



**Northumbria
University**
NEWCASTLE

BA3 Phase 1 Internship Placement
TE6670 (2021-22)

Guidelines for Students, Mentors and Link Tutors



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Welcome to your BA3 Internship and your initial Phase 1 placement Handbook.

Vision

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.'

Aims of Phase 1: Internship Placement

The aims of Phase 1 are to enable you to gain experience of teaching whole class or whole group teaching in primary or EYFS settings across the breadth of the curriculum, and to develop knowledge of pupil progress tracking systems. You will have the opportunity to become involved in the life of the whole school and to become a visible and highly valued presence. Some placements are individual, some placements are paired.

In this initial placement you will have the following foci:

Students placed in reception (EYFS) classes:

- To develop expertise in planning, teaching, assessing and evaluating children's development through teacher-initiated and child-initiated activities in the prime areas of development and the specific area: Understanding the World.
- To design contexts to enable children to learn through play in both indoor and outdoor environment to enhance children's physical, intellectual, emotional and social development.
- To set up a whole class tracking system to record your impact on pupils' learning in the seven areas of development.
- To design continuous provision to support learning opportunities indoors and outdoors in the specific area 'Understanding the World' eg role-play and 'little explorers' areas where children can handle materials, explore and observe similarities, differences.

Students placed in primary classes:

- To develop expertise in leading planning, teaching, assessing and evaluating whole class lessons in **science** and foundation subjects.
- To co-teach English and mathematics with your class teacher.
- To set up a whole class tracking system to record your impact on pupils' learning in science and foundation subjects.

All students will gain experience in tracking the progress of a whole class across the primary curriculum, or seven areas of development in the Early Years Foundation Stage. Placement expectations on assessment are given on pages 7 – 12 and an example of a tracking system is given on pages 18.

All students will use 20% of non-teaching time to carry out a series of focused observations of teachers across EYFS, KS1 and KS2 to develop understanding of progression in how teachers promote positive behaviour for learning, progression in phonics, mastery in mathematics and questioning. These observations will support your professional development and you are required to reflect on these in your weekly meeting with mentors, to understand how teachers apply their knowledge and skills in their daily practices.

Whole-class pupil progress tracking – evaluate the impact of your teaching on four focus children. These will contribute to the evidence you present at your Teachers' Standards Presentations to confirm Newly Qualified Teacher Status (DfE requirement).

Assessment of this placement

Component 1: Formative Assessment - Phase 1 Internship Placement

Outcomes: Working Towards Expectations or Meeting Expectations.

Dates of placement: Monday 1st November – Friday 26th November 2021 (4 weeks)

Formative assessment

On completion of the initial Phase 1 placement your mentor or host class teacher will complete an end of placement report. A formative judgement of your overall performance will be made: working towards expectations or meeting expectations.

This formative report will be completed by your school-based mentor and given to you at the end of the placement. You should submit an electronic version of the report to the university through Turnitin, in BlackBoard > TE6670 Educational Placements 3 > Assessment > Phase 1 Report.

This formative report will inform your personal and professional target-setting for your final assessed placement and your reference for employment. (KU 1, 2; IPSA 1, 2; PVA 1).

TASK 1 Submit your reflections to Folder Task 1 via Turnitin

Video-recording, reflection and analysis of co-teaching in EYFS/ primary science

The purpose of this placement task is to provide you with an opportunity to plan, teach and assess or to co-plan, co-teach and co-evaluate a selection of your science lessons, using video-recording as a tool to support joint reflection with your peer partner and mentor.

- With your partner and guidance from your mentor co-plan a science lesson or teaching session focusing on an aspect of Understanding the World.
- Identify lesson objectives for both the knowledge and the skills of working scientifically you intend to develop using the National Curriculum (DfE, 2013) Programme of Study for Key Stage 1/ Key Stage 2, or the appropriate Early Learning Goal and aspect of Development Matters (DfE, 2021) to design a stimulus and context.
- Video-record your joint delivery of the session/lesson and play-back the video to support reflection and analysis with your mentor and peer partner.
- In your written reflection please identify the lesson objective and success criteria making reference to the National Curriculum or Early Learning Goal/ EYFS framework. Identify the pedagogical strategies and types of investigations you have developed during the lesson to make your scientific subject knowledge accessible to pupils Eg drama, story-telling, discrete subject, direct instruction, cross-curricular topic.

Only the reflections should be submitted through Turnitin – the video-recording should be deleted after analysis and discussion and is undertaken to support your professional development. A template is provided on pp. 42 - 45 but you may design your own.

Task 2 Submit your reflections to Turnitin – Folder Task 2 in TE6670 BB

Part 1

To reflect, individually or with your peer partner and mentor on your use of formative assessment strategies to monitor pupils' understanding and progress during placement.

- Set up a whole class pupil progress tracker for science and foundation subjects.
- Highlight your four focus children on this tracker and make reference to them when reflecting on the following prompts.
- Identify the learning objectives and success criteria you use for each science lesson.
- Analyse your use of formative assessment during all parts of your lesson. Consider what strategies you use and reflect on children's responses. Would you use these strategies again?
 - Eg what strategies did you use to capture prior learning?
 - How do you use questioning to generate discussion?
 - Eg Identify how you have used Bloom's taxonomy of questions to provoke higher order thinking.
 - How did your four focus children respond to different types of questioning?
 - How do you use mini-plenaries, eg to clarify tasks, to re-focus children on the learning objective/success criteria?
 - How have you used plenaries – selecting a pair of 'Plenary Pals' to summarise the learning that has taken place.
 - How effectively have you tracked pupils' progress and used the information to plan next steps in learning?
 - Reflect on your use of peer assessment and self-assessment strategies.

Part 2

To reflect, individually or with your peer partner and mentor, on the approaches you have used to develop children's reflection and metacognitive skills.

- How do you make children's learning visible to them?
Do you use working walls to capture their initial and developing ideas, to make clear the changes that have taken place in their ideas. Do you encourage children to compare their initial ideas with their subsequent ideas at the end of an investigation/topic? When have you done this?

A template is provided on pages 42 – 45 but you may design your own.

Key Information

Dates of BA3 Formative Placement

Phase	Start Date	End Date	Focus	Teaching Timetable
Phase 1	Monday 1 st November 2021	Friday 26 th November 2021	Science and Foundation Subjects - broad curricular teaching experiences. Analysis of science teaching and pedagogy. Whole class pupil progress tracking; assessment narratives to reflect on the impact of your teaching on pupils' progress on 4 focus children.	50% teaching by week 4

Academic Week/ Date	Placement Week	Your Location	What will I be doing?
Week 1			
W/b: Mon 1 st Nov	Week 1	Placement school	Preparing/ planning, teaching, marking, observing/ collecting data for dissertation.
Week 2			
W/b: Mon 8 th Nov	Week 2	Placement school.	Preparing/ planning, teaching, marking, observing/ collecting data for dissertation.
Week 3			
W/b: Mon 15 th Nov	Week 3	Placement school	Teaching to 50% Preparing/ planning, marking, observing/ collecting data for dissertation.
Week 4			
W/b: Mon 22 nd Nov Placement ends Friday 26 th Nov	Week 4	Placement school	Teaching 50% Preparing/ planning, marking, observing/ collecting data for dissertation.

Expectations: Early Years Foundation Stage Placements

Day 1

During the first day of placement you should discuss the setting and the children who you will be teaching and assessing. You should spend time observing and becoming familiar with the routines and arrangements for children including groupings. Begin to support the teacher with groups to get to know your class. Set up a whole class pupil progress tracker to enable you to evaluate your impact on pupils' progress. Support the teacher initiated and child-initiated activities in the Prime Areas of learning under the direction of your host class teacher. Discuss the focus of the dissertation study and identify how, where and when to collect data.

Date	Key Expectations of Student Teacher	Notes for Mentor
Week 1	<p>Day 1- induction into school - safeguarding policies and procedures Class lists, groupings, routines, timetables. Timetable for student: whole class teaching, co-teaching, observation. Student and mentor to discuss BA2 targets/ support plan targets in order to seek ways to address these.</p>	
	<p>In EYFS students will make observations of children's learning responses to both child-initiated and teacher-initiated activities. Use these observations and the school's medium term plans to inform planning with a particular focus on Understanding the World.</p> <p>Each day the student will also support teacher initiated activities in Communication and Language, Literacy and Mathematics.</p> <p>Prepare and read a story to the class.</p> <p>Using the school's whole class pupil progress tracking system begin to monitor the progress of the whole class in achieving each lesson objective and with reference to the Teachers' Standards. Analyse in depth the progress of four focus pupils. You may find it helpful to create 'assessment narratives' for each child and develop these over the coming weeks.</p> <p>Use 20% of non-contact time to carry out focused observations within your base classroom using the templates provided by Northumbria University.</p>	<p>Support EYFS student with assessing, planning, teaching and evaluating teacher directed tasks in Understanding the World.</p> <p>Help students to set up a whole class pupil progress tracking system based on the system used in school. This will help them to evaluate their impact on pupil progress.</p> <p>Encourage the student to reflect more deeply when they encounter difficulties using the Teachers' Standards to identify the causes of pupils facing difficulty in achieving lesson objectives/meeting success criteria.</p> <p>Help to build the student's confidence to plan and direct the work of more experienced adults including teaching assistants and support staff.</p> <p>Set up a timetable of focused observations to enable students to observe progression in how teachers promote positive behaviour for learning, progression in phonics and conceptual understanding of number across school. In week 1 these observations will take place within their base classroom but should be extended to their Key Stage and then to the adjacent Key Stages over the four weeks of placement.</p>

	<p>10% of the teaching timetable should be used for planning preparation and assessment. This may take place in partnership with colleagues in planning teams.</p>	
Week 2	<p>In EYFS students will plan and teach a series of phonics lessons and teacher initiated activities in Understanding the World and Arts and Expressive Arts and Design.</p> <p>Support staff with teacher initiated/child initiated activities in all other areas.</p> <p>Continue to monitor the progress of all pupils using the class pupil progress tracker. Analyse in depth the learning progress of your four focus children in science and your taught foundation subject. Add to your 'assessment narratives' you have created for each child over the next fortnight.</p> <p>Use 20% of non-contact time to carry out focused observations within KS1 classrooms using the templates provided by Northumbria University.</p> <p>Use 10% of the teaching timetable as time for planning preparation and assessment. This will take place in partnership with colleagues in planning teams.</p>	<p>Observe the pair of students co-teaching twice and help to video-record whole class lessons to encourage reflection and analysis of strengths and weaknesses drawing on the Teachers' Standards to support their own self- evaluation.</p> <p>During the weekly review meeting help the student to set professional targets based on their self evaluation and your professional judgement of their observed lesson.</p> <p>Ensure 20% of non-teaching time is used to carry out a series of observations of teachers in the adjacent key stages: EYFS, KS1 and KS2 to develop understanding of progression in how teachers promote positive behaviour for learning, progression in phonics, mastery in mathematics across the age phases.</p>
Week 3	<p>From the school's medium term plans the student teacher in EYFS should develop a short term overview plan for all 7 areas of the curriculum.</p> <p>Plan and teach a series of lessons of phonics, a number activity and an investigation to support children's development in Understanding the World.</p> <p>Continue to monitor the progress of all pupils using the class pupil progress tracker. Analyse in depth the learning progress of</p>	<p>Observe the pair of students co-teaching twice and help to video-record whole class lessons to encourage reflection and analysis of strengths and weaknesses drawing on the Teachers' Standards to support their own self- evaluation.</p> <p>Ensure students continue to record whole class progress on the tracking system they have set up.</p> <p>Ensure students continue to carry out focused observations in the adjacent key stage this week.</p>

	<p>your four focus children in science and your taught foundation subject. Continue to build on your 'assessment narratives' for each child. 20% of your non-contact time to carry out focused observations of experienced staff in KS2.</p>	<p>Ensure 10% of the teaching timetable is used for planning preparation and assessment. This will take place in partnership with colleagues in planning teams.</p> <p>Ensure student engages in focused observations in adjacent Key Stages to develop awareness of progression in behaviour management/ behaviour for learning; questioning techniques, phonics, modelling steps in mathematical procedures, depending on professional development targets of student.</p>
Week 4		
	<p>From the school's medium term plans the student teacher in EYFS should develop a short term overview plan for all 7 areas of the curriculum. Over this final week teach, assess and evaluate one activity in each area of the EYFS prime and specific areas to enable you analyse the holistic development of four focus children.</p> <p>Evaluate your impact on the progress in learning of your four focus children drawing on evidence of their work, your pupil progress tracker, discussion with your host class teacher and your assessment narratives.</p> <p>Identify three professional development targets for your final placement.</p>	<p>Observe the pair of students co-teaching twice and help to video-record whole class lessons to encourage reflection and analysis of strengths and weaknesses drawing on the Teachers' Standards to support their own self- evaluation. At the end of this placement the placement mentor will complete a Teacher Training Profile Report with the student. An electronic copy of this should be given to the student teacher who will submit this to the University through Turnitin on the electronic Learning Platform BlackBoard. Ensure students complete their focused observations across the Key Stages by the end of this week to have a better understanding of progression in behaviour for learning, phonics, number and enquiry.</p> <p>Please help students identify targets that identify areas for development across the Teachers' Standards.</p>

Expectations: Primary Placements - KS1 and KS2

Day 1

During the first day of placement you should discuss the setting, your base class and children in class. You should spend time observing and becoming familiar with the routines, arrangements for children including seating and groupings.

Begin to support the teacher with groups to get to know your class. Set up a whole class pupil progress tracker to enable you to evaluate your impact on pupils' progress. Observe pupils and informally assess their responses in lessons. Together with your class teacher identify the lessons you will teach and plan how you will support and co-teach in English and mathematics from Day 2/3. Share the placement tasks 1 and 2.

Date	Key Expectations of Student Teacher	Notes for Mentor
Week 1	<p>Day 1- induction into school - safeguarding policies and procedures Class lists, groupings, routines, timetables. Timetable for student: whole class teaching, co-teaching, observation. Student and mentor to discuss BA3 targets/ support plan targets in order to seek ways to address these.</p>	
	<p>Primary students will support the teacher in English and mathematics.</p> <p>Observe pupils and informally assess their responses to the lessons you are supporting.</p> <p>Discuss pupils' progress with your host class teacher/mentor using assessment and tracking data. Use this to begin to plan group activities on Wednesday. Aim to teach a whole class lesson on Thursday and Friday in science or a foundation subject.</p> <p>Observe and take part in playground duty.</p> <p>All students should use 20% of their non-contact time to carry out focused observations within your base classroom using the templates provided by Northumbria University.</p> <p>10% of the teaching timetable should be used for planning preparation and assessment. This may take place in partnership with colleagues in planning teams.</p> <p>Read key school policies. Undertake a learning walk around school with mentor.</p>	<p>Support primary student teachers with planning of lessons in science and foundation subjects.</p> <p>Help students to set up a whole class pupil progress tracking system based on the system used in school. This will help them to evaluate their impact on pupil progress.</p> <p>Encourage the student to reflect more deeply when they encounter difficulties using the Core Curriculum Framework to identify the causes of pupils facing difficulty in achieving lesson objectives/meeting success criteria.</p> <p>Help to build the student's confidence to plan and direct the work of more experienced adults including teaching assistants and support staff.</p> <p>Set up a timetable of focused observations to enable students to observe progression in behaviour management/behaviour for learning; questioning techniques, depending on professional development targets of student. In week 1 these observations will take place within their base classroom but should be extended to their Key Stage and then to the adjacent Key Stages</p>

		over the four weeks of placement.
Week 2		
	<p>Provide support in English and mathematics.</p> <p>Drawing on school medium term plans students placed in primary classes will be supported to take a lead in planning, teaching, assessing and evaluating whole class lessons in science and foundation subjects.</p> <p>Using the school's whole class pupil progress tracking system monitor the progress of the whole class in achieving each lesson objective. Analyse in depth the progress of four focus pupils.</p> <p>Continue to monitor the progress of all pupils using the class pupil progress tracker. Analyse in depth the learning progress of your four focus children in science and your taught foundation subject.</p>	<p>Observe the pair of students co-teaching twice and help to video-record whole class lessons to encourage reflection and analysis of strengths and weaknesses to support self-evaluation.</p> <p>During the weekly review meeting help the student to set professional targets based on their self evaluation and your professional judgement of their observed lesson.</p> <p>Ensure 20% of non-teaching time is used to carry out a series of observations of teachers in the adjacent key stages: EYFS, KS1 and KS2 to develop understanding of progression in how teachers promote positive behaviour for learning, progression in phonics, mastery in mathematics across the age phases.</p>
Week 3		
	<p>With support plan, prepare, teach and assess lessons in science and foundation subjects.</p> <p>Support teachers in English and mathematics.</p> <p>Continue to monitor the progress of all pupils using the class pupil progress tracker. Analyse in depth the learning progress of your four focus children in science and your taught foundation subject. Continue to build on your 'assessment narratives' for each focus child.</p> <p>Seek an opportunity to observe, a series of lessons of phonics lessons across EYFS and KS1.</p>	<p>Observe the pair of students co-teaching twice and help to video-record whole class lessons to encourage reflection and analysis of strengths and weaknesses drawing on the Teachers' Standards to support their own self-evaluation. Ensure students continue to record whole class progress on the tracking system they have set up.</p> <p>Ensure students continue to carry out focused observations in the adjacent key stage this week.</p>
Week 4		
	<p>With support plan, prepare, teach and assess in science and foundation subjects. Supporting in English and mathematics.</p> <p>Continue to monitor the progress of all pupils using the class pupil progress tracker. Analyse in depth the learning progress of your four focus children in science and your taught foundation subject. Evaluate your</p>	<p>Observe student(s).</p> <p>At the end of this placement the placement mentor will complete a Teacher Training Profile Report with the student. An electronic copy of this should be given to the student teacher who will submit this to the University through Turnitin on the</p>

	<p>impact on the progress in learning of your four focus children drawing on evidence of their work, your pupil progress tracker, discussion with your host class teacher and your assessment narratives.</p> <p>Identify targets for your final placement (three).</p>	<p>electronic Learning Platform BlackBoard.</p> <p>Ensure students complete their focused observations across the Key Stages by the end of this week to have a better understanding of progression in behaviour for learning, phonics, number and enquiry</p>
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Lesson Planning and Preparation Checklist (TS4)

Students should present a copy of their lesson planning to mentors or host class teacher for advice before teaching the lesson. This should be made available in good time. 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? (TS3)
- Do you know exactly what you want the children to learn in each part of the lesson/activity? (TS3)
- Have you thought about how you will make sure children know and understand the learning objectives? Success criteria? (TS4, TS6)
- How will you formatively assess children's prior learning? (TS2, TS6)
- Have you considered the kind of questions the children may ask and the misunderstandings they may have? Will you target differentiated questions at pupils? (TS6, TS5,)
- Have you thought about the key information you will need to explain and how you will do this? Explaining, Modelling, scaffolding? (TS3)
- 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? (TS3)
- 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? (TS3)
- Do you know what the children will DO in each part of the lesson/activity?
- How will you differentiate? 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 think differently? (TS5, TS8)
- Have you prepared and checked the resources you will need? (TS4, TS8)
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity? (TS2, TS5)
- Will you use talk partners to enable children to orally rehearse their ideas? (TS3,)
- Will you encourage interactions using mini-whiteboards to share their ideas and formatively assess responses (TS2, TS6)
- Have you considered how you will support learning (children with learning needs needs) or extend learning (more able children)? (TS2, TS5)
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity? (TS2, TS5, TS8)
- How can 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? (TS2, TS6)
- When assessing pupils' success in learning have you identified WHO? WHAT? HOW? (TS2, TS6)

Prompts for Lesson Evaluations

All lessons taught 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, linked to the Teachers' Standards and should address:

- achievement of learning outcomes/ lesson objectives, success criteria (TS2, TS5, TS6)
- pupils' progress in learning and their work, discussions, questions, misconceptions
- relationships (TS1, TS2, TS5, TS6, TS7)
- organisation and management of the whole lesson (TS4)
- organisation and management of a particular phase within the lesson (TS4)
- the effectiveness of individual, pair, group, whole class activities/discussions (TS2, TS4, TS6)
- use and effectiveness of resources (TS4)
- use of teaching strategies eg modelling, scaffolding (TS3, TS6)
- developing your use of formative assessment to support responsive teaching (TS6)
- discipline and control of class or groups (TS7)
- management of or behaviour of individual pupils (TS7)
- aspects of delivery, such as pace of lesson (TS4)
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs (TS2, TS5, TS6)
- introductions and conclusions to teaching episodes (TS3, TS6)
- work with teachers, with and within teams (TS8)
- work and relationships with other adults in the classroom / in the school (TS8)
- use of questioning, explaining, discussion, instruction (TS3)
- awareness and use of the learning environment (TS1)
- the use of time - the student's and the pupils (TS4)

Weekly Reflections

At the end of the week please complete a weekly reflection to review the impact of your teaching on pupils' learning progress. Identify the learning you will take forward and your progress in meeting targets. Critically analyse the outcomes of your pedagogical decision-making. **Upload your Weekly Reflection to PebblePad.**

Assessing Pupil Progress: Placement Expectations

On this placement students 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.

- Review how assessments are carried out and introduce the Student Teacher to the whole school pupil progress tracking system.
- Help students to set up/maintain their whole class pupil progress tracking system based on the system used in school. This will help them to evaluate their impact on pupil progress.
- Ensure you update pupil trackers for all children in the class across all subjects taught.
- Ensure you carry out detailed assessment of 4 focus children. These children should be representative of other groups of children in your class, thereby providing you with a clearer idea of the breadth of attainment in this class. This will support your ability to differentiate your teaching and enable you to plan more effectively for learning. What has their attainment over time been in the subjects taught? Through observation and discussion with your focus children build up a useful, detailed and representative picture of their achievements, attitudes, interests and dispositions, both inside and outside school. Consider the behaviour of your focus children. When are they engaged in the

lesson? Is there any point in a lesson when the child becomes disengaged? Does your focus child work well with others? Consider different areas of the curriculum; which areas does each child have strengths in? In which areas of the curriculum do they experience difficulties?

- Use the weekly review meetings to ensure you monitor pupils' progress using the evaluation questions on page 13.
- Discuss individual pupil progress and groups/individual pupils who may benefit from interventions.

Examples of whole class pupil trackers for KS1 (science) and EYFS Nursery/ Reception are provided below:

**An example of a whole class pupil progress tracking system in EYFS Reception/Nursery
Understanding the World**

Key	Understanding the World				Understanding the World		
	Not met LO	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Developing an understanding of growth, decay and changes over time.	Shows care and concern for living things and the environment.	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.
	Met LO	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.					
	Exceeded LO						
Ali							
Josh							
Zofia							
Maisy							
Daisy							
Salman							
Luka							

**Example of a possible whole class pupil progress tracker KS1/KS2
(Set up in Excel and populated with data from science lessons)**

<table border="1"> <tr> <td>Key</td> <td></td> </tr> <tr> <td>Not met LO</td> <td></td> </tr> <tr> <td>Met LO</td> <td></td> </tr> <tr> <td>Exceeded LO</td> <td></td> </tr> </table>		Key		Not met LO		Met LO		Exceeded LO		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.
Key														
Not met LO														
Met LO														
Exceeded LO														
May														
Focus Child A														
Ali														
Sarah														
Harry														
Focus Child B														
Shareen														
Laura				absent										
Milly														
Austin														
Focus child C														
Danny														
Sam														
Farzana				absent	absent									
Focus child D														
David														

Assessing children's progress

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

**Evidence Sources: To monitor your impact on pupil progress
(Informs your Teachers' Standards Portfolio for Presentation)**

Evidence:	Evidence found in:	Initial/date if seen by CT/M
Annotated lesson plans show that you have made direct observations of pupils during a lesson.	Planning and Assessment file	
Informal observation of all pupils, which contributes to your understanding of how they learn/interact.	You may not have all of this evidence written down, but you will be able to draw upon it in discussions.	
Focus children- you have a selection of samples of work and records, which create a clear baseline at the start of placement.	Planning and Assessment file School's tracking system	
Work scrutiny - you have discussed the focus children's work with the teacher at the start and end of the placement.	Planning and Assessment file	
Marking (where appropriate) and feedback to pupils.	Planning and Assessment file (4 focus children); Children's books	
During the weekly review of progress and informally-Discussions about learning/progress with teacher.	Planning and Assessment file	
Contribution of teaching assistants- you collect their assessments/ notes after a lesson and discuss learning/progress with them between lessons. (See also TA/Teacher planning tool).	Planning and Assessment file	
Lesson observations identify the level of pupil engagement, interest and progress.	Planning and Assessment file	
Lesson observations identify effective use of questioning and discussions with individuals /groups/whole class to move learning on.	Planning and Assessment file	
Lesson observation show that work and resources are matched to pupils' differing needs and abilities.	Planning and Assessment file	
Your lesson plans, lesson observations and assessments show evidence of your subject knowledge.	Planning and Assessment file	

Guidance and Further Information for Mentors

What does the school need to do?

- On arrival in school the Student Teacher will need to be fully inducted and introduced to key staff. They should be provided with a Staff Handbook and key policies including Safeguarding, Behaviour, Marking and Feedback, Mathematics and Calculation, EYFS Handbook, Curriculum, Planning and Assessment.
- Provide information about the class including a class list, seating/ groupings plan, pupil progress data and an outline of daily routines / timings for the class.
- Explain procedures for welcoming, registering pupils, break, lunchtimes and home-time routines.
- Prepare a weekly timetable for the Student Teacher indicating when they will be either teaching, supporting their class teacher, planning or observing other teachers. Focused observations of qualified teachers provide a valuable source of professional development enabling students to observe progression in promoting positive behaviour for learning and behaviour management; progression in phonics. In week 1 these observations will take place within their base classroom but should be extended to their Key Stage and then to the adjacent Key Stages over the four weeks of placement.
- Students should be supported to plan and evaluate lessons using the university lesson planning template. Reference should be made to the school's own planning documentation to support the student in the development of planning skills eg thematic/ year group or class planning, teachers' weekly planning documentation. Student teachers should provide their lesson plans to their mentor or host class teacher prior to the lessons taught so that they can receive feedback on their decision-making, choice of strategies, preparation of resources and effective management of teaching assistants. A Teaching Assistant Planning Tool is available for students to use and should be used to ensure the skills of teaching assistants are utilised to support learning and to enable focused assessment of pupils eg during introductory or plenary sessions. If students do not present their lesson plans for feedback this matter should be raised with the Link Tutor or Placement Lead: debbie.myers@northumbria.ac.uk
- Review how assessments are carried out and introduce the Student Teacher to the whole school pupil progress tracking system.
- Help students to set up/maintain their whole class pupil progress tracking system based on the system used in school. This will help them to evaluate their impact on pupil progress.
- Observe the Student Teacher delivering whole class lessons in science and foundation subjects during the placement. Record their progress on the university lesson observation form and provide feedback to guide the student's professional development.
- Encourage the student to reflect more deeply if they encounter difficulties using the Teachers' Standards to identify the causes of pupils facing difficulty in achieving lesson objectives/meeting success criteria.

- Help to build the student's confidence to plan and direct the work of more experienced adults including teaching assistants and support staff. A Teaching Assistant Planning Tool is provided in this booklet.
- Students should be invited to attend planning meetings, age phase meetings, staff meetings and staff training if appropriate.
- Students should observe and take part in playground supervision at breaks as required.
- Students should undertake a learning walk around school with a mentor.

Weekly Journal Feedback and Observation

Each week the student should engage in a range of professional learning activities to develop their skills in, for example, planning, teaching, assessing, managing behaviour, and their participation in staff meetings, training, marking, or, developing the learning environment/ creating displays. Students should also be observed teaching and be given feedback to support further learning. **These aspects of training should be documented by the mentor or class teacher in the Weekly Journal Feedback and Observation document.** This document will be used as the basis for discussion at each Weekly Review of Progress meeting.

Weekly Lesson Observations

During each week of placement at least one lesson observation should be carried out by a member of the host school staff using the university lesson observation proformas. The student teacher will benefit from feedback given as soon as practical after the lesson has ended. **It is important to ensure that student teachers are made aware of their emerging strengths as well as their weaknesses.** As the trainee develops their ability to accurately reflect upon the lesson they will be able to see the strengths of the lesson but at the outset they are not always able to self-diagnose areas for development.

Weekly Review of Progress Meetings

A weekly progress meeting should be scheduled regularly throughout the placement. This will allow the student teacher, mentor and/or class teacher to review the progress made so far against the Teachers' Standards and provide an opportunity to set SMART targets for professional development. Targets should be set relating to the lessons observed and professional activities undertaken that week. If the targets are not achieved they should be reset until they are achieved. In this way the trainee can make measurable improvements across a series of observed lessons and this progress can be monitored and reviewed via each Weekly Review Meeting. The Weekly Review of Progress Proforma is available at the end of this booklet. It is particularly important that the student and the Link Tutor be alerted promptly, if the student is causing concern, so there is time for the student to respond to the problem and to receive additional support from the Link Tutor.

Procedure at the end of non-assessed placement

A placement report confirming satisfactory completion of Phase 1 is required, this will inform reference writing and is available through the partnership webpage. Please provide the student with an electronic copy of this report to forward to the university for uploading via Turnitin to BlackBoard in module TE6670 Educational Placements Phase 1 Report.

Concerns about a student

We expect all of our students to work within Part Two of the Teachers' Standards (DfE, 2012). If you feel this is not the case or you have any additional concerns please contact the placement lead on: 0191 215 6850 or debbie.myers@northumbria.ac.uk

By working in partnership with schools our aim is to support students' understanding of what is required to be assessed as an outstanding trainee teacher against Standard 6, and in turn, what it will take to demonstrate an outstanding level of practice as an NQT and beyond.

The School Placement Files

You will set up two files prior to beginning placement and are expected to have these in school And available for viewing at all times.

The files should be well organised, clearly divided into sections and regularly updated.

The files constitute an evidence base documenting your growth and development on placement.

The files are particularly useful as a source of evidence documenting your ability to plan, assess and evaluate lessons and to organise your documentation.

They therefore provide evidence of recording the impact of your teaching on enhancing pupil progress and personal progress.

The files are working documents and may contain annotations, post-it notes and additional material from the student, teachers and University Link Tutor.

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

The Planning and Assessment File - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate. (Content list follows).

File 2

The School Context File – contains all relevant contextual information, including required school policies. (Content list follows).

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 training coordinator and the link tutor
Children's initials should be used in place of their names on any documentation kept in this file.

Section:	Signed/dated by:- Class teacher (CT) Mentor, Link Tutor (LT)			Required Content:
	CT	M	LT	
Title Page				<ul style="list-style-type: none"> • Student name • Name of class teacher • Name of Training Co-ordinator • Name of University Link Tutor • Class name and year group
Placement feedback and support information				<ul style="list-style-type: none"> • At least 2 completed observation per week • A completed weekly review of progress for each week in school • Standards Progression Document highlighted each week
Medium term planning				<ul style="list-style-type: none"> • The school's medium term plans, indicating subjects/ curriculum areas the student will be responsible for teaching during the placement.
Daily planning and formative assessment				<ul style="list-style-type: none"> • 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				<ul style="list-style-type: none"> • 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, practise SATs, other test data.
Grouping of children				<ul style="list-style-type: none"> • Grouping systems used in the class and the rationale as to how the groups have been established for Reading/Writing/ Mathematics/Other • Identification of children supported by teaching assistants.

Pupil progress – whole class				<ul style="list-style-type: none"> • How does the class teacher monitor individual pupil progress? E.g. reading records, spelling test results, guided reading records, Assessing pupil progress schedules, test data etc. • Individual Education Plans. Key issues from existing records of the children e.g. those with, specific issues such as health problems, behavioural difficulties
Pupil progress – individual				<ul style="list-style-type: none"> • Examples of work completed by 4 focus pupils during the placement incorporating baseline data and annotated assessment data from each lesson taught indicating evidence of assessment against learning objective and next steps identified. • How did you choose to track your 4 focus pupils? examples of student’s personal record keeping / tracking systems (see examples).
Evaluations and target setting.				<ul style="list-style-type: none"> • Weekly evaluations summarising strengths and areas for development during the next week; this should be reflective, analytical
Signed Class Teacher:				
Signed 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, the training coordinator and the Link Tutor.

Section	Signed/dated by: Class teacher (CT), Mentor (M), Link Tutor (LT)			Required Content
	CT	M	LT	
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				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.
Modelling exemplary practice				I have begun to complete the modelling exemplary practice form, including details of key stages and subjects observed and/or taught.
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:				
Signed Mentor:				
Signed Link Tutor (if allocated):				

SCHOOL PEN PORTRAIT	
Name of school	
Name (e.g. Initial Assessed) and Date of Placement	
Type of school (Academy, Free, Faith)	
Local Authority	
Age phase (e.g. primary)	
Number of pupils	
Number of teachers	
Number of support staff	
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 (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):

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:

Primary 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:	<ul style="list-style-type: none"> • • • 	
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	<ul style="list-style-type: none"> • • • 	
Success Criteria: What will children be able to do?	<ul style="list-style-type: none"> • • • 	
Support and Challenge How will I organise the lesson to ensure all children make progress? How will I support children? Which children will I support? How will I challenge all children, including the more able?		
Assessment What strategies will you use to monitor and support learning during the lesson?		
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.		

<p>Approx. Timings</p>	<p>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)</p>
	<p>Main/Development of lesson (Ensure children understand what they will be doing: modelling, group organisation etc.)</p>
	<p>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)</p>
<p>Lesson Evaluation: The following points will help you to reflect on this lesson:</p> <ul style="list-style-type: none"> • 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? 	
<p>Personal Target: Think about how this lesson went and define a personal target that will impact positively as you plan your next lesson and help you to continue to make progress in your teaching:</p>	

The TA/Teacher Lesson Planning Tool

When?	What?			
Before the lesson	<ul style="list-style-type: none"> • Conversation about lesson plans, learning objective and success criteria • TA and teacher to discuss any issues regarding pupils • Share the TA/teacher lesson planning tool • Check that learning objectives are in books 			
During the lesson introduction	<ul style="list-style-type: none"> • Refocus students • Ensure that they have the correct equipment needed e.g. whiteboard and pen, fidget toy etc. • Use mini whiteboards, key vocabulary prompts, visual prompts for _____ • Scribe for the teacher (point of reference for pupils in the lesson) 			
During whole-class work	<ul style="list-style-type: none"> • Act as a talk partner for _____ and _____ so that they can rehearse their ideas and thinking aloud • Encourage responses from _____ • Emphasise key vocabulary : _____ • Record words in book for _____ • Model for the pupils or role-play activities with the pupils • Rephrase information • Scan the room and notice when students need rather than ask for help • Access arrangements: scribe for _____ and read for _____ • Use questioning to ensure that students have understood instructions as to what they are to do, what they will learn and what outcome is expected • Check they are using success criteria • Correct spellings/errors in green pen 			
In group work	<ul style="list-style-type: none"> • Use open questioning to ensure that students have understood instructions as to what they are to do, what they will learn and what outcome is expected of them by the end of the group session • Explain roles, prompt and give time checks • Allow thinking time before helping or giving the pupil the answer • Note issues, mistakes, misconceptions and difficulties on post-it notes, so that the teacher can address these in the plenary or in future lessons • Rehearse reflection on learning so that the students can present their ideas in plenary sessions 			
In plenary sessions	<ul style="list-style-type: none"> • Prompt and help students explain strategies and reasoning to reflect on their learning • Monitor responses of _____; note any difficulties/misconceptions 			
At the end of the lesson	<ul style="list-style-type: none"> • Clarify with students what the next steps in their learning will be • Ensure that students have homework and are clear about any follow-up required 			
After the lesson	<ul style="list-style-type: none"> • Provide feedback to the teacher as required 			
Support to include:	Name 1	Name 2	Name 3	Name 4
Explaining tasks	X	X	X	X
Refocusing	X	X	X	X
Scribing as appropriate	X	X	X	X

Reading as appropriate	X			
Personal reminders	X	X	X	
Sentence starters	X			X
Prompts – discreet	X	X	X	
<p>Seeking clarification from the teacher if needed</p> <p>Conversation with the teacher, debrief/feedback</p> <p>Scanning the room and noticing when students need rather than ask for help</p> <p>Encouraging independence</p> <p>Promoting thinking by questioning</p> <p>Allowing thinking time</p> <p>Using positive language</p> <p>Scanning the room and directing support accordingly</p> <p>Reinforcing expectations</p> <p>Checking understanding</p> <p>Encouraging resilience</p> <p>Encourage talking about the learning</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Name of teacher: _____</p> <p>Name of teaching assistant: _____</p> <p>Date _____</p> <p>Comments/Summary/Points moving forward:</p> </div>			

Weekly Journal Feedback and Observations

This should include at least one subject-focused lesson observation

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

Targets for the week:			
•			
Focus	Strengths	Areas for development	
Impact on Learning, Teaching & Assessment:			<p><u>Set high expectations which inspire, motivate and challenge pupils</u></p> <ul style="list-style-type: none"> 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. <p><u>Promote good progress and outcomes by pupils</u></p> <ul style="list-style-type: none"> 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. <p><u>Demonstrate good subject and curriculum knowledge</u></p> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct
Impact on Pupil Progress & Learning:			
Subject Knowledge & Pupil Learning:			

<p>Behaviour for Learning:</p>			<p>use of standard English, whatever the teacher's specialist subject</p> <ul style="list-style-type: none"> • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <p><u>Plan and teach well structured lessons</u></p> <ul style="list-style-type: none"> • 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
<p>Other (including Part 2 of the Teachers' standards)</p>			<ul style="list-style-type: none"> • 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) <p><u>Adapt teaching to respond to the strengths and needs of all pupils</u></p> <ul style="list-style-type: none"> • 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.
<p>Summary of key strengths including progress against previous targets:</p>	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
<p>Future targets:</p>	<ul style="list-style-type: none"> • 		<p><u>Make accurate and productive use of assessment</u></p> <ul style="list-style-type: none"> • 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. <p><u>Manage behaviour effectively to ensure a good and safe learning environment</u></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. <p style="text-align: center;"><u>Fulfil wider professional responsibilities</u></p> <ul style="list-style-type: none"> • 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 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)

•

Phase 1 Non-assessed Internship Placement Professional Learning Conversations

(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)).

Week	Question Focus	Links to university-based training
Week 1	Pe What examples have you seen of grouping pupils? Which methods do you think are most effective when thinking about the impact on pupils' learning and progress?	Directed reading focusing on groupings. Placement in BA2 and Boosting Reading @ Primary School.
Week 2	C How have you ensured that your planning is appropriately aligned to your school's curriculum?	Examination of curricular design and theory. Subject-focused or cross-curricular topic planning.
Week 3	B Talk through a difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?	Trainees will have attended 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 4	A What examples of formative and summative assessment have you used in the classroom and which aspects do you need to develop confidence and experience?	University based training on operationalising prior learning as part of assessment for learning principles and theory, including using LO's and success criteria, principles of marking. Subject specific assessment principles. Assessing individual pupils through an intervention Boosting Reading @ Primary School.. Expert input from partnership school.

Mentor Evaluation

Please comment on evidence in relation to these areas:	Comments
Discussion with trainee/ self-evaluation of learning	<p style="color: #c08040;">To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> • Placement files • Individual Learning & Development Portfolio(ILDP) • Revision of previous targets • Developing subject knowledge • Lesson observation/weekly journal feedback • Additional evidence trainee wishes to present

Discussion with learners	
Discussion with TA/other adult	
Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum
Other	<p>This could include:</p> <ul style="list-style-type: none"> • 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 <input type="checkbox"/>	Meeting Expectation <input type="checkbox"/>

Targets agreed for the week ahead		
Target	Action (How will you do this?)	Support (What support might you need?)

Signed	
Mentor	
Trainee	

TE6670 Educational Placements 3
Phase 1 Internship Task 1

Name:	Individual or Paired Placement	School:
Year Group:	Number of Children:	
Focus of lesson:		
National Curriculum/ EYFS/ Development Matters	Lesson Objective: Working Scientifically Objective: Success Criteria: Scientific Enquiry: Link to everyday life: AfL will be evidenced in Task 2	
<p>Identify the pedagogical strategies and types of investigations you have developed during the lesson to make your scientific subject knowledge accessible to pupils Eg drama, story-telling, experiential learning, direct instruction of discrete subject knowledge, cross-curricular topic.</p> <p>How does planning, teaching and evaluating sequences of lessons or co-planning, co-teaching and co-evaluating sequences of lessons support your professional development?</p>		

Mentor Comment
Mentor Signature
Date

TE6670 Educational Placements 3
Phase 1 Internship Task 2

Name:	Paired or Individual Placement	School:	
Year Group:	Number of Children: Rationale for selecting your four focus children 1 2 3 4		
Focus of lesson sequence: (Make reference to National Curriculum/ EYFS/ Development Matters)			
Lesson Sequence	Lesson 1	Lesson 2	Lesson 3
Lesson Objective: Working Scientifically Objective: Success Criteria: Scientific Enquiry:			
Reflect on how you have used formative assessment across your sequence of lessons to enable children to make progress.			

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Reflect on the approaches you have used to develop children's reflection and metacognitive skills. Which strategies are effective?

--

Mentor Comment

--

Mentor Signature

Date

--

Mentor Training Dates

Tuesday 2nd November at 4pm

Link: <https://eu.bbcollab.com/guest/951d694cbada4aa0ac16fb182867e784>

Thursday 4th November 2021 at 4pm

Link: <https://eu.bbcollab.com/guest/19fd2c2c69ab40b686f3e8843fd78c4e>

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:
<ul style="list-style-type: none">◆ 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
<ul style="list-style-type: none">◆ 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 <u>0191 215 6850</u>
<ul style="list-style-type: none">◆ 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: 019 2156527