BA (Hons) Primary Education

TE6670 BA3 Phase 2 Internship

Final Assessed Placement

Module Handbook (2022)

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

*Guidance for Student Teachers,
Mentors and Class Teachers*

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Welcome to your BA3 final assessed placement module handbook.

Northumbria University Vision Statement
Our vision is to:

 'Create excellent 21st Century educators who can lead and inspire children and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.'

The BA (Hons) in Primary Education with QTS Degree Programme Curriculum Expectations

The BA (Hons) in Primary Education curriculum provides a framework of opportunities aligned to, but not limited by the minimum entitlement outlined in the ITT Core Content Framework (CCF). It represents a coherent and carefully sequenced programme of university delivered training sessions that support student teacher learning through critical engagement with their experiences in the classroom. A spiral curriculum model for student learning provides opportunities for the 5 core areas of the CCF to be introduced at the beginning of the programme through our university taught sessions. These are built upon through school-based experience and critical reflection on practice and revisited throughout the year as the taught programme aims to support deepen understanding as students' progress towards their early career phase.

The ITT Core Content Framework (ITTCCF)
The framework identifies 5 core areas:
Behaviour Management (TS1&7),
Pedagogy (TS2,4,5)
Curriculum (TS3),
Assessment (TS6),
Professional Behaviours (TS8)

ITTCCF Core Area	Alignment of ITTCCF and the Teachers' Standards	University provision	Phase 1 Internship Placement 4 weeks (formative)	Phase 2 Internship Placement 9 weeks 1 week non-assessed 8 weeks summative
Behaviour Management	High Expectations (TS1) and Managing Behaviour (TS7)	Behaviour Efficacy Survey	Working with mentor to deconstruct practices. Implementing behaviour strategies in accordance with school policy of rewards and graduated sanctions. Managing transitions.	Reflect and review Phase 1 set professional development targets. Building a safe and productive learning community.
Pedagogy	How Children Learn (TS2), Classroom	Cognitive load theory; Rosenshine's Principles of	Teaching concepts and knowledge using cognitive	Generating intellectual curiosity. Direct instruction,

	Practice (TS4), Adaptive Teaching (TS5)	Instruction; operationalising prior learning, Planning, evaluating and reflecting on lessons – impact on learners' progress. Developing pedagogical content knowledge to make subject knowledge accessible to children.\n\nIdentifying appropriate levels of support and challenge to meet learners' needs.\nConference:\nHow Children Learn.\nUniversal lesson design.	science in line with knowledge of working memory.\nScience Tasks 1:\nSubject specific pedagogical content knowledge;\nAdaptive Practice – appropriate support and challenge for all eg scaffolding learning using concrete, pictorial or abstract representation. Grouping children.\nObserving expert and experienced teachers.	modelling, explaining, interleaving content. Experiential approaches, enquiry-based learning, (guided), play-based learning (EYFS). Role-play, drama to support shared writing.. CPA to enrich mathematical knowledge. Making learning visible – consensus placements – progression walls. Use of structured plenaries to support children's reflection and metacognition.\n\nObserving expert and experienced teachers.
Curriculum	Subject and Curriculum (TS3)	Core and foundation lectures, practical workshops, seminars and tutorials. Planning, teaching assessing and evaluating sequences of lessons; use of assessment strategies in core subjects to monitor learning understanding and progress. Curriculum-making models. Curriculum Studies 3 Assignment.	Planning, teaching and assessing all areas of learning through Use of EYFS (DfE, 2021) framework and Development Matters 2021 in EYFS settings.\n\nPlanning, teaching and assessing science and foundation subjects through use of National Curriculum Programmes of Study (DfE, 2013).	Teaching a broad and balanced curriculum. Development of general and subject specific pedagogical content knowledge.\n\nUse of EYFS (DfE, 2021) framework and Development Matters 2021 in EYFS settings.\n\nUse of the National Curriculum Programmes of Study (DfE, 2013).\n\nDeveloping metacognition. Phonics Report Mathematics Report
Assessment	Assessment	Curriculum	Whole class	Using pupil data to

	(TS6)	Studies 3 Assessment for Learning in the core and foundation subjects. Formative Assessment that supports pupil reflection and metacognition. CS3 Assignment based on Phase 1 placement experiences.	pupil progress tracking. Developing knowledge of school-based pupil progress tracking systems. Close observations and tracking of 4 focus children representative of groups within class.	inform lesson planning to set challenging targets and identify appropriate interventions. Weekly reflections evaluating impact of pedagogical decisions on pupils learning and progress and next steps. Monitor progress towards professional development targets.
Professional Behaviours	Professional Behaviours (TS8)	TE6670 Educational Placements: Lectures 1, 2, 3. The relationship between student teacher, mentor and link tutor. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. The Weekly Review of Progress Meetings. Opportunities for structured professional dialogue and feedback. Regular Professional development target-setting. Reflection and review of Phase 1.	Active participation in structure Weekly Reviews of Progress Meetings with mentors using Weekly Journal, lesson observations and professional development target-setting. Collaborative working and deployment of TA's to maximise learning opportunities of targeted children. TA Planning Tool	Active participation in structure Weekly Reviews of Progress Meetings with mentors using Weekly Journal, lesson observations and professional development target-setting. Collaborative working and deployment of TA's to maximise learning opportunities of targeted children. TA Planning Tool

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).

Safe-guarding
One of a teacher's core purposes is to ensure the safety of all children. Safeguarding is defined in *Working Together to Safeguard Children* (Gov.uk, 2018) as:
- protecting children and learners from maltreatment
- preventing impairment of children's and learners' health and development
- ensuring that children and learners grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children and learners to have the best outcomes

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners. To comply with Initial Teacher Training criteria please ensure you have identified the safe-guarding lead copies of the following documents in your placement files and that your files are available in school each day:
- the child protection policy
- the behaviour for learning policy
- information about the role of the designated safeguarding lead
- a copy of 'Keeping Children Safe in Education'.

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)

Aims of the Final Assessed Internship Placement
The final assessed placement will provide you with a progressive induction into whole class teaching that enables you to take responsibility for 70% of whole class teaching by Week 4 (Assessed Week 3). The placement will begin on Monday 28th March 2022 and end on Friday 18th June 2022, providing a sustained teaching placement of nine weeks. Eight weeks are assessed. If you have absences these will be made up at the end of your placement. Following completion of your final placement you will be given time to prepare for your Teachers' Standards (date and time to be confirmed).

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

Dates of Final Assessed Internship Placement

Phase 2	Monday 28th March - Friday 18th June 2022	All curricular subjects. Complete the requirement for the phonics and mathematics report if not already met.	70% teaching by end of assessed Week 3 (which is your fourth week in school).

Week by Week Breakdown of BA3 Final Assessed Placement

Week beginning	Location	Focus
Week 1		
Monday 28th March	School	Non-assessed Week
Week 2		
Monday 4th April	School	Assessed Week 1 50% Teaching
Monday 11th April	Not in school	Easter Holiday Break
Monday 18th April	Not in school	Easter Holiday Break
Week 3		
Monday 25th April	School	Assessed Week 2 60% Teaching
Week 4		
Monday 2nd May Tuesday 3rd – Friday 6th May	Bank Holiday Monday In school	Assessed Week 3 70% Teaching 1st Review of Progress Meeting with Mentor and Link Tutor.
Week 5		
Monday 9th May	In school	Assessed Week 4 70% Teaching
Week 6		
Monday 16th May	In school	Assessed Week 5 70% Teaching
Week 7		
Monday 23rd May	In school	Assessed Week 6 70% Teaching 2nd Review of Progress Meeting with mentor and LT.
Monday 30th May	Not in School	Half term
Week 8		
Monday 6th June	School	Assessed Week 7 70% Teaching
Week 9		
Monday 13th - Friday 18th June	School	Assessed Week 8 70% Teaching Final report completed.

Absences should be reported to your school mentor, Ask4Help and Link Tutor. You should let Ask4Help know the date you return to school placement otherwise the absence will remain open. Depending on the length of absence these days may be made up after your Teachers' Standards presentation.

School closures – absence from placement due to Covid-19, lockdown or other reason
Please use the School Interruption Self-study Toolkit to identify suitable CPD courses, document these on your Weekly Review of Progress and send this to your Link Tutor so that your activities are tracked.

What could a 70% teaching timetable look like?
Each session is equivalent to 5% of a teaching workload.

An individual placement teaching model

Day/ Session	Session 1	Break	Session 2	Lunch	Session 3	Break	Session 3	Percentage %
Mon	Observing						Observing	10
Tues					Observing			15
Weds					Observing			15
Thurs								20
Fri					PPA		PPA	10

A Paired Placement teaching model

Session	Session 1	Break	Session 2	Lunch	Session 3	Break	Session 4
	Monday						
	Student A leads. Student B provides classroom support.		Student B leads. Student A provides classroom support.		Student A leads. Student B observes an expert teacher in another class.		Student B leads. Student A observes in another class.
Student Roles	Tuesday						
	Student B leads. Student A provides classroom support.		Student A leads. Student B provides classroom support.		Student B leads. Student A observes an expert teacher in another class.		Student A leads. Student B observes an expert teacher in another class.

Weekly Overview of Placement: Nursery/ Reception setting

Date	Mentor	Student Teacher
Week 1	Ensure the ST is inducted into school and review the policies for safeguarding, Prevent, e-safety, inclusion, behaviour, teaching and learning and assessment. Share details of the class organisation and any changes – new pupils and pupil progress data. Agree a teaching timetable for the first two weeks and a schedule of meetings for weekly reviews. Share EYFS medium term planning documentation relevant to the block placement. Students will use Northumbria lesson plans to plan and evaluate all taught sessions and group work. Finalise plans for teaching 50% timetable in Week 2. Record the student's activities on a Weekly Journal Observation and Feedback Form. Check student files to ensure they are well organised and contain the required information. Sign contents pages. Discuss personal targets for the next week.	<mark>Non-assessed week.</mark> Meet with the class teacher to gather information about the pupils and their routines. Work collaboratively with the class teacher/ TA's/teaching team. Observe pupils engaging in teacher-directed/ child-initiated activities to support future planning and assessment; engage with Development Matters 2021 Use a Northumbria plan for all taught sessions. Evaluate all taught sessions (post-it-note/ annotations in-line with your setting practices). Work with groups alongside the class teacher so that by the end of the week you have worked with all pupils in the class. In parallel with your mentor record your professional development activities in your Weekly Journal. Attend a Weekly Review of Progress with evidence of your professional development activities over the week – ie your file with lesson plans, observations and assessments. Choose an area of interest from, or consistent with, the class teacher's medium-term planning from which to plan. Complete a weekly reflection critically analysing the outcomes of your decision-making. Complete a weekly reflection and upload to PebblePad. Submit your Weekly Review of Progress promptly.
Week 2	Involve the student in collaborative planning. Review the student teacher's planning prior to the delivery of **all** taught sessions. Provide guidance about the appropriateness of the planning. Observe 2 taught sessions and	<mark>Assessed Week 1 50% teaching timetable</mark>: Team Teaching: plan and teach collaboratively with the class teacher across prime and specific areas of development. Your lesson planning should clearly show roles for 'lead' and 'support teacher' and should be provided to your class teacher **well before** the lesson so that she/he can provide advice. Act promptly on all advice and feedback given by mentors and host class teachers.

	provide feedback. Encourage the student teacher to reflect on what has been learned (this might be from observations, classroom experience, or other professional development opportunities). The focus should be on what the experiences mean for the student and what has been learned rather than serving as a record of what was done. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student. Check student collects evidence of children's engagement and work for uploading to their PebblePad Portfolio.	Complete a weekly reflection critically analysing the outcomes of your decision-making 20% 1-1 work/small group in host class 30% working on personal targets/preparing for lessons/observing practice in other classes With your class teacher or mentor, review school policy and practice in assessment and record-keeping. Evaluate all taught sessions (post-it-note/ annotations). Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress meeting and send this document to your Link Tutor. Ensure you collect evidence of progress and upload to PebblePad. Submit WRoP and judgements to Link Tutor promptly.
Week 3	Review the student teacher's planning prior to the delivery of **all** taught sessions. Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student. If possible undertake a curriculum stroll with student teacher to enable them to observe progression in a specific curriculum area or progression in skills.	==Assessed week 2 60 % teaching timetable==, across prime and specific areas of development, leading learning, supporting learning and observing to inform planning as appropriate; track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions (post-it-note/ annotations). Complete a weekly reflection critically analysing the outcomes of your decision-making. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress Meeting. Send your WRop to your Link tutor promptly.
Weeks 4	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student.	==Assessed Week 3 70% teaching timetable== 1st Review Meeting with mentor and LT. observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions. Record your professional development activities in

		your Weekly Journal. Complete a Weekly Review of Progress. Complete a weekly reflection critically analysing the outcomes of your decision-making. Submit WRoP and judgements to Link Tutor promptly.
Week 5	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.	Assessed Week 4 70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system. Monitor the impact of your teaching on pupils' progress in learning; Evaluate all taught sessions. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. Complete a weekly reflection critically analysing the outcomes of your decision-making. Submit WRoP and judgements to your Link Tutor promptly.
Week 6	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.	Assessed week 5 70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system; Evaluate all taught sessions. Complete a weekly reflection critically analysing the outcomes of your decision-making. Record your professional development activities in your Weekly Journal. Attend a Weekly Review of Progress with your up-dated placement file and be ready to discuss evidence of your professional development. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit WRoP judgements to your Link Tutor promptly.
Week 7	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets.	Assessed Week 6 70% teaching timetable observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system. Evaluate all taught sessions. Complete a weekly reflection critically analysing the outcomes of your decision-making. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit WRoP judgements to Link Tutor.
Week 8	Teacher to observe student	Assessed Week 7 70% teaching timetable

	twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and help the student to identify targets for transition into employment as a Newly Qualified Teacher. Complete final report with student. Send this report to the Link tutor for comment.	observe, lead, support and observe learning as appropriate, track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system. Record your professional development activities in your Weekly Journal. Complete a Weekly Review of Progress with mentor. Review your placement report with mentor. Ensure your Link tutor adds a comment to your placement report. Upload your final report form to Turnitin via the Educational Placements 3 BB.
Week 9	Please use this week to complete any missing observations.	<mark>Assessed Week 8 70% teaching timetable</mark> When your Link tutor has commented upon and signed your report upload it to Turnitin via the TE6670 Educational Placements 3 BB.

Across the duration of the placement you should be able to:

- observe pupils engaging in teacher-directed/ child-initiated activities to support future planning and assessment;
- engage with Development Matters 2021 pupil observations and pupil assessments to plan, teach and evaluate a series of teacher-initiated 'activities' across the prime and specific areas of learning;
- incorporate children's interests into your planning with the guidance of your class teacher/ mentor.
- devise planning that reflects the three characteristics of effective teaching and learning (DfE, 2015):
- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- support a series of child-initiated play and learning activities using the 'plan-do-review' approach across areas of learning in accordance with your class teacher's directions;
- plan to support learning in outdoor and indoor areas
- plan role play activities to support development across areas of learning
- plan continuous provision that will support children's Understanding of the World
- plan for teaching assistants and other adults
- plan a series of Guided Reading lessons if appropriate
- plan a series of phonics lessons if appropriate
- track the progress of pupils' learning across the prime and specific areas of learning using the setting's assessment system;
- monitor the impact of your teaching on pupils' progress in learning;
- monitor your own professional development in meetings
- act on the guidance of your class teacher, mentor, link tutor,
- communicate with your link tutor and send him/her the outcomes of your weekly progress at the end of each week for inclusion in the BA3 students' placement progress tracker eg Working Towards Expectations/ Meeting Expectations.

Weekly Overview: KS1 and KS2

Date	Mentor	Student Teacher
Week 1	Ensure the ST is inducted into school and review the policies for safeguarding, e-safety, inclusion, behaviour, teaching and learning assessment and marking Share details of the class organisation and any changes – new pupils and pupil progress data. Agree a teaching timetable for the first two weeks and a schedule of meetings for Weekly Reviews of Progress. Share school medium term plans and any planning documentation relevant to the block placement. Students will use Northumbria lesson plans to plan and evaluate all taught sessions and group work. Finalise plans for teaching 50% timetable in Week 2. Record the student's activities on a Weekly Journal Observation and Feedback Form and undertake the first weekly Review of Progress. Check student files to ensure they are well organised and contain the required information. Sign contents pages. Discuss personal targets for the next week.	<mark>Non-assessed Week</mark> First day: Observing, supporting the class teacher working with groups. Collaborative planning, team teaching, evaluating and assessing pupil progress. Teaching strategies used in host class. Knowledge of subjects/areas of learning to be covered during the assessed weeks. Set up new whole lass pupil progress trackers. Re-Identification of 4 focus children. Collection of baseline evidence on focus children. Teach in the core subjects if possible: Thursday/Friday. Continue working with groups working with groups alongside the class teacher so that, by the end of the week you have worked with all pupils within the class. Use the TA planning tool to ensure all additional adults staff are fully briefed, in ample time prior to any teaching or assessing activities. Complete a Weekly Reflection and upload to PebblePad. Submit WRoP judgements to your Link Tutor promptly.
Week 2	Review the student teacher's planning prior to the delivery of **all** taught lessons. Provide guidance about the appropriateness of the planning. Teacher to observe two lessons and provide feedback. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio. Ensure the Student Teacher uses the TA planning tool to ensure all additional adults staff are fully briefed, in ample time prior to any teaching or assessing activities.	<mark>Assessed Week 1</mark> <mark>50% teaching timetable</mark>, focusing initially on core or foundation subjects 20% 1-1 work/small group in host class. provide your class teacher with your lesson plan **well before** the lesson so that she/he can provide advice. Act promptly on all advice and feedback given by mentors and host class teachers. Use a lesson plan for all taught lessons. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making. Submit WRoP and judgements to your Link Tutor promptly. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes (if this is possible given restrictions due to Covid-19 contingency planning).

Week 3	Review the student teacher's planning prior to the delivery of all taught lessons. Provide guidance about the appropriateness of the planning. Teacher to observe two lessons and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio. Support the student with marking and assessment of pupils' work through moderation or double marking.	<mark>Assessed Week 2 60% teaching timetable</mark> Plan and teach a sequence of lessons in mathematics, English and a foundation subject. Track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Undertake a workbook scrutiny/ jointly mark with teacher/colleagues. Submit WRoP judgements to Link Tutor.
Weeks 4	Review planning and use of TA Teaching Tool. Teacher to observe student twice and provide feedback. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio.	<mark>Assessed Week 3 70% teaching timetable</mark> <mark>1st Review Meeting with mentor and LT.</mark> Plan and teach a sequence of lessons in mathematics, English and a range of foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit WRoP and judgements to Link Tutor.
Week 5	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio.	<mark>Assessed Week 4 70% teaching timetable</mark> Plan and teach a sequence of lessons in core and foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making linking to the Teachers' Standards. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit WRoP judgements to Link Tutor.
Week 6	Review the student teacher's planning prior to the delivery of **all** taught lessons. Provide guidance about the appropriateness of the planning. Teacher to observe student twice and provide feedback from lesson observations. Weekly review of progress meeting to set	<mark>Assessed Week 5 70% teaching timetable</mark> Plan and teach a sequence of lessons in core and foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically

	new targets. Undertake a curriculum stroll with student teacher to enable them to observe progression in a specific curriculum area or progression in skills.	analysing the outcomes of your decision-making. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit your Weekly Review of Progress to your Link Tutor.
Week 7	Teacher to observe student twice and provide feedback from observations. Provide guidance and advice on student's planning. Identify progress using the Weekly Journal. Undertake a Weekly Review of Progress with student and set professional development targets. Check student is collecting evidence for PebblePad Portfolio.	Assessed Week 6 70% teaching timetable 2nd Review Meeting with mentor and LT. Plan and teach a sequence of lessons in core and foundation subjects. track the progress of pupils learning in the core and foundation subjects. Evaluate all taught lessons. Complete a weekly reflection critically analysing the outcomes of your decision-making. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit judgements to Link Tutor.
Week 8	Teacher to observe student twice and provide feedback from lesson observations. Help the student to identify targets for career entry development profile and transition into employment as an Early Career Teacher. Discuss final report with student. Please provide the Link Tutor with an electronic copy of this form as a Word document for their comment and signature.	Assessed Week 7 70% teaching timetable Plan and teach a sequence of lessons across core foundation subject. track the progress of pupils learning in the core and foundation subjects. 30% out of class working on personal targets/preparing for lessons/observing practice in other classes. Submit WRoP and judgements to Link Tutor. Upload your final report form to Turnitin via the Educational Placements 3 BB.
Week 9	Use this time to complete any missing lesson observations. Complete the final report and send to the Link Tutor for signature.	Assessed Week 8 70% teaching timetable Plan and teach a sequence of lessons across core and foundation subjects. Review the progress of pupils. Upload your final report form with your Link tutor's comment and signature to Turnitin via TE6670 Educational Placements 3 BB.

Overview within a Primary (KS1/ KS2) class

- Engage with the appropriate National Curriculum programmes of study, school schemes of work and pupil assessments to plan, teach and evaluate sequences of lessons in all core and foundations subjects.
- Assess and track the progress of pupils learning in the core and foundation subjects.
- Reflect on the impact of your teaching on pupils' progress in learning.
- Act on the guidance of your class teacher, mentor, link tutor; communicate with your link tutor and send him/her the Weekly Review of Progress and ME/WtE judgements at the end of each week for inclusion in a students' placement progress tracker.
- Ensure you have completed the phonics report and the mathematics report for QTS.

The School Placement Files

Students will maintain two files during their placements and they are expected to have both in school 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, including teachers/mentor, u niversity 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.

FILE 1: THE PLANNING AND ASSESSMENT FILE		
Print this form and insert at the front of your planning and assessment file. This checklist is to be used to by the class teacher, the mentor and the link tutor. **Children's initials should be used in place of their names on any documentation kept in this file.**		
	Present	**Required Content**
Title Page		Student name Name of class teacher Class name and year group Name of Training Co-ordinator Name of Northumbria University Link Tutor
Placement feedback and support information		2 completed observation per week. Completed Weekly Journals. A completed Weekly Review of Progress for each week in school.
Medium-term planning		The school's medium-t e r m plans, indicating subjects/ curriculum areas the student will be responsible for teaching during the placement.
Daily planning and formative assessment		Detailed daily lesson plans for all taught sessions (group / whole class) incorporating opportunities for formative assessment and any planned future intervention All lesson plans need to be annotated with comments about strengths of the lesson, points for development and assessment of the learning of 4 focus children

School based assessment information		How does the school track the progress of the children throughout the year? e.g. Data tracking systems, Assessing pupil progress schedules, baseline assessment, Foundation Stage Profiles, SATs and other test data.
Grouping of children		Grouping systems used in the class and the rationale as to how the groups have been established for Reading/Writing/ Mathematics. Identification of children supported by learning assistants. Four focus children and rationale for selection.
Pupil progress (whole class)		Whole class pupil progress tracker, RAG rating (Red, Amber, Green) indicating who has/ has not achieved the learning objectives of sequences of lessons. How does the class teacher monitor individual pupil progress? E.g. reading records, spelling test results, guided reading records, Individual Education Plans/ Health Education and Care Plans.
Pupil progress (individual)		Examples of annotated or marked work completed by 4 focus pupils including baseline data and annotated assessments indicating evidence of progress against learning objective and next steps identified. How did you choose to track your 4 focus pupils? examples of student's personal record keeping / tracking systems (see examples).
Weekly Reflections		Weekly reflections summarising strengths and areas for development linked to professional development targets.

Signed: Class teacher/ Mentor	Signed: Link Tutor

FILE 2: THE SCHOOL CONTEXT FILE

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

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

This checklist is to be checked by the class teacher/mentor and the Link Tutor.

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

SCHOOL PEN PORTRAIT	
Name of school	
Type of placement (e.g. Phase 2) and duration of placement	
Type of school (Academy, Free, Faith)	
Local Authority/ Trust	
Age phase (e.g. EYFS and primary)	
Number of pupils on the school roll	
Number of teachers	
Number of support staff	
Year Group and name of class you will be teaching	
Philosophy/vision of the school (see website or prospectus)	
General comments (see website or Ofsted report)	
What have you learned from the non-assessed placement in preparation for your final assessed placement?	

EYFS Session Planning Template:
Teacher-led session (whole or small group) and related child-led play/continuous provision

Name:	**Date:**

Area of Development (Prime/ Specific):

Early Learning Goal:

Reference to Development Matters/ or New Development Matters (September 2021)

Assessment informing this plan (Eg A student and mentor discussion of children's prior learning, use of pupils' observation data or pupil progress tracking data; floor-books):

Learning Intention (to be shared with the children)

Success Criteria (to be shared with the children)

-

Main Teaching:

Key Questions:

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

Resources (including other staff)

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

Possible next steps in direct teaching:

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

Evaluation:

Generic Lesson Plan - Key Stage 1 / 2		
Name:		**Date:**
Placement:	**Class:**	**School:**
Subject:	**Time of lesson:**	**Number of children:**
My targets / focus based on feedback from previous lessons:	• • •	
Assessment of prior learning related to this lesson:		
Learning Objective/Intention: What do I want children to learn? **Make reference to NC Guidelines as appropriate**	• • •	
Success Criteria: What will children be able to do?	• • •	
Support and Challenge **How will I organise the lesson to ensure all children make progress?**		
Assessment **What strategies will you use to monitor and support learning during the lesson?** **WHO WHAT WHEN HOW**		
Key vocabulary that I want children to use during the lesson:		

Resources required for the lesson (including use of other adults).	
Key questions that I want to ask the children during the lesson:	

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

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

Lesson Evaluation: **The following points will help you to reflect on this lesson:** • **Were pupils engaged and did they make progress as a result?** • **Was the lesson organisation successful? Do you need to adapt your approach for the next lesson?** • **Did behaviour issues impact on progress? How did you deal with these? What strategies will you use in your next lesson?** • **What was the most successful aspect of the lesson in your opinion? Why?** • **Which aspect didn't go as well as you had hoped? Why?**	

Planning and Preparation Checklist (TS4)

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

- Have you referred to the relevant programme of study (National Curriculum) or Development Matters/Early Learning Goal or school scheme of work?

- Do you know exactly what you want the children to <u>learn</u> in each part of the lesson/activity?

- Have you thought about how you will make sure children know and understand the learning objectives? Success criteria?

- How will you formatively assess children's prior learning?

- Have you considered the kind of questions the children may ask and the misunderstandings they may have? Will you target differentiated questions at pupils?

- Have you thought about the key information you will need to explain and how you will do this? Explaining, modelling, scaffolding?

- Are you confident in your subject knowledge? Have you considered a range of pedagogical strategies to make this subject knowledge accessible to children? Have you discussed these approaches with your class teacher/mentor?

- Have you thought about the key vocabulary you need to teach and key questions you need to ask? How will this vocabulary be shared? Vocabulary mats?

- Do you know what the children will DO in each part of the lesson/activity?

- How will you ensure you provide appropriate support and challenge to pupils? Eg by use of scaffolds eg writing frames, vocabulary mats, support from peers, or a TA with a script of probing questions that encourage the child to justify answers or to apply knowledge and reasoning skills?

- Have you prepared and 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?

- Will you enable children to orally rehearse their ideas? Eg talk partners, consensus placements, pupil view templates, role-play.

- Will you encourage interactions using mini-whiteboards to share their ideas and formatively assess responses.

- Have you considered how you will support learning (children with learning needs 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?
- How can mini-plenaries and the plenary be used to support reflection on how children worked hard to achieve the lesson objective/success criteria – where did they persist, show resilience or a growth mind-set?
- When assessing pupils' success in learning have you identified WHO? WHAT? HOW? WHEN?

Lesson Evaluations Prompts

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

- achievement of learning outcomes/ lesson objectives, success criteria
- pupils' progress in learning and their work, discussions, questions, misconceptions
- relationships
- organisation and management of the whole lesson
- organisation and management of a particular phase within the lesson
- the effectiveness of individual, pair, group, whole class activities/discussions
- use and effectiveness of resources
- use of teaching strategies eg modelling, scaffolding
- developing your use of formative assessment to support responsive teaching
- 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 the levels of support and challenge matched with 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 timings – to maintain pace and the productive use of children's time.

Weekly Reflections

At the end of the week please complete a weekly reflection to review the impact of your teaching on pupils' learning progress. Critically analyse the outcomes of your pedagogical decision-making and your success in meeting your targets or next steps.

A good weekly reflection 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 will 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 reflection. These should be printed out and put into your placement file.

Upload these weekly reflections to your ILDP PebblePad Portfolio – with the related lesson plans, weekly journal and weekly review of progress. These documents provide on-going evidence of your development as a reflective practitioner.

Assessing Pupil Progress: Placement Expectations

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

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

Example of a possible whole class pupil progress tracker KS1 Science

Key	
Not met LO	Red
Met LO	Orange
Exceeded LO	Green

Name	To distinguish between an object and the material from which it is made.	To describe the simple physical properties of a variety of everyday materials.	To compare and group together a variety of everyday materials on the basis of their simple physical properties.	To identify and compare the suitability of a variety of everyday materials, including metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
May	green	green	green	green	green
Focus Child A	green	green	green	orange	orange
Ali	green	green	orange	orange	orange
Sarah	green	green	orange	red	red
Harry	green	green	orange	orange	orange
Focus Child B	green	green	orange	orange	red
Shareen	green	green	green	green	green
Laura	green	green	orange	red (absent)	orange
Milly	green	green	green	green	green
Austin	green	green	green	green	green
Focus child C	green	green	green	green	green
Danny	green	green	green	orange	orange
Sam	green	green	green	green	green
Farzana	green	green	orange	red (absent)	red (absent)
Focus child D	green	green	green	green	green
David	green	green	green	green	green

An example of a whole class pupil progress tracking system in EYFS Nursery/Reception

Key		Understanding the World		
Not met LO	🟥			
Met LO	🟧			
Exceeded LO	🟩			
Children		Children know about similarities and differences in relation to places, objects, materials and living things.	They talk about the features of their own immediate environment and how environments might vary from one another.	They make observations of animals and plants and explain why some things occur and talk about changes.
Sally		🟩	🟩	🟩
Qasim		🟩	🟩	🟩
Zofia		🟩	🟩	🟩
Sophie		🟧	🟧	🟧
Daisy		🟧	🟧	🟧
Salman		🟥	🟥	🟥
Luka		🟧	🟥	🟥

Examples of evaluation questions

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

Phonics and Mathematics Reports

All trainees should complete a phonics report (plan and teach 10 lessons) and a mathematics report if they have not had this opportunity in their BA2 placement. This may require KS2 trainees to observe expert teachers teaching phonics and then to plan 10 lessons for a younger phonics group eg a lunchtime booster group.

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Initial Teacher Education Phonics Report

Name of Student	
Dates of Placement	
Signature of member of staff supervising this placement.	
Student signature:	

One of the key themes of this placement is aimed at ensuring all students have the opportunity to develop their skills and understanding of 'High Quality' provision and practice in 'Systematic Synthetic Phonics' and the development of children's early reading skills. This includes observations of phonics sessions, including:

- Intervention programmes in both KS1 and KS 2
- Delivery of phonics session (KS1 students)
- Planning and delivery of guided reading sessions

Key Element	Working Towards Expectation	Meeting Expectation
Observations demonstrating a developing understanding of 'High Quality' provision for 'Systematic Synthetic Phonics' teaching and learning.		
Effective planning and delivery of sequential 'High Quality Systematic Synthetic Phonics' lessons that impact upon children's learning.		
Demonstrate a developing understanding of a deeper insight into the use of formative and summative assessments to track children's progress in 'Systematic Synthetic Phonics' informing the next steps in learning.		

Initial Teacher Education Mathematics Report

Name of Student	
Dates of Placement	
Class teacher/ Mentor	
Student signature:	

Working towards Expectations	Meets Expectations	Meets Expectations Confidently
Planning shows that teaching and learning activities match to the intended learning outcomes. Some use of interactive teaching strategies, children generally attentive and participating in lessons.	Teaching and learning activities match the objective and engage the learner. A range of interactive strategies are used to support pupils' mathematical understanding.	Teaching and learning activities match the objective and are stimulating, pupils respond enthusiastically to the teaching. Pupils' understanding of mathematical concepts is enhanced through open and differentiated questioning. Mathematical concepts are contextualised and links are made with real life and other subjects.
Comment:		
Some flexibility demonstrated within the lesson taking into account progress and learner understanding.	Flexibility /adaptability shown taking account of the progress made by learners and matching teaching to it, including by matching pace to learning and using a variety of teaching methods.	Teaching is flexible and adaptable changing pace, approach and teaching methods within a lesson in response to what learners say and do.
Comment:		
Some evidence of teacher modelling and explanation of mathematical concepts. The learning environment and resources managed to enable all learners make progress.	Clear teacher modelling and clear teacher explanations of mathematical concepts with the creative use of resources to support learning.	Clear teacher modelling throughout lesson. High quality teacher explanations of mathematical concepts .A variety of scaffolding and supporting materials and resources, which are differentiated to meet the needs of all pupils.
Comment:		
Demonstration of secure mathematical subject knowledge that develops learners' understanding and skills.	Trainee uses their mathematical subject knowledge to find different ways of explaining or varying teaching approaches.	Application of own depth of mathematical subject knowledge supports learners in acquiring understanding and skills A range of different approaches can be utilised to ensure learners make the expected progress.
Comment:		

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

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

With reference to Standard 1 of the National Standards for School Based Initial Teacher Training Mentors (2016).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_stanandards_report_Final.pdf

Weekly Journal Feedback and Observations

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

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

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Weekly Journal Feedback and Observations
This should include at least one lesson observation

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

Targets for the week:
•

Focus	Strengths	Areas for development	**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.
Impact on Learning, Teaching & Assessment:			**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. **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

Impact on Pupil Progress & Learning:			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. **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)
Subject Knowledge & Pupil Learning:			**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.
Behaviour for Learning:			**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.
Other (including Part 2 of the Teachers' standards)			**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.
Summary of key strengths including progress against previous targets:			
Future targets:	•		**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.
Signed (Trainee):		Signed (Observer):	

Weekly Lesson Observations

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

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

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

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

Area of Development (EYFS) or Subject Focused Lesson Observation (KS1/KS2)

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

Behaviour for Learning	Learning is inhibited as the trainee does not demonstrate high expectations of behaviour or employ effective strategies.	Trainee has high expectations of behaviour and uses a range of strategies including praise, sanctions and rewards to maintain the learning environment.	Pupils clearly understand expectations and respond well to the consistent and effective use of praise, support and behaviour management strategies. A calm working environment conducive to learning.	Sustained and targeted use of praise, support and behaviour management strategies. High quality dialogue engages all pupils resulting in a purposeful learning environment.
	Pupils unaware of what they have to do/what they are learning.	Pupils understand what they are learning and are generally focused on the task.	Pupils are motivated to learn and engage enthusiastically with the tasks and activities.	All pupils are fully engaged in their learning. The trainee channels this enthusiasm effectively and ensures that pupils understand the purpose of the lesson and how this builds on what they already know.
	Additional adults not used consistently or effectively during the lesson.	Resources are prepared and used appropriately throughout the lesson. This includes the deployment of additional adults working in the classroom.	Pupil learning is supported by the effective use of resources and involvement of additional adults working in the classroom.	Pupil learning is fully supported by additional adults who contribute to maximum effect in different phases of the lesson. The trainee works collaboratively to ensure all pupils are supported in making progress.

Trainee Name		Date	
Observer		Time	
Subject Focus		KS/Year	

Focus and context of observation
Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets set in weekly review.

Summary of key strengths following observation:

Learning, Teaching & Assessment:

Pupil Progress & Learning:

Subject Knowledge & Pupil Learning:

Behaviour for Learning:

Specific targets to enable trainees to make progress, including subject specific targets. Please include any strategies you recommend; these will be used to inform feedback in the weekly review of progress.

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

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

A maximum of 2 SMART (Specific, Measurable, Achievable, Realistic and Time limited) targets
should be agreed at the end of the meeting these will be the focus for the next Weekly Journal
and subject specific lesson observations for the following week.

A Weekly Review of Progress proforma should be completed for each week and is signed by
teacher/mentor and student. A copy of the Weekly Review of Progress should be shared with
your Link Tutor keep a copy in your placement file.
The Link Tutor should be invited to attend two Weekly Reviews of progress meetings via a
Microsoft Teams or Blackboard Collaborate meeting.

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

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

Professional Learning Conversations for Weekly Reviews of Progress
(These focused question prompts should inform a professional discussion and will cover five key
areas of development for the trainees: Professional Behaviours (Pr), Curriculum (C), Pedagogy (Pe),
Assessment (A) and Behaviour Management (B))

Final Stage of Training (BA3 Primary final assessed placement)		
Week	**Question Focus**	**Links to university-based training**
Week 1	**B** How have you promoted high expectations for **all** pupils in your class? How can you achieve this when the pupils have different starting points?	Trainees will have had university-based focused lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
Week 2	**Pe** Can you give an example of when you have broken down complex concepts into smaller steps in order to support pupils' learning and progress? How did you do this?	Identifying Learning objectives and Success Criteria
Week 3	**C** Discuss how you have identified areas	Subject audits and target setting; lectures,

	that you are less confident in and how you have deepened your own subject knowledge since the start of the programme.	workshops, independent study.
Week 4	**A** How have you utilised the data that your school has collected about the pupils in your class? How can you make the best use of the data that is collected within your class or across the school?	University based training on assessment for learning principles and theory, including using LOs and success criteria, principles of marking. Subject specific assessment principles. Assessing individual pupils through an intervention. Assignment focussed on the use of interventions in schools. Expert input from partnership school.
Week 5	**Pr** What experiences have you had during your training year of working with parents, carers and families? What have you learned from these experiences?	Lecture and tutorials related to what it means to be a professional
Week 6	**Pr** Discuss how you plan to implement the DfE's School workload reduction toolkit to support you in maintaining a healthy work-life balance in your NQT year	Lecture and tutorials related to what it means to be a professional

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

Trainee points for discussion	
Trainee: Bullet point areas of strength (ahead of the meeting) •	
Trainee: Bullet point areas for development (ahead of the meeting) •	

Mentor Evaluation	
Please comment on evidence in relation to these areas:	**Comments**
Discussion with trainee/ self-evaluation of learning	To support this discussion, trainees should draw upon: • Placement files • Individual Learning & Development Portfolio(ILDP) • Revision of previous targets • Developing subject knowledge • Lesson observation/weekly journal feedback • Additional evidence trainee wishes to present
Discussion with learners	
Discussion with TA/other adult	
Learners' responses within lessons and in books/pieces of work	
Quality of marking and feedback	

Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum
Other	This could include: • School based CPD • Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)

Overall Judgement

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

Working towards Expectation		Meeting Expectation	

Targets agreed for the week ahead

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

Signed	
Mentor	

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:
o 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;
o a trainee struggles professionally or personally to make progress;
o 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:
o can be raised at any stage of the programme;
o 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
o 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;
o Targets will require agreed actions for both the trainee and all those working with them in the training programme;
o The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.

Step 1
At the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions.
o The Link Tutor will be informed; this may trigger an additional visit.
o At the weekly review of progress meeting: review and agree targets which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved within **two weeks** to the review point.
o There should be a **maximum** of three targets set across the two weeks. Only **one** target should be the focus of an observation at any one time.
o The trainee is informed of the cause for concern and the issues that must be addressed.
o The concerns, targets and actions for the trainee and teacher/mentor are recorded.

Step 2
At the end of the two weeks, targets are reviewed using the full range of evidence.
o If sufficient progress has been made by the trainee, normal training routines continue.
o If insufficient progress has been made, proceed to Step 3.

Step 3
- o Joint observation and review meeting with the teacher/mentor and link tutor (this may need to be conducted virtually).
- o Link Tutor moderates the evidence with the teacher/mentor to confirm whether there is a need for an ongoing cause for concern or support plan. If so, a formal meeting with the Link Tutor, teacher/mentor and trainee takes place to agree the cause for concern and set revised targets within an agreed support plan.
- o A period of **two to four weeks** is set for the trainee to focus on the cause for concern targets.
- o Explicit actions for the trainee, teacher/mentor and Link Tutor are agreed as part of the cause for concern support plan.
- o **All** observations, feedback and meetings should focus on the cause for concern targets.
- o The Link Tutor provides a copy of the targets and related training plan which is centrally logged with the university.

Step 4
At the agreed review point, formal review of targets reviewed, using the full range of evidence, by the trainee, teacher/mentor and the university BA3 placement module leader. There are three possible outcomes from this formal review:

i). if sufficient progress has been made, the cause for concern ends and the normal training routines continue;

ii). if limited progress has been made, the link tutor, teacher/mentor and trainee review the issues, revise the targets and the cause for concern is extended;

iii). if none of the targets have been met and progress has not been made, the trainee will then come into university to meet with the module leader and programme leader. A decision will be made as to whether the placement can continue/needs to be extended/or is judged as a failed placement.

Link Tutor Support
You will be allocated a Link Tutor and in your initial email to introduce/ re-introduce yourself please attach your professional development targets. At the end of every assessed week you must email your Weekly Review of Progress form to your Link tutor and it should contain your mentor's judgement of your progress (Working Towards Expectations/ Meeting Expectations). This information is uploaded to a progress tracker by your Link Tutor each week.

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

Professional Conduct
While on placement you are expected to act as a role model for pupils, other students, teaching assistants, school colleagues and parents and to act as an ambassador for Northumbria University. This will require you to demonstrate resilience in managing working relationships with colleagues.
If you are going to be absent from placement you must inform your mentor/ Headteacher and Ask4Help so that arrangements can be made to ensure there is cover for your lessons in good time. You may be required to make up missing days at the end of your placement and this may delay your Teachers' Standards presentations.

End of placement

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

To pass the placement successfully the student must receive an overall judgement of Meeting Expectations.

Placement Report

Northumbria University NEWCASTLE **Initial Teacher Education Placement Report**

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

Name of student:	
Dates of placement:	
Name of school/setting:	
Year group:	
School Training Co-ordinator	
Mentor:	
Link Tutor:	
Number of days absent:	
Please comment on the following areas using evidence from the Weekly Review of Progress meetings:	
Professional behaviours Made valuable contributions to the wider life of the school. Had appropriate discussions with key members of the senior leadership team (For example, SENCO, subject leads, pastoral lead.) Taken part in CPD sessions and the impact	

these may have had on development. When working with Teaching Assistants/other adults, steps taken to maximise their impact on pupils' learning and progress. Responded to or witnessed a safeguarding incident appropriately. Experiences of working with parents, carers and families. Demonstrated professionalism in relation to the theory and training received at university and whilst on placement.	

Judgement for Professional Behaviours overall	**Working Towards Expectation(W**		**Meeting Expectation(M**	

Curriculum Familiarised themselves with the school curriculum. All planning and teaching within the classroom is linked tightly to school's curriculum. Understands the term 'a carefully sequenced and coherent curriculum'. 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. 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. 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). Developed a range of teaching strategies to engage and enthuse pupils, especially in relation to understanding what they are learning and why.	

Curriculum knowledge judgement overall	**WT**	**M**	
Pedagogy Awareness of the grouping of pupils for different purposes and understands the most effective methods to impact pupils' learning and progress. Breaks down complex concepts into smaller steps in order to support pupils' learning and progress. Uses appropriate questioning strategies to engage pupils, to check their prior knowledge and assess their understanding. Demonstrates effective modelling and understands the impact of this on the pupils' learning and progress. Scaffolds teaching appropriately to impact on pupils' learning and progress. 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. When planning sequences of lessons, considers working memory and metacognition of the pupils within the class.				
Pedagogy judgement overall	WT		M	
Assessment Understands how high quality feedback, written and verbal, has a significant impact on pupils' learning and progress. 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. Understands how formative assessment can be used during teaching and how these assessments impact on individuals and groups of pupils. Consistently uses an appropriate Learning Objective and assesses/ marks against this criteria with clear feedback and 'next steps' for pupils. Completes group/class progress trackers. Understands the relationship between formative and summative assessment and how they can each support teaching and learning. 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. Understands what the most important elements in effective and accurate assessment of pupils' progress are.				
Assessment judgement overall	WT		M	
Behaviour management Adhered to school/ class behaviour policy				

to manage pupil behaviour. Promoted high expectations for **all** pupils in the class/es with routines established to effectively manage behaviour. Maintains a positive classroom culture. Understands the relationship between having high expectations and the impact this has on pupil behaviour. Is able to relate aspects of theory learned in university-based to managing pupil behaviour successfully. Awareness of the difference between intrinsic and extrinsic rewards.	
Behaviour management judgement overall	WT [ ] M [ ]
Additional comments:	
Link Tutor comments:	

Suggested Targets	
SMART target	Actions required
1.	
2.	
3.	
Signature of member of staff supervising this placement:	
Signature of University Link Tutor for this placement:	
Student signature:	
Date:	

Key University Contacts

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

If your query is about:	Contact Person	Contact at:
• The Partnership Handbook and Agreement • If there is an urgent issue and you are unable to contact other listed colleagues	**Karen Hudson** **Head of Subject** (Education and Lifelong Learning)	karen.hudson@northumbria.ac.uk 0191 215 6648
• A trainee or trainees on placement in your school. • School visits or observation of trainees. • Referred or deferred trainees. • Mentor Training. • Second opinion visits • Cluster Meetings • External Examiner visits. • Any urgent issue	**Debbie Myers** **BA3 Placement** **Module Lead**	debbie.myers@northumbria.ac.uk 0191 215 6850
• Placement offers. • Partnership Agreements. • Allocation of placements. • Changes to offers. • Finance.	**Kevin Sugden** **Placement Co-ordinator**	kevin.sugden@northumbria.ac.uk Tel: 0191 215 6088
• University-based content	**BA (Hons) Primary** **Programme Director** **Education:** Joanna Hume	joanna.hume@northumbria.ac.uk Tel: 0191 2156527

Thank you for your support of Northumbria University ITE students.