



**PGCE Primary Education  
Initial Placements Handbook  
Phases 1 and 2  
2021 – 2022**



**Guidelines for Students and Schools**

**TE6681**

## Contact Details

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

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

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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 Overview**

This initial placement is in one school, arranged in two phases and spanning the autumn and spring terms. In Phase 1, following one week’s preparation time the students will undertake a six-week, non-assessed initial placement, gradually assuming responsibility for planning, teaching and assessment within the classroom. As part of this initial experience there is an expectation for all students to work on an English or mathematics intervention as agreed with the school, for which they will need to provide evidence of teaching this short intervention and the impact it may have had. This initial placement informs the Phase 2 assessed placement in the spring term. In Phase 2 of this placement, student’s will build on this non-assessed Phase 1 placement, further developing their expertise in the core subjects of English, mathematics and science. This placement is assessed across seven weeks. The guidance that follows sets out expectations in terms of the amount of teaching responsibility students should have across the placement.

For this paired placement, two students are usually placed in the same class and share the planning and delivery of lessons. Team teaching and action research are encouraged throughout this placement. The emphasis is initially on students developing an understanding of effective behaviour management, as well as gradually developing their whole class- teaching skills, particularly in the core subjects. Trainees will build on their understanding of pupil progress through focused observation. Students will require a member of staff to be assigned as their mentor throughout their placement time.

At the end of the first phase, schools are required to complete a formative placement report. At the end of this second phase, schools are required to submit a second placement report, with formative assessment comments against each of the assessment criteria. They should also submit (if Key Stage 1 experience has been gained) a brief phonics report, as well as a report for early mathematics teaching.

## **Initial Phase Placement Requirements**

**Experience of working with individuals or a small group of children delivering an agreed intervention in either English or mathematics. This should include:**

- Assessment of the targeted children pre and post initiative
- Planning and teaching a minimum of three sessions of 30 minutes per week, with a minimum of three pupils

Students will have had an introduction to intervention teaching at university. They will examine why interventions are important, what makes an effective intervention, successful teaching strategies, monitoring and evaluating progress of the pupil's and success of the intervention programme. This will be linked to a university assignment in which they will examine the pupil progress, what they have learnt about intervention teaching and how this might inform their future practice and developing pedagogy.

Students will work with the intervention children, three times a week for 30-minute sessions over the course of the autumn term.

A point of contact, for example the English or mathematics co-ordinator or SENCO (depending on the emphasis of the intervention), will need to be established with whom the students can liaise.

The school will need to identify appropriate children and a suitable intervention for the students to deliver.

In order to ensure the best possible impact, it would be beneficial if students were provided with:

- Current assessment information for the identified children in the appropriate core subject at the beginning and again once the programme is completed;
- Support to plan appropriate activities and resource these within school;
- A quiet space to work.

**Experience of working with a whole class. As well as planning and teaching the intervention, students will need to gradually gain experience of whole class teaching.**

**This should include:**

- Planning joint lessons (with teacher/peer) and delivering lessons together, e.g. one student/class teacher introducing the lesson, both working with groups during the main part of the lesson and the other student/class teacher concluding the lesson;
- Planning joint lessons (with teacher/or peer) with one student delivering the lesson and the other acting as classroom support;
- Planning and delivering a whole class lesson, identifying the role the other student/class teacher would undertake during the lesson;

- **Behaviour management will be a key focus** for this first school placement;
- During the placement, it is expected that students will work within the Teachers' Standards, demonstrating appropriate personal and professional conduct at all times.

**CURRICULUM EXPECTATIONS INSERTED HERE!**

## **Modelling Exemplary Practice**

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

This will also contribute to their requirement to complete a minimum of 10 days in Key Stage 1 over the year. A form for students to record these observations is provided.

We do understand that under the current Covid restrictions that moving around the school may not be possible.

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

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

Full details can be accessed via this link:

[Initial teacher training \(ITT\):criteria and supporting advice \(2021\)](#)

## Placement Dates

Phase 1 placement: 01/11/2021– 17/12/2021

Dates	Students to focus on	Class teacher/mentors to support with
<p><b>Preparation week 1 w/b 01/11/2021</b></p>	<p>A priority is to read and understand the schools safeguarding policy and procedures, including information regarding Prevent and Covid 19 procedures. Ensure you identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.</p> <p>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 helping with yard duty or after school club, attending a staff meeting, leading children to and from assembly, stopping children at the end of a lesson, giving the children brief instructions during a lesson etc.</p> <p>Familiarise yourself with the schools' behaviour, special needs, assessment and marking policies.</p> <p>Work alongside the class teacher in the host class, observing how he/ she works, and the various strategies and techniques that are used for managing children's behaviour. It is vital that you understand strategies for ensuring that the children behave appropriately and are aware of the need for consistency in managing children's behaviour</p> <p>Identify four focus children to be</p>	<p>Share the school safeguarding and Covid 19 policy and procedures.</p> <p>Facilitate opportunities to clarify and explain classroom organisation and provide a class timetable.</p> <p>Provide students with any schemes of work or plans for English, mathematics and science work over the block placement period.</p> <p>Share the school behaviour policy and explain how it is applied. Explain systems of sanctions and rewards.</p> <p>To explain how transitions, routines and relationships are managed in the school and classroom and how these impact on behaviour.</p>

	<p>monitored throughout the placement and who are representative of the range of ability in English and mathematics in the class. It would be useful if at least two of these were your intervention children. Begin to collect samples of work from English and mathematics. Annotate and describe what the child can do in relation to the learning objectives and whether the work was independent or required support. This work will be added to the focus children's profile in your planning and assessment file. Update these gradually with information relating to achievements in other subjects, including cross- curricular/topic focused learning.</p> <p>Prepare a list of questions to discuss with the class teacher or training co-ordinator during the week. These questions should focus on the teacher's use of assessment, target setting and pupil tracking of children's ability in English and mathematics in the class. This completed information will then be placed in the planning and assessment file.</p> <p>Ensure that the planning and assessment and school context files contain all the relevant required information including notes on the school marking policy.</p> <p>Observe a science lesson during this week, either in host class or in another class. Reflect on the organisation of the lesson and the use of resources seen. Discuss the lesson outcomes with each other and class teacher.</p> <p>Prepare to teach an element of English, mathematics or science (mental/oral starter, introductory session, guided group work, plenary etc.) to a group of children of similar ability, including one of the focus children, using the teacher's planning as a starting point. With support from the class teacher, each student will need to develop his/her own lesson plan for the group of children they will be teaching towards the end of the week. Use the lesson plan provided in the back of this booklet.</p>	<p>It would be useful for students to gain an understanding of how assessments are carried out across the school, for example, SATS/other assessments are administered.</p> <p>It would also benefit students to become aware of how the host school analyses the assessment data and tracks pupils within and across year groups.</p> <p>Class teacher/school based mentor to carry out student file check.</p> <p>Provide informal feedback on this teaching session.</p>
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	<p>Assessment information gathered to date, in relation to the focus child, should be used when planning the group activity. After the teaching activity discuss the outcome with the class teacher / peer and then annotate your lesson plan in light of this discussion. Please reflect on :</p> <ul style="list-style-type: none"> <li>• What each of the children know and can do and what evidence there is to support this;</li> <li>• What are the implications for future teaching during this placement?</li> <li>• Identify on the lesson plan points for future action with regard to your teaching and children’s learning;</li> <li>• Identify a strength and a target based on your own teaching to carry forward into the placement;</li> <li>• Update the pupil profiles of any children who were in the taught session.</li> </ul> <p>Observe how Foundation subjects are taught in school and the use of technology in the class.</p> <p>Meet with identified group intervention pupils and discuss their personal targets for the intervention with the class teacher. Carry out initial assessments.</p>	<p><b>Timetable a regular weekly review of progress meeting. Inform university Link Tutor when this will be.</b></p> <p>Mentors are asked to ensure that students get the opportunity to observe good practice across different 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.</p> <p>Ensure students have an appropriate space to work on their group intervention.</p> <p><b>Agree a weekly timetable for the trainee, referring to expectations for 1-1, group and whole class teaching expectations.</b></p>
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<p><b>Week 2</b></p>	<p>Students should continue to observe and assist the class teacher.</p> <p>In addition, the student should spend time teaching an element of English, mathematics or science to a group of children with at least one focus child in the group (mental/oral starter, introductory session, guided group work, plenary etc).</p> <p>After the teaching activity discuss the outcome with the class teacher / peer and then annotate lesson plans in light of this discussion.</p> <p>Ensure that files are correctly organised and contain the required information.</p> <p>A strength should be identified and a personal target set for the first teaching week.</p> <p>Detailed planning completed and discussed with class teacher in preparation for at least the first lesson taught in each subject area.</p> <p>Begin the intervention, 3 times a week for 30 minutes with children in host class or other classes.</p>	<p><b>Check student files to ensure they are well organised and contain the required information. Sign contents pages.</b></p> <p>Discuss personal targets for the next week.</p> <p>Agree a weekly timetable for the trainee, referring to expectations for 1-1, group and whole class teaching.</p>												
<p><b>Weeks 3 - 7</b></p>	<p><b>Students will work to a timetable that includes approximately:</b></p> <p>60% time in host class, teaching parts of some lessons, e.g. starter/plenary while pair and class teacher are in the class, planning and teaching of groups. This can move to teaching whole class lessons after week 4</p> <p>20% (3 times a week), intervention with children in host class or other classes</p> <p>10% focusing on one core subject (observation of teaching/looking at work/schemes etc.)</p> <p>10% working on personal targets</p>	<p>A sample day might look like the following:</p> <table border="1" data-bbox="1114 1249 1551 1877"> <tr> <td></td> <td>Student role</td> </tr> <tr> <td>First session</td> <td>Student A- leads teaching Student B- provides classroom support</td> </tr> <tr> <td colspan="2">Break</td> </tr> <tr> <td>Second session</td> <td>Student A- leads teaching Student B- observes in another class</td> </tr> <tr> <td colspan="2">Lunch</td> </tr> <tr> <td>Third session</td> <td>Student B- leads teaching Student A- observes in another class</td> </tr> </table>		Student role	First session	Student A- leads teaching Student B- provides classroom support	Break		Second session	Student A- leads teaching Student B- observes in another class	Lunch		Third session	Student B- leads teaching Student A- observes in another class
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<p><b>Week 7</b></p>	<ul style="list-style-type: none"> <li>• Complete any outstanding English/mathematics tasks</li> <li>• Conclude intervention and assess progress</li> </ul>	<p>Oversee timetable for each weeks' teaching</p> <p>Observe each student teaching and provide verbal and written feedback</p> <p>Complete a placement report. This requires no grading but provides summative comments against each of the criteria, helping students to prepare for the second phase.</p>
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## Assessment

For this **unassessed** phase of the placement the Weekly Review of Progress is the main formative assessment opportunity, informing feedback and specific targets to ensure progress is made to enable students progress to their second phase of placement. The Weekly Journal, which will also include a minimum 1 Subject Specific Lesson Observation, will also inform this formative feedback.

Although unassessed, if any aspect of this placement is causing concern, please refer to the cause for concern procedure (p.17-18) and inform the Link Tutor.

## **Teaching Weeks**

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

- Work on personal targets set each week;
- Proactively improve their own subject knowledge, with a strong focus on English/mathematics and science in KS1 and KS2;
- Complete the cycle of assessment and delivery of an intervention and appropriate analysis of effectiveness;
- Respond professionally to advice given, as well as proactively seek advice;
- Reflect on and analyse all taught activities and lessons, annotate planning accordingly;
- Observe their partner teaching for approximately 10 minutes, record the observation on the Peer Observation Feedback Record Sheet, and give appropriate feedback; (where students are not in a paired placement it would be helpful if the class teacher could undertake a similar observation and feedback session);
- Complete a weekly evaluation;
- Prepare for the Weekly Review of Progress meetings appropriately;
- Keep notes from tutorials and points discussed with class teacher / mentor;
- Update records on the four focus children, outlining their progress;
- Continue to update both files, which are always available for scrutiny from school and university staff;
- Manage time efficiently to meet the demands of the placement;
- Maintain an excellent punctuality and attendance record.

## **Placement Feedback and Support**

### **Weekly Journal**

The Weekly Journal is intended to be a working document 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 (two examples are included on p.24). Strengths and areas for development can be recorded in anticipation of the Weekly Review of Progress.

## Weekly Review of Progress Tutorials

**The Weekly Review of Progress** becomes the key formative assessment tool for all school placements. Students should meet with the teacher/mentor every week of placement to evaluate and review their placement experience. This should be timetabled to allow the student time to prepare ahead of time. The discussion will consider pupil feedback, marking, planning, assessment, relevant tasks, TA feedback and the evidence from the weekly journal and subject specific lesson observation/s. Trainees may also have evidence in their placement files and weekly reflections. An overall formative judgement is made at the end of the meeting, the trainee will either be working towards the placement expectations (as described within the handbook), or is assessed to be meeting expectations. If any concerns are raised at any point please refer to the cause for concern procedure (p.18).

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. These will need to be uploaded each week onto your ILDP.

The Link Tutor will attend at least one of these meetings each placement, in person or via a Microsoft Teams 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 would link their placement experience with university learning and expectations within the Core Content Framework:

<b>Early Stage of Training (PGCE Primary Initial phase 1 placement)</b>		
<b>The five focus areas (Behaviour management, Curriculum, Assessment, Pedagogy and Professional behaviours) are those which we assess the trainees against and informs their end of placement report</b>		
<b>Week</b>	<b>Question Focus</b>	<b>Links to university-based training</b>
Week 1	<b>B</b> Consider the university- based behaviour management and theory training. What aspect has had the most impact?	Trainees will have had university-based focussed lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools

Week 2	<b>C</b> How has the National Curriculum informed your placement schools' curriculum design?	Examination of curricular design and theory. Planning a collaborative cross-curricular topic based on an outdoor learning location. Assignment: 'A Critical Reflection of Learning: Approaches to Cross-Curricular Learning in the Primary Phase'.
Week 3	<b>C</b> How do expert colleagues consider and impact on early literacy/reading to ensure all pupils can access the curriculum?	Training on general principles of interventions. Intervention training for reading. English lectures exploring theory and practice related to speaking and listening and reading. Specific phonic training.
Week 4	<b>A</b> How do expert colleagues consider pupils' prior learning when planning to impact on pupils' learning and progress?	University based training on assessment for learning principles and theory, including using LOs and success criteria, principles of marking. Subject specific assessment principles. Assessing individual pupils through an intervention. Assignment focussed on the use of interventions in schools. Expert input from partnership school.
Week 5	<b>Pe</b> Talk through an example of effective modelling that you have used or observed. What would you say was the impact of this on pupils' learning and progress? How do you know?	Directed reading
Week 6	<b>Pr</b> Talk through an occasion when you have had a professional discussion with a key member of the school's leadership team? (For example head teacher or deputy head teacher, SENCO, subject lead, pastoral lead.) What prompted this? What did you take away from the discussion?	Lecture and tutorials related to what it means to be a professional

## Students experiencing difficulties

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

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

## Cause for Concern Procedure

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

A cause for concern will be raised when:

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;

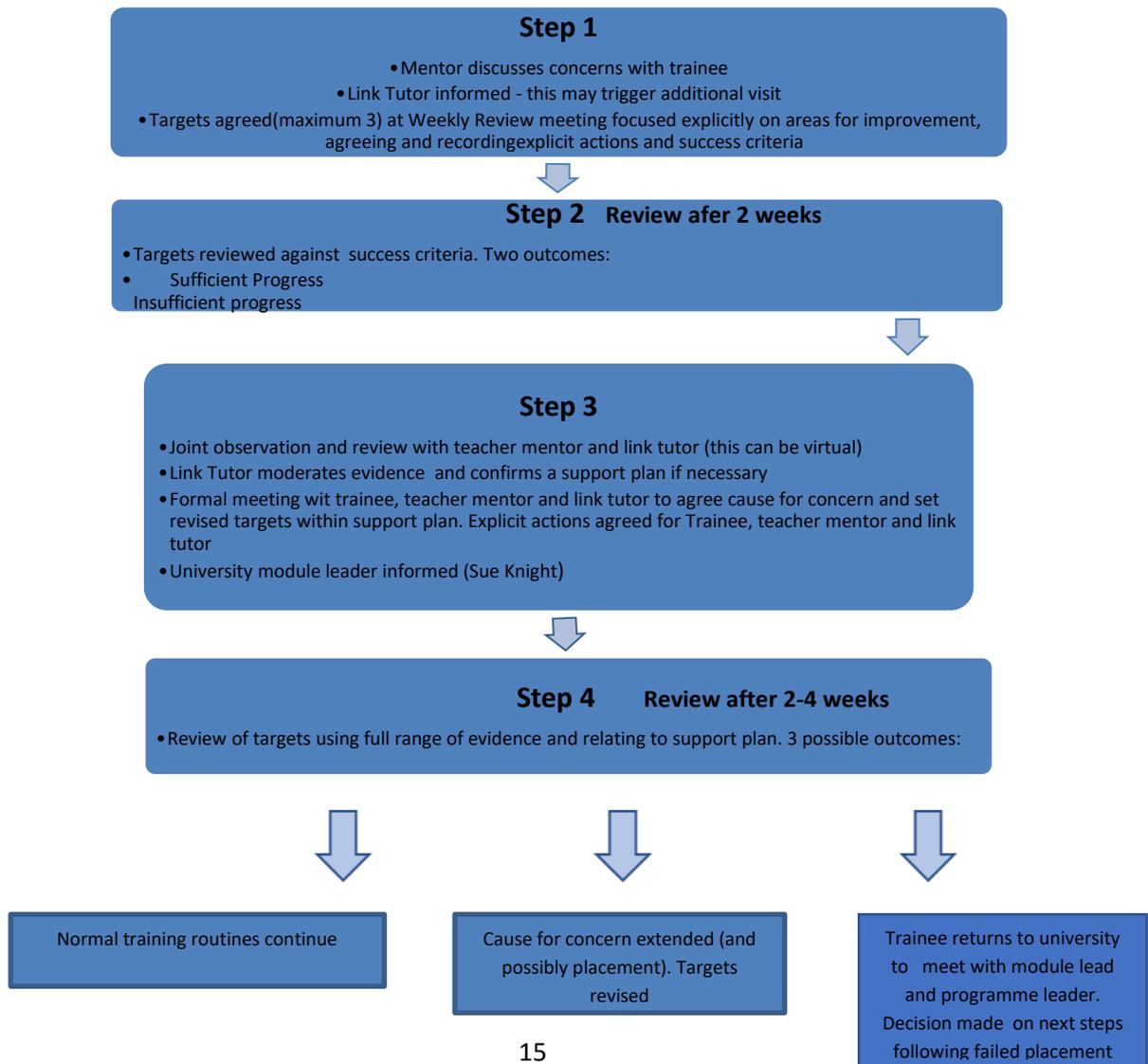
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

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

**Targets to support a cause for concern procedure**

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





## The School Placement Files

Students will keep two files during the placement which they are expected to have in school with them at all times. The files are professional working documents kept by the student and constitute an evidence base for the student's performance on placement. The files are particularly useful as evidence of an ability to evaluate, plan, manage and organise. They can provide evidence of recording pupil progress and personal progress.

- 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/mentor, Senior Management Team, university Link Tutor and the External Examiner;
- The files are working documents and may contain annotations, post-it notes and additional material from the student, teachers and University Link Tutors;
- The files should be well organised and presented and clearly divided into sections;
- They should be up to date and sufficiently detailed;
- Files may be shared with other schools at parity meetings to be arranged by the link tutor towards the end of the placement.

## Content of the Files

**File 1 - Planning and Assessment File** - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate

**File 2 - School Context File** – contains all relevant contextual information, including required school policies.

## 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. In Phase 1 we would expect class teachers to support students with this process. All planning should be on the Northumbria template.

- Do you know exactly what you want the children to learn in each part of the lesson/activity?
- Have you thought about how you will make sure children know and understand the learning objectives?
- What is the children's prior learning?
- Have you considered the kind of questions the children may ask and the misunderstandings they may have?

- Have you thought about the key information you will need to explain and how you will do this?
- Have you thought about the key vocabulary you need to teach and key questions you need to ask?
- Do you know what the children will DO in each part of the lesson/activity?
- Do you know how you will make the success criteria clear to the children?
- Have you thought about where and with whom the children will work?
- Have you checked the resources you will need?
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity?
- Have you considered how you will support learning (special needs) or extend learning (more able children)?
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity?

## Lesson Plan Evaluations

All lessons taught should be evaluated on the lesson plans and should consider the following points:

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

**Weekly evaluations** should also be kept. A good weekly evaluation will be dated, analytical and not descriptive. It should reflect on how specific aspects of your teaching have impacted on children's learning and should begin to explore ways in which this should influence your subsequent planning and teaching. It should also include an overall summary of the extent to which children have met their learning outcomes through the week. In most cases a minimum of one side of A4 at font size 12 would

be considered appropriate for a weekly evaluation. These should be printed out and put into your placement file.

### **Peer Observations**

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

Where students are not paired with a partner in a classroom, they will benefit from team planning and teaching with the class teacher. The class teacher can assume the role of the other student during class lessons, as below, and should carry out and complete the peer observation in addition to the Weekly Journal and any subject specific observations. These should be evidenced in placement files.

## Assessment expectations for Initial placement, phase 1

Stage 1 Initial non-assessed placements and intervention placements		
University based provision	School based provision	Student expectations
<ul style="list-style-type: none"> <li>To understand assessment for learning (AFL)</li> <li>Introduction to using Learning Objectives and success criteria for each taught lesson</li> <li>Assess – Plan – Do – Review cycle of learning</li> </ul> <ul style="list-style-type: none"> <li>Understand the different forms of formative and summative assessment</li> <li>Gather evidence for 4 focus children -PGCE Primary and PGCE Early Years focus children – BA2</li> <li>Detailed assessment of intervention children, tracking progress over each lesson taught on the colour coded tracker PGCE (see example)</li> </ul>	<ul style="list-style-type: none"> <li>Model the process of setting and assessing against appropriate Learning Objectives and success criteria in the core subjects</li> <li>Share class and school marking systems and model detailed marking in the core subjects</li> <li>Explain how the marking feeds into future planning, teaching and assessment</li> <li>Explain how this information is shared with parents</li> <li>Assist in the initial identification of 4/2 focus children to demonstrate a range of ability within the class</li> <li>Share information regarding reporting to parents. Show an example report and allow student to observe teacher/parent meetings as appropriate</li> </ul>	<p>To make clear to learners the purposes of activities and tasks</p> <p>To relate all learning to Learning Objectives and clear success criteria</p> <p>To involve learners in their own and peers' learning</p> <p>To provide oral and written feedback that is accurate, supportive and constructive</p> <p>To use questioning in order to further and deepen learners' understanding</p> <p>Use assessment and evaluation of pupils' learning to inform their planning</p> <p>To assess the learning of intervention children</p> <p>Begin to assess the learning of 4 focus children. Set a baseline by gathering a range of evidence and prior assessments. Then collate detailed evidence of progress over time. This should include reading (including phonics), speaking and listening (as relevant), writing and mathematics</p> <p>To mark the children's work after all taught lessons using the class/school policy</p>



**PGCE Primary Education  
Initial Placement Handbook  
Phase 2 -assessed**

**Guidelines for Students and Schools  
TE6681**

## **Teaching Weeks**

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

- Work on personal targets set each week;
- Proactively improve their own subject knowledge, with a strong focus on English/mathematics and science in KS1 and KS2;
- Respond professionally to advice given, as well as proactively seek advice;
- Reflect on and analyse all taught activities and lessons, annotate planning accordingly;
- Observe their partner teaching for approximately 10 minutes, record the observation on the Peer Observation Feedback Record Sheet, and give appropriate feedback; (where students are not in a paired placement it would be helpful if the class teacher could undertake a similar observation and feedback session);
- Complete a weekly evaluation;
- Prepare for the Weekly Review of Progress meetings appropriately;
- Keep notes from tutorials and points discussed with class teacher / mentor;
- Update records on the four focus children, outlining their progress;
- Continue to update both files, which are always available for scrutiny from school and university staff;
- Manage time efficiently to meet the demands of the placement;
- Maintain an excellent punctuality and attendance record.

### **Additionally in Phase Two of this placement, students will be required to demonstrate:**

- Growing competence and confidence in whole class teaching in the key stage in which they are placed. By the end of this placement there is an expectation that students will be able to plan (with support), teach and evaluate a sequence of lessons in at least one of the core subjects;
- Engagement with school-based coaching and mentoring in order to improve own skills and be able to demonstrate progress towards personal targets;
- Developing understanding of teaching and learning to impact on the progress of identified underachieving pupils;
- Increasing knowledge and understanding of their identified primary phase.

**Phase 2 Initial Placement – Outline and Requirements**  
**(4th January- 18th February 2022)**

<p><b>Week 1</b>  <b>Preparation</b>  <b>week</b>  <b>(04.01.22)</b></p>	<p><b>The student will be prepared to begin the second phase of placement with:</b></p> <ul style="list-style-type: none"> <li>• Timetable in place and agreed with teacher/mentor for teaching commitments for the following 6 weeks;</li> <li>• Files ready to complete the placement;</li> <li>• A strength identified and a personal target set for the first teaching week;</li> <li>• Systems in place for use in further planning;</li> <li>• Detailed planning for at least the first lesson to be taught in each subject area or equivalent;</li> <li>• By Day 5, students should be able to demonstrate their ability to plan and deliver short, whole class session and/or targeted group work</li> <li>• By the end of this week, it is expected that the student will be prepared for the teaching requirements of Week 2. <u>Please refer to the cause for concern procedure and contact your link tutor if either school or student feels this is not the case</u></li> </ul>
<p><b>Weeks 2 - 6</b></p>	<p><b>Students will work to a timetable that includes approximately:</b></p> <ul style="list-style-type: none"> <li>• 60% time in host class, initially teaching parts of whole class lessons This should progress to whole lessons and preferably a sequence of lessons in either English or maths by week 4;</li> <li>• 20% group/1-1 intervention work with children in host class or other classes;</li> <li>• 10% focusing on core subjects (observation of teaching/looking at work/schemes etc.);</li> <li>• 10% working on personal targets, based on those set from previous placement;</li> <li>• Students are required to submit copies of the Weekly Review of Progress meeting document which will include feedback from at least 1 Subject Specific Lesson Observation.</li> </ul> <p><b>Class teacher/mentor to:</b></p> <ul style="list-style-type: none"> <li>• Conduct a weekly review of progress, including discussion of Subject Specific observations across the week. This will include a formative judgement as to whether the trainee is considered to be working towards expectations, WTE (as defined in this handbook) or is assessed to be meeting expectations ME. This paperwork will be shared with the link tutor at the end of each week of placement</li> <li>• Oversee timetable for subsequent weeks</li> </ul>

<b>Week 7 (14.02.22)</b>	<p>As week 5, with opportunities for consolidation or enhancement of teaching skills and increased subject knowledge in the core subjects.</p> <p>Placement report to be completed during final review of progress. A formative comment should be made against each of the assessed criteria (professional behaviours, curriculum, pedagogy, assessment and behaviour management) This should then be shared with the Link Tutor and a copy signed by the trainee to bring back to university.</p>
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## Placement Feedback and Support

### Weekly Journal

The Weekly Journal is intended to capture the teaching and wider professional experience and behaviours of trainees across each week of placement. This can include dipping into parts of lessons observing activities and tasks throughout the week (two examples are included on p.24). 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.

### Weekly Review of ProgressTutorials

**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.18).

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 at least one of these meetings each placement.

During these reviews, it would be helpful if the question prompts below could be used to frame a short discussion, one each week, would link their placement experience with university learning and expectations:

<b>Mid-Year Training Stage (PGCE Primary initial phase 2 placement)</b>		
<b>Week</b>	<b>Question Focus</b>	<b>Links to university-based training</b>
Week 1	<b>Pe</b> What examples have you seen of grouping pupils? Which methods do you think are most effective when thinking about the impact on pupils' learning and progress?	Directed reading
Week 2	<b>C</b> How have you ensured that your planning is appropriately aligned to your school's curriculum and the choices that have been made in relation to the content covered?	Examination of curricular design and theory. Planning a collaborative cross-curricular topic based on an outdoor learning location. Assignment: 'A Critical Reflection of Learning: Approaches to Cross-Curricular Learning in the Primary Phase'.
Week 3	<b>B</b> Talk through a difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?	Trainees will have had university-based focussed lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
Week 4	<b>A</b> What examples of formative and summative assessment have you used in the classroom and which areas you need to become more confident in?	University based training on assessment for learning principles and theory, including using LOs and success criteria, principles of marking. Subject specific assessment principles. Assessing individual pupils through an intervention. Assignment focussed on the use of interventions in schools. Expert input from partnership school.
Week 5	<b>Pr</b> Have you had the opportunity to take part in any CPD sessions and what impact have these had on your own development?	Lecture and tutorials related to what it means to be a professional
Week 6	<b>Pr</b> In what ways have you continued to make valuable contributions to the wider life of the school?	Lecture and tutorials related to what it means to be a professional

## Assessment Expectations for Phase 2

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

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

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

### Phase 2- Assessing Pupil Progress, all children in the core subjects

## Weekly Journal

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

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

#### Targets for the week:

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Focus	Strengths	Areas for development	<u>Set high expectations which inspire, motivate and challenge pupils</u> <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>
Impact on Learning, Teaching & Assessment:			<u>Promote good progress and outcomes by pupils</u> <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> </ul>
Impact on Pupil Progress & Learning:			<ul style="list-style-type: none"> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
Subject Knowledge & Pupil Learning:			<u>Demonstrate good subject and curriculum knowledge</u> <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>

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>
Summary of key strengths including progress against previous targets:	<ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>Make accurate and productive use of assessment</u></b></p> <ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of formative and summative assessment to secure pupils' progress</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul> <p><b><u>Manage behaviour effectively to ensure a good and safe learning environment</u></b></p> <ul style="list-style-type: none"> <li>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
Future targets:	<ul style="list-style-type: none"> <li></li> </ul>	

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

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

**Targets for the week:**

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Focus	Strengths	Areas for development	<u>Set high expectations which inspire, motivate and challenge pupils</u> <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> <u>Promote good progress and outcomes by pupils</u> <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> <u>Demonstrate good subject and curriculum knowledge</u> <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> <u>Plan and teach well structured lessons</u>
Impact on Learning, Teaching & Assessment:	<u>10.06.2021 10.00-10.20</u> 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	Independently mark next assessed writing task and share feedback with pupils	
Impact on Pupil Progress & Learning:	<u>11.06.2021 9.00-9.20</u> Delivered short reading intervention 1-1. Planning adapted teaching, differentiating appropriately for each child	Observe TAs teaching other interventions in a variety of subjects and age groups, particularly work with EAL child and SEN work  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>	<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</li> </ul>
<p><b>Behaviour for Learning:</b></p>	<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>	

<p><b>Other, including Part 2 of the Teachers' Standards:</b></p>	<p>Assisted with lunch time football club</p>		<p>responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <ul style="list-style-type: none"> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<p><b>Summary of key strengths including progress against previous targets:</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p><b>Future targets:</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p>Signed (Trainee):</p>		<p>Signed (Observer):</p>	

## Subject Focussed Lesson Observation

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

Trainee Name		Date	
Observer		Time	
Subject Focus		KS/Year	

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

Weekly Review of Progress with class-based/school mentor	
Trainee Name:	
Review of week beginning:	

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

Discussion with TA/other adult	
Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum

Other	<p>This could include:</p> <ul style="list-style-type: none"> <li>• School based CPD</li> <li>• Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)</li> </ul>	
<b>Overall Judgement</b>		
Using the range of evidence make an overall judgement on progress this week:		
Working towards Expectation <input type="checkbox"/>	Meeting Expectation <input type="checkbox"/>	
<b>Targets agreed for the week ahead</b>		
<b>Target</b>	<b>Action</b> (How will you do this?)	<b>Support</b> (What support might you need?)
<b>Signed</b>		
Mentor		
Trainee		

## Placement Report Forms

- Both phases of this placement require a report with formative feedback against each of the assessed areas (professional behaviours, curriculum, pedagogy, assessment, behaviour management, plus any additional comments). This needs to be signed by trainee and teacher/mentor and shared with the link tutor who will sign it and may wish to add a comment.  
A hard copy of this form should be given to the student at the end of each phase which they will need to add to their placement file a, upload to Blackboard site TE6661 and put onto their ILDP.
- For Phase 2, a separate phonics and early mathematics teaching report is required if the trainee has had experience within KS1. Even if teaching in KS2, it is advisable to try and complete this report now



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### Initial Teacher Education Placement Report

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

Name of student:	
Dates of placement:	
Name of school/setting:	
Year group:	
School Training Co-ordinator	
Mentor:	
Link Tutor:	
Number of days absent:	
Please comment on the following areas using evidence from the Weekly Review of Progress meetings:	
<b>Professional behaviours</b> Made valuable contributions to the wider life of the school.	

<p>Had appropriate discussions with key members of the senior leadership team (For example, SENCO, subject leads, pastoral lead.)</p> <p>Taken part in CPD sessions and the impact these may have had on development.</p> <p>When working with Teaching Assistants/other adults, steps taken to maximise their impact on pupils' learning and progress.</p> <p>Responded to or witnessed a safeguarding incident appropriately.</p> <p>Experiences of working with parents, carers and families.</p> <p>Demonstrated professionalism in relation to the theory and training received at university and whilst on placement.</p>					
<p><b>Judgement for Professional Behaviours overall</b></p>	<table border="1"> <tr> <td data-bbox="732 848 943 909"> <p><b>Working Towards Expectation(WTE)</b></p> </td> <td data-bbox="943 848 1046 909"></td> <td data-bbox="1046 848 1270 909"> <p><b>Meeting Expectation( ME)</b></p> </td> <td data-bbox="1270 848 1369 909"></td> </tr> </table>	<p><b>Working Towards Expectation(WTE)</b></p>		<p><b>Meeting Expectation( ME)</b></p>	
<p><b>Working Towards Expectation(WTE)</b></p>		<p><b>Meeting Expectation( ME)</b></p>			

<p><b>Curriculum</b></p> <p>Familiarised themselves with the school curriculum.</p> <p>All planning and teaching within the classroom is linked tightly to school's curriculum. Understands the term 'a carefully sequenced and coherent curriculum'.</p> <p>Developed confidence in all relevant areas of subject knowledge and understands the impact of this on the ability to impact on pupils' learning and progress. This includes developing understanding of the National Curriculum expectations.</p> <p>Understands how expert colleagues sequence learning to ensure that pupils are able to link new ideas to their existing knowledge. Beginning to plan lessons to incorporate this concept.</p> <p>Understands how both the university-based training and school-led training/experiences have helped them become confident in the teaching of 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>	
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<b>Curriculum knowledge judgement overall</b>	<b>WTE</b> <input type="text"/>	<b>ME</b> <input type="text"/>
<p><b>Pedagogy</b>  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>		
<b>Pedagogy judgement overall</b>	<b>WTE</b> <input type="text"/>	<b>ME</b> <input type="text"/>
<p><b>Assessment</b>  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 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>Assessment judgement overall</b></p>	<p>WTE</p>	<input type="text"/>	<p>ME</p>	<input type="text"/>
<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>Behaviour management judgement overall</b></p>	<p>WTE</p>	<input type="text"/>	<p>ME</p>	<input type="text"/>
<p><b>Additional comments:</b></p>				
<p><b>Link Tutor comments:</b></p>				
<p><b>Suggested Targets</b></p>				
<p>SMART target</p>	<p>Actions required</p>			

1.	
2.	
3.	
Signature of member of staff supervising this placement:	
Signature of University Link Tutor for this placement:	
Student signature:	
Date:	

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. **Thank you all.**