initial Assessed Placement – 8 weeks in length, 4 weeks either side of the school summer holidays. This takes place at the end of the students' first year and in the first few weeks of their second year. Part 1 - 20<sup>th</sup> June to 15<sup>th</sup> July 2022. Part 2 5<sup>th</sup> Sept to 30<sup>th</sup> Sept 2022

Final Assessed Placement- 9 consecutive weeks, taking place in the spring and summer term of the students' second year

## Mentor training

We are offering mentor training on Tuesday 21<sup>st</sup> June and Thursday 23<sup>rd</sup> June at 4.00pm. 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.

## 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 supporting advice.pdf](file:///U:/Northumbria%20Sept%202012-/ofsted/Compliance%20docs/Feb%202017%20Initial%20teacher%20training%20criteria%20and%20supporting%20advice.pdf)

Dates and arrangements for Initial Assessed Placement		
	Designated link tutor:	Link tutor contact details:
Student to Insert details here-		
Student to insert Placement dates:		Additional notes(full time/part time)
<p>Part 1:</p> <p>Week 1:</p> <p>Preparation week</p> <p>(see further details at the end of this handbook)</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 year group and 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> </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 be of benefit to students to become aware of how the host school analyses the assessment data and tracks pupils within and across year groups, with a particular focus on EYFS and KS1.</p> <p><i>Identified link tutor will contact school and student to arrange an initial, virtual meeting.</i></p> <p>Mentors are asked to ensure that students get the opportunity to observe good practice across all keys stages within the school during the course of the whole placement, including observation of phonics and early maths in Foundation Stage and Key Stage 1, as well as gaining an understanding of KS2 expectations. <i>It is recommended that students spend at least one day in a KS2 class over the placement.</i></p> <p>These 4 focus children should be typical of the ability range.</p> <p><b>Class teacher/school based mentor to carry out student file check.</b></p>

<p>Weeks 2-4</p> <p>, 2<sup>nd</sup> 3<sup>rd</sup> and 4<sup>th</sup> weeks are assessed</p>	<p>Students will work to an assessed timetable that includes approximately:</p> <ul style="list-style-type: none"><li>60% time should be spent in class teaching, with some of this time as the lead teacher and some in a supportive role. For up to 40% of the week (and no less than 25% of the week), each student takes responsibility for planning and teaching within the class for an agreed amount of the week.</li><li><b>40% out of class working on personal targets/preparing for lessons/observing practice in other classes.</b></li></ul> <p>Teacher to periodically observe student and note down observations using the weekly journal –feedback and observations form. One subject focussed lesson observation to be carried out each week.</p> <p>Teacher or School Based Mentor to arrange a <i>weekly review of progress</i>, using the University proforma to review the previous weeks targets and to set new targets.</p>	<p>A sample day might look like the following:</p> <table><tr><td></td><td>Student role</td></tr><tr><td>First session</td><td>Student leads teaching - Teacher provides classroom support</td></tr><tr><td>Break</td><td></td></tr><tr><td>Second session</td><td>Student leads teaching Teacher observes the lesson.</td></tr><tr><td>Lunch</td><td></td></tr><tr><td>Third session</td><td>Teacher leads teaching Student observes and guides a group</td></tr></table> <p>Students are required to email their link tutor each week with a copy of the lesson observation, the weekly placement teaching timetable and the weekly review of progress document.</p> <p>This meeting will involve the student and the mentor every week, and at week 1 (virtual), 3 and 5 (face to face) the link tutor will attend.</p> <p>Students are expected to have completed the first half of the Weekly Review of progress proforma before the meeting; to come to the meeting with their placement files and to provide evidence to support any claims of achievement against targets set.</p>		Student role	First session	Student leads teaching - Teacher provides classroom support	Break		Second session	Student leads teaching Teacher observes the lesson.	Lunch		Third session	Teacher leads teaching Student observes and guides a group
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		Students should carry out weekly observations of exemplary practice in other classrooms within the school in the 40% non-contact time.
Week 5-	<p>Students will work to an assessed timetable that includes approximately:</p> <ul style="list-style-type: none"> <li>70% time should be spent in class teaching, with some of this time as the lead teacher and some in a supportive role. For up to 40% of the week (and no less than 25% of the week), the student takes responsibility for planning and teaching within the class for an agreed amount of the week.</li> <li>30% out of class working on personal targets/preparing for lessons/observing practice in other classes.</li> </ul> <p>Teacher may choose to use the weekly journal of feedback and observations to periodically observe student and note down observations.</p> <p>One subject focussed lesson observation to be carried out each week.</p> <p>Teacher or School Based Mentor to arrange a <i>weekly review of progress</i>, using the University proforma to review the previous weeks targets and to set new targets.</p>	<p>This meeting will involve the student and the mentor every week, and at week 1 (virtual), 3 and 5 (face to face) the link tutor will attend.</p> <p>Students are required to email their link tutor each week with a copy of the lesson observation, the weekly placement teaching timetable and the weekly review of progress document.</p> <p>Students are expected to have completed the first half of the Weekly Review of progress proforma before the meeting; to come to the meeting with their placement files and to provide evidence to support any claims of achievement against targets set.</p> <p>Students should carry out weekly observations of exemplary practice in other classrooms within the school in the 30% non-contact time. Out of class time must be spent in school observing other lessons/specialists/co-ordinators of subjects; planning; assessing.</p>



Reports	<p>Placement report to be written by teacher/mentor using the information gathered using the weekly journals of feedback and observations.</p> <p>Phonics and maths reports to be completed.</p> <p>Students to take leave placement with signed copy of all reports plus electronic versions ready to upload to Turnitin.</p> <p>Check- Has at least one practical science lesson (in any key stage) been observed during the placement?</p>	<p>Placement reports to be emailed to link tutor.</p> <p>Trainee to upload reports to Turnitin</p>
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## Placement Guidance

This placement is designed to provide students with an insight into teaching and learning in EYFS or KS1.

It is anticipated that the students will work in close partnership with both the class teacher in their placement school and the University Link tutor allocated to the placement school. Under the guidance of the teacher, they will contribute to planning, teaching and assessment, the details of which are outlined below.

This will be the first time that the students will take on the responsibility for class planning and teaching. Teachers and mentors will need to ensure that students are provided with the planning and assessment resources, modelling of exemplary practice, as well as tutorial support, in order to most effectively learn from this placement. The guidance below sets out expectations in terms of the amount of teaching responsibility students should have at each stage of the placement. Experience shows that too much or too little teaching experience can hinder progress in both this and subsequent placements, so it is important that the guidance below is adhered to wherever possible, though adaptations to meet the specific organisation within each school is supported. Should you need to significantly amend the guidance below, please contact the University Link Tutor allocated to your school.

Students will have written an individual Pen Portrait, which will reflect their prior experience in schools, personal learning and current stage of development. This should be shared with the School Based Mentor and possibly the School Placement coordinator 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 in the weekly review of progress meeting.

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.

## 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>• 8.00am meet school-based mentor.</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 the Safeguarding lead and the policy</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>• 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.</li> <li>• Students should share their pen portraits with school based mentor and / or host class teacher.</li> </ul> <p><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.</i></p> <ul style="list-style-type: none"> <li>• Students should be helped to identify four ‘focus’ children, <i>representative of the range of ability</i>. Students should start to collect evidence from observations and discussions 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 Pupil Profile and should be kept in the Planning and Assessment file. 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.</li> <li>• Students should spend most of the day(60% to 70%) in their host class.</li> <li>• Students should be given the opportunity to join in with daily routines, observe and assist the class teacher throughout the day as much as possible.</li> </ul>
Inter-session task	<ul style="list-style-type: none"> <li>• Students 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 in the class. This completed information will then be placed in the Planning and Assessment file.</li> </ul>

	<ul style="list-style-type: none"> <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 making reflective notes in a journal on their time in school in Day 1 and preparing for Day 2.</li> </ul>
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Day 2	
Focus	Suggested Daily Activities
<p>Observation day to study children's learning</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 so they begin to understand how subjects are taught and assessed, with a particular focus on communication and language development, literacy, mathematics and personal and social development.</li> <li>Students should by now have identified their four 'focus' children, which are representative of the range of ability. Students need to collect one sample of work in which may be a phonics activity and one in mathematics for one of the focus children (or have written observations of a focus child engaged in a 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 CAN 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.</li> <li>Students in discussion with the class teacher should begin to plan to teach to the whole class on Days 4 and 5. (This will involve 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 proformas provided on Blackboard.</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</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 file contains 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>
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Day 3	
Focus	Suggested Daily Activities
<p>Observation day to study children's learning</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 curriculum and continue familiarisation with host class routines;</li> <li>Students need to update the pupil profiles of the four focus children with information relating to their achievements in other subjects/areas of learning. Students need to collect medium term planning to be taught over the block placement period. Students should be aware of cross-curricular opportunities.</li> <li>Students to collect copies of ALL written work (or have written observations), from all four focus children for today. Students comment, as before, on what the samples of work indicate the child CAN do in relation to the learning objective. This work will be added to the pupil profiles in the Planning and Assessment file.</li> <li>Students must observe a science lesson at some time during the placement where children are engaged in practical work. (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 and for	<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 vital 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> <li>Students need to observe how computing is taught in school. They need to be aware of the range of computing skills in the class and also how to</li> </ul>

students to teach	<p>track and assess their four focus children. They need to be aware of opportunities for embedding computing teaching into the curriculum.</p> <ul style="list-style-type: none"> <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 and mathematics focussed. The student using the teacher planning as a starting point will have planned these.</li> <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 more information the student needs to collect i.e. evidence of achievement against the learning objectives for 4 focus children;</li> <li>- how might this information be collected;</li> <li>- what are the implications for teaching during this placement;</li> </ul> </li> </ul> <p>Students should annotate/evaluate 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 /school based mentor, should identify a strength and a target to bring to the block placement. These will form a starting point for further discussion and training.</li> <li>• Time will need to be spent, with the school based mentor/class teacher, discussing the expectations and organisation of the assessed block placement. It is important that students understand what is required of them for the first assessed week and that the school based mentor/ class teacher and the student share a common understanding of the requirements of the placement including the provision for their non-timetabled time.</li> </ul>
Inter session task	<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 placement folder on Blackboard)</li> </ul>

## Planning

Students have had relatively limited experience of lesson planning. They need to become aware of the host school's planning process early on in this placement. Students need to have sight of, and be able to work from teacher short and medium term plans and be able to discuss the rationale behind them with the class teacher. 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 University planning proforma.

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:

- Share long term planning with the trainee.
- What does 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 planning proforma 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?

## The School Placement Files

Students will keep two files during the placement: the 'Planning and Assessment file' and the 'School Context file'. Students are expected to have these files in school with them **at all times**. The files are professional working documents kept by the student. The files themselves constitute an evidence base for the student's performance on placement.

The files are particularly useful for assessing the student's planning, management, 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 which may offer annotated comments on the content;
- The files should be well organised and clearly divided into sections
- Some of the information may be held digitally. This information should still be brought to the weekly review of progress meeting and be easily accessible.

## 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.

- ❑ 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?
- ❑ 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?
- ❑ Have you thought about the key vocabulary you need to teach and key questions you need to ask?
- ❑ Have you thought about the key points you need to make?
- ❑ 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 involved in the lesson/activity?
- ❑ Have you considered how you will support learning (special needs) or extend learning (more able children)?
- ❑ Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity?



### **Placement Evaluation Requirements:**

- 1. You should evaluate every taught part lesson / whole 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.**
- 2. You should complete one weekly evaluation focusing on 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 is provided on page 24. Please read the information below.**

Evaluation is an integral part of the teaching process.

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';

Your evaluations are:

- not expected to be a description of your weekly lessons;
- expected to be specific rather than general;
- expected to include analysis of positive issues as well as negative issues;

- expected to refer back to previous evaluations in so far as they are relevant for demonstrating progression;
- expected to look forward and plan for future action for both self and pupils;
- not expected to include value judgements or blame of pupils for shortcomings;
- expected to draw on a number of sources of evidence i.e. on observations, on pupils' work, on teacher / tutor / child comments etc., and, importantly, the student's own professional sense and judgement;
- expected to focus on issues that are significant to the training;

## 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 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

During this initial placement, 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.

## Subject Tracker

### Assessing pupil progress over time

#### Key

Not met LO

Met LO

Exceeded LO



Date							
Learning Objective							
Name of child							
Group 1	Focus Child 1						

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:

## Placement Feedback and Support

Throughout the placement, students, mentors and link tutors should ensure that-

Students have:

- Maintained regular professional contact with their link tutor and school based mentor
- a teaching load of 60% made up of a mixture of mainly small group and between 25% - 40% whole class teaching, students need to ensure lesson plans are presented to the class teacher prior to each lesson to allow for discussion with the class teacher and if necessary, revisions;
- one subject focused lesson observation 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 /school based mentor, this meeting should be recorded on the Weekly Review of Progress proforma ; Tutorial Guidelines to support this meeting are also included in the back of this booklet;
- kept their own notes from tutorials and points discussed with class teacher / school based mentor on issues arising from the week are kept in the planning file;
- completed the Weekly Evaluation and set personal targets for the following 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;
- developed a positive learning environment in the classroom for the pupils and themselves
- received their end of placement reports form with class teacher / school based mentor, signed report form and been given a copy to bring back to University to share with Professional Tutor;
- placement reports has been uploaded to Turnitin

### University Link Tutor Visits

Each school will be allocated a University Link Tutor(ULT) at the outset of the placement. The ULT will support both trainee and mentor as necessary. The trainee will be notified of the name and contact details of the ULT prior to starting placement. Either mentor or trainee may contact the ULT throughout the duration of the placement as required. This may be via email, Blackboard Colaborate, TEAMS, Skype (other platforms may be used) or telephone conversation. Guidance on using these platforms will be provided. We recognise that the support of *both* trainee and mentor is beneficial to ensure that the trainee has the most effective experience whilst in school.

Students are required to email their link tutor each week with a copy of the lesson observation, the weekly journal and the weekly review of progress document and the teaching timetable.

Students are expected to have completed the first half of the Weekly Review of progress proforma before the meeting; to come to the meeting with their placement files and to provide evidence to support any claims of achievement against targets set.

### **First virtual meeting (1hr approx.):**

The ULT will contact the school in the first week to arrange a virtual progress meeting at the end of the week. This meeting will involve the student, the mentor with the ULT attending virtually (using TEAMS).

The trainee can prepare for this meeting by completing the first part of the weekly review of progress document and to ensure that their placement files are up to date.

The mentor can prepare for this meeting by completing the weekly journal of feedback and observations. N.B. no formal observations are necessary in the first week although informal observations will most likely have taken place.

The first virtual meeting (via Blackboard collaborate or TEAMS) will take place during the preparation week. During this meeting, the Link Tutor will ensure that both the school and student have all the necessary paperwork and will discuss the placement requirements and expectations so that all parties are sure about the expected placement outcomes. The teacher/mentor will have checked the student's placement files to ensure the student is prepared for placement. If a student is found to be unprepared to start placement then the assessed part of the placement will not be allowed to begin.

### **Second face to face meeting:**

This visit will usually be made around the third assessed week of teaching. During the second meeting, it may be possible to carry out a joint lesson observation with the class teacher/Training Co-ordinator. This lesson could be video-recorded and watched beforehand by the link tutor.

Alternatively, it may be observed live. This discussion is an essential aspect of the placement and is part of the moderation process between schools. The Link Tutor and class teacher/Training Co-ordinator will jointly feedback to the student. During this meeting, the Link Tutor will ask about students' placement files, students' progress during placement and ensure the student is ready to carry on with the rest of the placement. The student must be released from teaching for this session.

### **Third face to face Meeting:**

This visit will take place in week 6 of the placement. The format may be the same as for the previous visit, or may have a different, mutually agreed focus e.g. Report writing. Further virtual visits may be made where a school requires extra support or where a student is in difficulty. (See further guidance under Assessing and Grading Students)

## **Placement Surgeries**

During the preparation week, students will attend a virtual placement surgery. These meetings are compulsory and in addition to the Link Tutor visit and it is important that all students be released so they can attend these meetings.

## Weekly Journal of Feedback and Observations

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

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

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. 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 Specific Lesson Observations

The class teacher should complete one subject specific lesson observation of the student's teaching on each assessed week whilst in school. These observations should cover different areas of learning/subjects each week. The lesson observations do not all have to be of full lessons. Some observations may last for only 10-15 minutes, depending upon the length of the lesson itself.

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

It is crucial that the student keeps the records of observations and weekly review of progress safely and that it is available for a range of people to read. These may include:

- Training Co-ordinator
- Host Class Teacher (School Based Tutor)
- Head teacher
- University Link Tutor
- External Examiner
- Ofsted

## 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 observation should be discussed prior to the lesson and whatever 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.

### 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 lesson observation is not graded – feedback is formative.

### Weekly Review of progress

Students should meet each week with the school based mentor to evaluate and review their placement experience. A Weekly Review of Progress proforma should be completed for each assessed week. Intermittently throughout the placement, the ULT will attend this meeting as a support to both student and school mentor. . **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>

## Students in difficulty

- Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher/school based mentor and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their Link Tutor after this if they need further support and advice.
- Class teachers/school based mentors 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/school based mentor 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 call and if appropriate 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. This intervention is designed to support the student with the issue outlined.
- The original form should be returned to Lorain Miller the PGCE EP Placement Leader for information. Completing a Student Support Form does not mean a student is necessarily failing a placement.
- If students continue to be a cause for concern', the Link Tutor should contact Lorain Miller the PGCE EP Placement Leader. The Placement Leader may contact the University Link Tutor / class teacher to provide an objective view of the student's progress and where necessary fail the placement.

## Standards File evidence

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. Photographs are a useful aspect of standards evidence and will need to be discussed with the mentor prior to being taken to ensure safeguarding procedures are being adhered to within the school.

## Concluding the 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 and should be completed using the discourse from the weekly review of progress.

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 next placement, which may be in either EYFS or KS1.

The report should be written in the last weeks 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. Trainee are required to upload copies of end of placement reports to Turnitin after the ULT has made their comment.

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.

## 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. The programme leads to QTS through a two-year part time programme. 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 are interviewed where their ability to be a self-programming independent learner is explored. Candidates can be UK or overseas based but, in order to achieve Qualified Teacher Status, assessed placements must comply with current legislation.

## 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. All students are allocated a link tutor to support their assessed placement experience. All students undertaking assessed placements in England are usually visited in school by their link tutor. However, due to the COVID19 pandemic the link tutor will support both school and student **virtually** during this placement

## What age range are students training to teach?

The programme focuses on Foundation Stage/ Key Stage 1 (3-7).

## Clarification of Terminology

The following terms are used throughout this document:

### Students/Trainees

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.

### School placement coordinator

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

### School based mentor

This person 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. Their role is to support *both school staff* and student to ensure that the students gain the maximum benefit from school placement experience. They may be university lecturers or school based staff. It is likely that the student will not know the Link Tutor prior to placement.

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## Contact Details

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

## 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	<p>Student name</p> <p>Name of class teacher</p> <p>Name of Training Co-ordinator</p> <p>Name of University Link Tutor</p> <p>Class name and year group</p>
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	The school's medium term plans, indicating subjects/ curriculum areas the student will be responsible for teaching during the placement
Daily planning and formative assessment	<ul style="list-style-type: none"> <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: Reading/Writing/ Mathematics/Science</li> <li>• Identification of children supported by teaching assistants or other adults.</li> </ul>

Pupil progress – whole class	<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>
Pupil progress – individual	<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>
Evaluations and target setting.	<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	Trainee teachers name Name of class teacher Name of Training Coordinator Name of University Link tutor Class name and year group
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	Whole school daily routines / timings Copies of school policies including, behaviour and safeguarding School prospectus
Key Information about the class	Class timetable / placement timetable Size, groupings Children with Special Educational Needs Support staff, adults other than teachers working in the class
Class records	How does the class teacher monitor individual pupil progress? E.g. reading records, spelling test results, guided reading records, Assessing pupil progress schedules, test data etc. Individual Education Plans. Key issues from existing records of the children e.g. those with, specific issues such as health problems behavioural difficulties
Modelling exemplary practice	I have begun to complete the modelling exemplary practice form, including details of key stages and subjects observed and/or taught
School report	An example of a school report with all personal information blackened out
Notes from meetings	Notes from meetings with class mentor, training coordinator, link tutor
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>

## 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?**



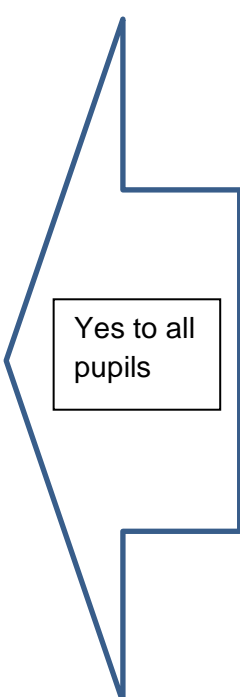
## The TA/Teacher lesson planning tool

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> <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	

<p>Seeking clarification from the teacher if needed</p> <p>Conversation with the teacher – debrief/feedback</p> <p>Scanning the room and noticing when students need rather than ask for help</p> <p>Encouraging independence</p> <p>Promoting thinking by questioning</p> <p>Allowing thinking time</p> <p>Using positive language</p> <p>Scanning the room and directing support accordingly</p> <p>Reinforcing expectations</p> <p>Checking understanding</p> <p>Encouraging resilience</p> <p>Encourage talking about the learning</p>		<p>Name of teacher:</p> <p>_____</p> <p>_____</p> <p>Name of teaching assistant:</p> <p>_____</p> <p>_____</p> <p>Date _____</p> <p>Comments/Summary/Points moving forward:</p>
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## OPTIONAL Weekly Journal of observations and feedback

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> <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> </ul>
Impact on Pupil Progress & Learning:			
Subject Knowledge & Pupil Learning:			

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

		<p>how and when to draw on advice and specialist support</p> <ul style="list-style-type: none"> <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>
Signed (Trainee):		Signed (Observer):

## Example of Weekly Journal of observations and feedback

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

Targets for the week:			
•			
Focus	Strengths	Areas for development	<p><b>Set high expectations which inspire, motivate and challenge pupils</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>Promote good progress and outcomes by pupils</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>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, 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>
Impact on Learning, Teaching & Assessment:	<p>10.06.202110.00-10-20</p> <p>Marked English written task alongside CT. Observed school and class systems, highlighting positives in green and identifying 2 'next steps'. Recorded whole class English assessment and discussed how this informs grouping</p>	Independently mark next assessed writing task and share feedback with pupils	
Impact on Pupil Progress & Learning:	<p>11.06.20219.00-9.20</p> <p>Delivered short reading intervention 1-1. Planning adapted teaching, differentiating appropriately for each child</p>	<p>Observe TAs teaching other interventions in a variety of subjects and age groups, particularly work with EAL child and SEN work</p> <p>Ensure you are aware of timings of lesson, work on your pace and use of positive reinforcement wherever possible</p>	

<b>Subject Knowledge &amp; Pupil Learning:</b>	<p>Taught intervention twice this week. Assessed progress from last week and planned appropriately . Children engaged and materials were colourful and engaging</p> <p>LA maths group - Tuesday Used appropriate mathematical vocabulary and had made</p> <p>HA maths group Thursday and plenary for whole class. Group work was successful. Children engaged with tasks until close to the end.</p>	<p>How could you have involved Tom more in the group? Could you have found alternative ways to approach this without work sheets perhaps?</p> <p>Always have a follow-on task prepared for the quick workers</p>	<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> <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</li> </ul>
<b>Behaviour for Learning:</b>	<p>Wed, Thu, Fri- Morning break Took class out to the yard at break time. Shadowed and assisted class teacher. Took one child inside for First Aid. Played a circle game with group of Year 1 pupil's and filled out specific behaviour chart for Y2 pupil.</p> <p>Lined up all children at end of break.</p> <p>Throughout week:</p> <p>Sat with pupil's identified by CT in circle time, during carpet time.</p> <p>Asked appropriate questions to prompt understanding .Made notes on their responses. Filled out behaviour chart. Very positive reinforcement with stickers.</p> <p>Thursday. Read whole class story. Children engaged throughout. Used questioning to develop interest of individual pupils.</p>	<p>Could you have rewarded these children who find sitting for long periods?</p> <p>Consider whole class reward (marbles in the jar)</p>	
<b>Other, including Part 2 of the Teachers' Standards:</b>	<p>Assisted with lunch time football club</p>		

Summary of key strengths including progress against previous targets:	•	<p>how and when to draw on advice and specialist support</p> <ul style="list-style-type: none"> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
Future targets:	•	
Signed (Trainee):		Signed (Observer):







## Subject focused lesson observation - EYFS

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

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

<p><b>Focus and context of observation</b></p> <p>Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets (lesson or weekly review as appropriate)</p>
<p><b>Summary of key strengths following observation:</b></p>
<p><b>Learning, Teaching &amp; Assessment:</b></p>
<p><b>Pupil Progress &amp; Learning:</b></p>
<p><b>Subject Knowledge &amp; Pupil Learning:</b></p>
<p><b>Behaviour for Learning:</b></p>
<p>Specific targets for future teaching on this placement to enable trainees to make progress (including subject specific targets). Please include any strategies you recommend.</p> <p>Learning objective/ purpose for learning is age appropriate with relevant success criteria</p> <p>(During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards)</p>
<p>Signed (Trainee):</p>

## Subject focused lesson observation – KS1

				
Learning, Teaching & Assessment	Learning objective may be appropriate but not explained or put into context sufficiently.	Appropriate learning objective and success criteria visible (if age appropriate). These may not be fully explained or referred to during the lesson.	Appropriate and clear learning objective with success criteria explained. These are visible and referred to throughout the lesson.	Challenging and appropriate learning objectives are contextualised. Links are made with other aspects of pupils' learning. Success criteria are used effectively to evidence progress.
	No defined plenary or opportunity created for pupils to reflect on their learning.	Minimal or rushed plenary time. This may be used as an opportunity for self-assessment against the learning objective but may not explore how the teaching has supported pupil progress. No reference made to future learning.	Plenaries are used to recap and extend learning or address misconceptions. Pupils are beginning to explain what they have 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 Learning	Trainee's knowledge of the subject/curriculum area is weak and inhibits pupil learning.	Pupil learning is supported by secure subject/curriculum knowledge. Trainee is able to foster an interest in the subject and address misconceptions.	Pupil learning and interest is enhanced by the trainee's subject knowledge and curriculum expertise. Trainee draws on this to provide a range of explanations so that pupils develop a body of knowledge and skills.	Pupil learning and understanding is extended by the trainee who draws confidently and enthusiastically on their own subject/curriculum knowledge. The trainee recognises where misconceptions may arise and is proactive in addressing these to ensure all pupils make expected progress.
Behaviour for Learning	Learning is inhibited as the trainee does not demonstrate high expectations of behaviour or employ effective strategies.	Trainee has high expectations of behaviour and uses a range of strategies including praise, sanctions and rewards to maintain the learning environment.	Pupils clearly understand expectations and respond well to the consistent and effective use of praise, support and behaviour management strategies. A calm working environment conducive to learning.	Sustained and targeted use of praise, support and behaviour management strategies. High quality dialogue engages all pupils resulting in a purposeful learning environment.
	Pupils unaware of what they have to do/what they are learning.	Pupils understand what they are learning and are generally focused on the task.	Pupils are motivated to learn and engage enthusiastically with the tasks and activities.	All pupils are fully engaged in their learning. The trainee channels this enthusiasm effectively and ensures that pupils understand the purpose of the lesson and how this builds on what they already know.
	Additional adults not used consistently or effectively during the lesson.	Resources are prepared and used appropriately throughout the lesson. This includes the deployment of additional adults working in the classroom.	Pupil learning is supported by the effective use of resources and involvement of additional adults working in the classroom.	Pupil learning is fully supported by additional adults who contribute to maximum effect in different phases of the lesson. The trainee works collaboratively to ensure all pupils are supported in making progress.

Lesson Observation Number:		Where this fits into a sequence of lessons :	
Trainee Name		Date	

Observer		Time	
Subject Focus		KS/Year	

<b>Focus and context of observation</b> Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets set in weekly review.
Summary of key strengths following observation:
Learning, Teaching & Assessment:
Pupil Progress & Learning:
Subject Knowledge & Pupil Learning:
Behaviour for Learning:
<b>Specific targets to enable trainees to make progress, including subject specific targets.</b> Please include any strategies you recommend; these will be used to inform feedback in the weekly review of progress.  (During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards)

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

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

### Trainee points for discussion

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

- 

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

- 

### Mentor Evaluation

**Please comment on evidence in relation to these areas:**

**Comments**

Discussion with trainee/ self-evaluation of learning

To support this discussion, trainees should draw upon:

- Placement files
- Individual Learning & Development Portfolio(ILDP)
- Revision of previous targets
- Developing subject knowledge
- Lesson observation/weekly journal feedback
- Additional evidence trainee wishes to present

Discussion with learners

Discussion with TA/other adult

Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum
Other	<p>This could include:</p> <ul style="list-style-type: none"> <li>• School based CPD</li> <li>• Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)</li> </ul>

Overall Judgement		
Using the range of evidence make an overall judgement on progress this week:		
Working towards Expectation	<input type="checkbox"/>	Meeting Expectation
Targets agreed for the week ahead		
Target	Action (How will you do this?)	Support (What support might you need?)

Signed	
Mentor	
Trainee	



## 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, articulacy 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 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.



## 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:	
<b>Professional behaviours</b>  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</p>	

<p>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 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</p>	

<p>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>	

<b>Link Tutor comments:</b>			
<b>Overall Judgement</b>			
<b>Trainee is on track to meet Teachers' Standards</b>	<table border="1"> <tr> <td><b>Yes</b></td> <td><b>No</b></td> </tr> </table>	<b>Yes</b>	<b>No</b>
<b>Yes</b>	<b>No</b>		
Signature of member of staff supervising this placement:			
Signature of University Link Tutor for this placement:			
Student signature:			
Date:			

Placement. (Choose one question each week (**not those in red**) and complete a narrative weekly evaluation using the guidance on the document).

## Behaviour

From your observations, training and early practice

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

## Talk-Throughs:

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

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

## Pedagogy

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

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

### Talk-Throughs:

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

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

## Curriculum

From your observations, training and early practice ...

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

### Talk-Throughs:

Talk us through your understanding of what is meant by a 'carefully sequenced and coherent curriculum'.

Talk us through how you have identified and begun to address any significant gaps in your subject knowledge since commencing your training programme.

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

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

## Assessment

From your observations, training and early practice ...

1. What examples of formative assessment have you seen expert colleagues use during your placement(s)?



2. How do expert colleagues use information from assessments to inform the decisions they make within the classroom?

**Talk-Throughs:**

Talk us through your understanding of the difference between formative and summative assessment.

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

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

**Professional Behaviours**

From your observations, training and early practice ...

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

**Talk-Throughs:**

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

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

*Taken from Curriculum Design and Assessment Toolkit (First Edition, April 2020)  
The National Association of School-based Teacher Trainers*