Postgraduate Certificate in Education (Primary)

SE1 and SE2

2019-20
<table>
<thead>
<tr>
<th>Key Dates</th>
<th>SE1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLACEMENT DATES</strong></td>
<td>21 October – 6 December 2019 (6 weeks)</td>
</tr>
<tr>
<td><strong>PLANNING AND FILES CHECKED BY MENTOR</strong></td>
<td>This placement requires student teachers to use the school’s planning and objectives before preparing session plans for the lessons they will teach. Student teachers must have these session plans in place before commencing teaching a lesson and will need to have these checked at least the day before they teach.</td>
</tr>
<tr>
<td><strong>INTERIM REPORT</strong></td>
<td>Friday 22 November 2019</td>
</tr>
<tr>
<td><strong>FINAL &amp; SUMMATIVE REPORTS</strong></td>
<td>Friday 6th December 2019</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Key Dates</th>
<th>SE2</th>
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</thead>
<tbody>
<tr>
<td><strong>PLACEMENT DATES</strong></td>
<td>6th January – 14th February 2020 (6 weeks)</td>
</tr>
<tr>
<td><strong>PLANNING AND FILES CHECKED BY MENTOR</strong></td>
<td>Wednesday 8 January 2020</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>EYFS</strong></th>
<th><strong>KS1 &amp; KS2</strong></th>
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<tbody>
<tr>
<td>• Audit of all provision areas</td>
<td>• Children’s prior learning</td>
</tr>
<tr>
<td>• Observations of children</td>
<td>• Medium term plans for subjects taught by student teacher</td>
</tr>
<tr>
<td>• Overview of key events, curricular resources and key intentions</td>
<td>• Weekly plans for English and Mathematics for the first week</td>
</tr>
<tr>
<td>• Weekly timetable for week 1</td>
<td>• Session plans for the first two days of teaching</td>
</tr>
<tr>
<td>• Weekly phonics plan if appropriate</td>
<td>• Weekly timetable for week 1</td>
</tr>
<tr>
<td>• Correctly organised files</td>
<td>• Correctly organised files</td>
</tr>
</tbody>
</table>

| **INTERIM REPORT** | Friday 24 January 2020 |
| **FINAL AND SUMMATIVE REPORTS** | Friday 14 February 2020 |
| **LINK TUTOR VISITS** | Initial QA call: week beg 4 Nov or 11 Nov 2019 |
| | Shared lesson appraisal: week beg 18 Nov 2019 |
| | QA visit: week beg 27 Jan or 3 Feb 2020 |
Contents

Key Dates (see inside front cover)

1. Detailed expectations diary for Early Years Foundation Stage

2. Detailed expectations diary for KS1 & KS2

3. Rationale and aims

4. Summary information

5. Overview of student teachers’ programme

6. Planning requirements

7. Monitoring and assessment requirements

8. Frequently asked questions

Appendices:

- School-based Tasks 1-5

Contact List
1. Detailed expectations diary for Early Years Foundation Stage

This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the school’s organisation and resources.

### BEFORE THE SCHOOL EXPERIENCE BEGINS

<table>
<thead>
<tr>
<th>ROLE OF STUDENT TEACHER</th>
<th>ROLE OF CLASS TEACHER OR MENTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Email the school and your link tutor to introduce yourself and provide information about your current experience</td>
<td>● Check all SE dates and ensure staff are expecting a student teacher</td>
</tr>
<tr>
<td>● Telephone the school to make arrangements for your first day including time of arrival and appropriate clothing</td>
<td>● Check your induction arrangements and handbook</td>
</tr>
<tr>
<td>● Ensure all SE files are set up and arranged according to the required contents pages</td>
<td>● Check that you have access to website for the SE handbooks and all documentation</td>
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</table>

### SE1 – 6 WEEKS (EYFS)

**THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:**

- Get involved in the wider life of the school, such as extra-curricular clubs, parent evenings, fairs, assemblies, staff meetings
- Discuss, plan for and complete on-going school-based tasks
- Identify evidence for the Teachers’ Standards and discuss in the weekly progress meetings
- Use the CPD tracker, TS5 tracker and Curriculum tracker to focus experience in the wider school (10% of each week)

### WEEK | ROLE OF STUDENT TEACHER | ROLE OF CLASS TEACHER OR MENTOR |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>● Familiarise yourself with the school, its staff, routines and Health and Safety procedures</td>
<td>● Brief the student teacher on the school, its staff, routines and Health and Safety procedures</td>
</tr>
<tr>
<td></td>
<td>● Ensure awareness of Behaviour Policy</td>
<td>● Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher</td>
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<tr>
<td></td>
<td>● Check that the headteacher, mentor &amp; class teacher have access to the documentation via the university website</td>
<td>● Discuss the children with the student teacher so they can start to understand the needs of each child. Provide details of children with health issues or additional educational needs.</td>
</tr>
<tr>
<td></td>
<td>● Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, helping with routines, working with groups and individual children, tidying up, etc</td>
<td>● Discuss with the student their ideas about planning pro forma</td>
</tr>
<tr>
<td></td>
<td>● Access the timetable for the setting and carry out some small group supervision and teaching and team teaching this week</td>
<td>● Coach the student teacher on observation, monitoring and assessment strategies used within the setting. Allow them to make initial notes on children with guidance</td>
</tr>
<tr>
<td>WEEK</td>
<td>ROLE OF STUDENT TEACHER</td>
<td>ROLE OF CLASS TEACHER OR MENTOR</td>
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</table>
| 1 CONTD | ● Make notes on aspects of the environment and provision  
          ● Discuss planning pro forma and procedures used in the setting  
          ● Add relevant information about learning and the environment to your SE files. Make sure all files are in school throughout the SE | ● Discuss opportunities for CPD time beyond the placement classroom, e.g., observing another Key Stage, teaching PE to Key Stage 1, observing children with additional needs, talking with the SENCO, Assessment Coordinator  
          ● Arrange a time each week for the weekly progression meeting. This week, discuss prior experience and understanding and audit of the Teachers’ Standards |
| 2 | ● Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, helping with routines, working with groups and individual children, etc  
    ● Access the timetable for the setting and agree your role with the lead practitioner. Include some small group supervision, observations of children and adult-led activities as appropriate  
    ● Discuss planning pro forma and procedures used in the setting  
    ● Shadow experienced practitioners in observing, monitoring and assessing children and make notes on strategies and children’s learning | ● Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher  
    ● Discuss the children with the student teacher so they can start to know the needs of each child. Provide details of children with health issues or additional educational needs.  
    ● Discuss with the student their ideas about designing planning pro forma  
    ● Coach the student teacher on observation, monitoring and assessment strategies in use within the setting. Allow them to make initial notes on children with guidance  
    ● Weekly progress meeting with student teacher  
    ● Discuss with Link Tutor this week or next week to go through expectations |
| 3 | AS ABOVE, PLUS:  
    ● 1st appraisal with mentor. Plan, lead/teach and assess a small or large group activity  
    ● Undertake with a teacher at least one playground duty  
    ● Undertake with a teacher one playground duty in a different Key Stage, if possible  
    ● Work alongside teachers/practitioners  
    ● Highlight the NASBTT guidance in preparation for weekly progression meeting with mentor | AS ABOVE, PLUS:  
    ● Appraisal 1: a small or large group activity in any area of the EYFS curriculum. Complete the appraisal form on Abyasa and give brief feedback  
    ● Complete the Interim Report on Abyasa by the end of this week to indicate an overall grade for the student teacher so far. Contact placements@yorksj.ac.uk with any Abyasa issues.  
    ● Arrange for student teacher to work with children and assist with the day to day tasks of the classroom and school  
    ● Arrange for student teacher to begin to take some whole class management responsibility |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>ROLE OF STUDENT TEACHER</th>
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<td>3</td>
<td>CONTD</td>
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<tr>
<td>●</td>
<td>Undertake some whole class management responsibility, e.g. story, movement around school, etc</td>
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<td>●</td>
<td>Observe the class teacher and other experienced teachers</td>
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<tr>
<td>●</td>
<td>Access the planning documentation for the setting and use this as a basis for discussion with practitioners</td>
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<td>●</td>
<td>Share planning and help student teacher to identify areas they can contribute to, depending on their experience and knowledge</td>
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<tr>
<td>●</td>
<td>Allow time for student teacher to complete university school-based tasks</td>
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<td>●</td>
<td>Discuss progress and targets in weekly meeting</td>
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<td>4</td>
<td>AS ABOVE, PLUS:</td>
<td>AS ABOVE, PLUS:</td>
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<tr>
<td>●</td>
<td>2nd appraisal with mentor and link tutor. Plan, lead/teach and assess a small or large group activity in a different focus area of the EYFS</td>
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<tr>
<td>●</td>
<td>Take responsibility and management for 40% of the week with practitioner support as needed, ensure your role covers all aspects such as assessing children, planning adaptations to provision areas, one to one support for children, intervening in play, adult-led activities, whole group transitions around the classroom and outdoor area, suggesting ideas in team meetings, contributing to children’s profiles, etc</td>
<td></td>
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<tr>
<td>●</td>
<td>Work with children in small groups to find out about how children learn and make progress. Discuss this with practitioners</td>
<td></td>
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<tr>
<td>●</td>
<td>Appraisal 2 with link tutor: a small or large group activity in any area of the EYFS curriculum. Complete the appraisal form, carry out feedback with link tutor in attendance</td>
<td></td>
</tr>
<tr>
<td>●</td>
<td>Ensure the student teacher is able to take more responsibility with support as needed. This might mean shadowing a practitioner but becoming more involved in decision-making as part of the team</td>
<td></td>
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<tr>
<td>●</td>
<td>Enable the student teacher to continue to work with and observe children learning so they are collecting evidence of pupil progress and how next steps are planned for. This will help them with evidence for their essay</td>
<td></td>
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<tr>
<td>5 &amp; 6</td>
<td>AS ABOVE, PLUS</td>
<td></td>
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<tr>
<td>●</td>
<td>3rd appraisal with mentor. Plan, lead/teach and assess a small or large group activity in a different focus of the EYFS</td>
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<tr>
<td>●</td>
<td>Assist in wider school activities, including working with other age groups or Key Stages</td>
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<tr>
<td>●</td>
<td>Ensure you have the information required to start planning for SE2. This will vary depending on how the setting plans for learning for the next term. Agree two areas of provision that you will oversee and set up</td>
<td></td>
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<tr>
<td>●</td>
<td>Appraisal 3: a small or large group activity in any area of the EYFS curriculum. Complete the appraisal form, arrange feedback</td>
<td></td>
</tr>
<tr>
<td>●</td>
<td>Complete and submit to Abyasa the summative reports (mentor and student teacher only) and targets for SE2</td>
<td></td>
</tr>
<tr>
<td>●</td>
<td>Ensure the student teacher has the information they need to plan for the start of next term. Agree with the student teacher which two provision areas they will take responsibility for during SE2</td>
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</tbody>
</table>
## SE2 – 6 WEEKS (EYFS)

### THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:

- Get involved in the wider life of the school, such as extra-curricular clubs, parent evenings, fairs, assemblies, staff meetings
- Discuss, plan for and complete on-going school-based tasks
- Identify evidence for the Teachers’ Standards and discuss in the weekly progress meetings
- Use the CPD tracker, TS5 tracker and Curriculum tracker to focus experience in the wider school (10% of each week)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ROLE OF STUDENT TEACHER</th>
<th>ROLE OF CLASS TEACHER OR MENTOR</th>
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</table>
| 1    | - Continue to assist with the day to day tasks within the classroom and school, including staff training and meetings as appropriate  
- Work alongside children, individual and in groups  
- Observe, monitor and assess children’s learning in a range of activities and provision  
- Draw up timetable of responsibility for this week (50% management of the setting)  
- Write draft planning documents to support your teaching and discuss with teacher and mentor  
- Write a weekly phonics plan if you are teaching this next week and check with your teacher and mentor  
- Set up the two provision areas you are responsible for  
- Discuss targets and strengths of your practice and strategies you will use to develop your skills  
- Ensure all files are in school at all times | - Allow the student teacher to assist as required within the classroom and school  
- Ensure the student teacher is spending time getting to know the children  
- Continue to support the student teacher in observing, monitoring and assessing learning and allow them to contribute to the recording of children’s progress. This will include participation in all team meetings  
- Agree the management and teaching responsibility in week 2 and approve the student teacher’s timetable  
- Check through planning drafts and advise as necessary  
- Discuss targets and strengths with student teacher and suggest strategies for development, including the checking of all files  
- In weekly progression meeting, ensure student teacher is fully prepared for week 2 |
| 2 | - Management/teaching responsibility: 50% of the week  
- Plan and teach small group activities to find out about children (30% of the week)  
- PPA: 10%  
- CPD time: 10%  
- Plan and teach large group/whole class activities and small group focused activities  
- Agree with the practitioners/teachers the focus for learning and relevant outcomes for children in line with the setting’s policy  
- 1st appraisal with mentor. Plan, lead/teach a large group/whole class activity on an area of the EYFS not appraised as yet  
- Ensure you are monitoring the whole setting, including the outdoor area, make notes and add to your SE files | - Continue to make planning available to support student teacher’s teaching  
- Allow student teacher to teach and manage the whole class and groups  
- Conduct appraisal 1 and complete the appraisal form. Provide advice and feedback  
- Meet with the student teacher each week to reflect on progress, agree targets and strengths and check evidence for each of the Teachers’ Standards. Check all files are being kept up to date  
- Facilitate observations of experienced teachers |
| 3 | AS ABOVE AND ALSO:  
- Management/teaching responsibility: 60% of the week  
- Plan and teach small group activities to find out about children (20% of the week)  
- PPA: 10%  
- CPD time: 10%  
- 2nd appraisal. Plan, lead/teach an activity for any group of children in an area not yet appraised  
- Early reading appraisal  
- Observe and make notes on PE lesson taught by experienced teacher | AS ABOVE AND ALSO:  
- Conduct 2nd appraisal and complete the appraisal form. Provide advice and feedback  
- On Abyasa, complete Interim Report with the student teacher by end of this week. Discuss with link tutor if student teacher is at grade 3  
- Allow the student teacher to take more responsibility for managing other adults |
| 4 & 5 | AS WEEK 2 AND ALSO:  
- Management/teaching responsibility: 60-70% of the week  
- Plan and teach small group activities and find out about children (10% of the week)  
- PPA: 10%  
- CPD time: 10%  
- 3rd and 4th appraisals. Plan, lead/teach two activities for any group(s) of children in any area of the EYFS  
- Plan and teach a PE lesson | AS WEEK 2 AND ALSO:  
- Conduct 3rd & 4th and complete the appraisal form. Provide advice and feedback  
- Provide feedback on PE lesson  
- Discuss with Link Tutor to check progress, documentation and ensure everything is in place |
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<th>6</th>
<th><strong>AS WEEK 2 AND ALSO:</strong></th>
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<tr>
<td></td>
<td>- Management/teaching responsibility: 70% of the week</td>
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<td></td>
<td>- Prepare for and participate in triangulation meeting. Complete the student summative report on Abyasa. Ensure that all Standards are met and all documentation has been completed on Abyasa. You will need to bring your files to the next academic tutorial in university</td>
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<td></td>
<td>- Return all school resources.</td>
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<td></td>
<td><strong>AS WEEK 2 AND ALSO:</strong></td>
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<tr>
<td></td>
<td>- Arrange the final triangulation meeting with student and teacher. By 14\textsuperscript{th} February, record on Abyasa by the mentor summative report, targets for next SE, overall grades. Check files, sign off Standards, agree overall grade for student teacher. Targets for student teacher to be written in collaboration with teacher and student teacher.</td>
</tr>
</tbody>
</table>
2. Detailed expectations diary for KS1 or KS2

This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the school’s organisation and resources.

### BEFORE THE SCHOOL EXPERIENCE BEGINS

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<td>● Send/e-mail a letter of introduction to the school and e-mail a copy to your link tutor</td>
<td>● Check all SE dates and ensure staff are expecting their student teacher</td>
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<tr>
<td>● Telephone the school to introduce yourself and make arrangements for your first day including time of arrival</td>
<td>● Check your induction arrangements</td>
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<tr>
<td>● Ensure all SE files are set up and arranged according to the required contents</td>
<td>● Check that you have access to website for the SE handbook/s and appraisal documentation</td>
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### SE1 – 5 WEEKS 3 DAYS (KS1 & 2)

**THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:**

- Get involved in the wider life of the school, such as extra-curricular clubs, parent evenings, fairs, assemblies, staff meetings
- Discuss, plan for and complete on-going school-based tasks
- Identify evidence for the Teachers’ Standards and discuss in the weekly progress meetings
- Use the CPD tracker, TS5 tracker and Curriculum tracker to focus experience in the wider school (10% of each week)

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<td>1</td>
<td>● Familiarise yourself with the school, its staff, routines and Health and Safety procedures</td>
<td>● Brief the student teacher on the school, its staff, routines and Health and Safety procedures</td>
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<td>● Ensure awareness of Behaviour Policy</td>
<td>● Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher</td>
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<td>● Check that the headteacher, mentor &amp; class teacher have access to the on-line documentation via the university website</td>
<td>● Discuss the children with the student teacher so they can start to know the needs of each child</td>
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<tr>
<td></td>
<td>● Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, helping with routines, working with groups and individual children, etc</td>
<td>● Discuss with the student their ideas about designing planning pro forma</td>
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<td>● Access the timetable for the class and agree your teaching responsibilities with the teacher. Include some small group supervision and teaching as appropriate</td>
<td>● Coach the student teacher on observation, monitoring and assessment strategies used by the school. Allow them to make initial notes on children with guidance</td>
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| 1 CONT’D | • Discuss planning pro forma and procedures used in the school  
          • Discuss with your teacher how they observe, monitor and assess children and make notes on strategies and children’s learning  
          • Make notes on resources available in class and the wider school  
          • Add relevant information about learning and the environment to your SE files. Make sure all files are in school throughout the SE | • Arrange a time each week for the weekly progression meeting. This week, discuss prior experience and understanding and audit of the Teachers’ Standards |
| 2 | AS ABOVE, PLUS:  
• Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, helping with routines, working with groups and individual children, etc  
• Plan and teach small group activities using the teacher’s planning, utilising own ideas if appropriate  
• Some teaching of the core subjects with support from the teacher, either small group or whole class or team teaching  
• Work alongside teachers  
• Undertake some whole class management responsibility, e.g. story, movement around school, etc  
• Observe the class teacher and other experienced teachers  
• Access the planning documentation for the setting and use this as a basis for discussion with the teacher | AS ABOVE, PLUS:  
• Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher  
• Discuss the children with the student teacher so they can start to know the needs of each child. Provide details of children with health issues or additional educational needs.  
• Discuss with the student their ideas about designing planning pro forma  
• Coach the student teacher on observation, monitoring and assessment strategies in use within the setting. Allow them to make initial notes on children with guidance  
• Weekly progression meeting with student teacher  
• Discuss with Link Tutor this week or next week to go through expectations |
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<td>3</td>
<td>AS ABOVE, PLUS:</td>
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<tr>
<td></td>
<td>• 1st appraisal with mentor. Plan, teach and assess a whole class lesson in one of the core subjects</td>
<td>• Appraisal 1: a whole class lesson in one of the core subjects. On Abyasa, complete the appraisal form and provide brief feedback</td>
</tr>
<tr>
<td></td>
<td>• Undertake with a teacher at least one playground duty</td>
<td>• Complete the Interim Report on Abyasa by the end of the week to give an overall grade for the student teacher so far. Contact <a href="mailto:placements@yorksj.ac.uk">placements@yorksj.ac.uk</a> with any Abyasa issues</td>
</tr>
<tr>
<td></td>
<td>• Undertake with a teacher one playground duty in a different Key Stage, if possible</td>
<td>• Arrange for student teacher to work with children and assist with the day to day tasks of the classroom and school</td>
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<td></td>
<td>• Work alongside teachers/practitioners</td>
<td>• Share planning and help student teacher to identify areas they can contribute to, depending on their experience and knowledge</td>
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<td>• Highlight the NASBTT guidance in preparation for weekly progression meeting with mentor</td>
<td>• Allow time for student teacher to complete university school-based tasks</td>
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<td>• Discuss progress and targets in weekly meeting</td>
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<td>4</td>
<td>AS ABOVE, PLUS:</td>
<td>AS ABOVE, PLUS:</td>
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<tr>
<td></td>
<td>• 2nd appraisal with mentor and link tutor. Plan, teach and assess a whole class lesson in a different curriculum area to appraisal 1</td>
<td>• 2nd appraisal with link tutor: a whole class lesson in a different area of the curriculum. Complete the appraisal form, carry out feedback with link tutor in attendance</td>
</tr>
<tr>
<td></td>
<td>• Take teaching responsibility and management of the class for 40% of the week with teacher support as needed</td>
<td>• Ensure the student teacher is able to take more responsibility with support as needed</td>
</tr>
<tr>
<td></td>
<td>• Work with children in small groups to find out about how children learn and make progress. Discuss this with the teacher</td>
<td>• Enable the student teacher to continue to work with and observe children learning so they are collecting evidence of pupil progress and how next steps are planned for. This will help them with evidence for their essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weekly progression meeting</td>
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<tr>
<td>5 &amp; 6</td>
<td>AS ABOVE, PLUS</td>
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<tr>
<td></td>
<td>• 3rd appraisal with mentor. Plan, teach and assess a whole class lesson in a different area of the curriculum</td>
<td>• Appraisal 3: a whole class lesson in a different area of the curriculum. Complete the appraisal form, provide brief feedback</td>
</tr>
<tr>
<td></td>
<td>• Assist in wider school activities, including working with other age groups or Key Stage</td>
<td>• By 6th December, complete and submit to Abyasa the mentor summative report and targets for SE2</td>
</tr>
<tr>
<td></td>
<td>• Ensure you have the information required to start planning for SE2, such as subjects you will be teaching, topics and resources, copies of previous medium-term plans (teaching 50% of first week on January)</td>
<td>• Ensure the student teacher has the information they need to plan for the start of next term. Ensure the student teacher knows their timetable for teaching the whole class for 50% of the first week</td>
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</table>
## SE2 – 6 WEEKS (KS1 & 2)

### THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:

- Get involved in the wider life of the school, such as extra-curricular clubs, parent evenings, fairs, assemblies, staff meetings
- Discuss, plan for and complete on-going school-based tasks
- Identify evidence for the Teachers’ Standards and discuss in the weekly progress meetings
- Use the CPD tracker, TS5 tracker and Curriculum tracker to focus experience in the wider school (10% of each week)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ROLE OF STUDENT TEACHER</th>
<th>ROLE OF CLASS TEACHER OR MENTOR</th>
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</thead>
</table>
| 1    | ● Continue to assist with the day to day tasks within the classroom and school, including staff training and meetings as appropriate  
 ● Work alongside children, individual and in groups  
 ● Teach and manage the class for 50% of this week, including English, mathematics and science  
 ● Write planning documents to support your teaching and discuss with teacher and mentor a day before you teach each lesson  
 ● Write a weekly phonics plan if you are teaching it and check with your teacher and mentor  
 ● Discuss targets and strengths of your practice and strategies you will use to develop your skills  
 ● Ensure all files are in school at all times | ● Allow the student teacher to assist as required within the classroom and school  
 ● Ensure the student teacher is spending time getting to know the children  
 ● Continue to support the student teacher in observing, monitoring and assessing learning and allow them to contribute to the recording of children’s progress.  
 ● Agree the management and teaching responsibility and approve the student teacher’s timetable  
 ● Check through student teacher’s planning and advise as necessary  
 ● In weekly progression meeting, discuss targets and strengths with student teacher and suggest strategies for development, including the checking of all files. Ensure student teacher is fully prepared for this week |
| 2    | ● Teaching responsibility: 50% of the week  
 ● Plan and teach small group activities to support the class teacher and find out about children (30% of the week)  
 ● PPA: 10%  
 ● CPD time: 10%  
 ● 1st appraisal with mentor. Plan, teach and assess a whole class lesson in a different curriculum area to those already observed in SE1  
 ● Ensure you are monitoring and assessing | ● Continue to make planning available to support student teacher’s teaching  
 ● Allow student teacher to teach and manage the whole class and groups  
 ● 1st appraisal: a whole class lesson in a different area of the curriculum. Complete the appraisal form, arrange feedback  
 ● Meet with the student teacher each week to reflect on progress, agree targets and strengths and check evidence for each of the Teachers’ Standards. Check all files |
Learning and make notes to add to your SE files. Contribute to the school policy for assessment are being kept up to date

- Facilitate observations of experienced teachers

### 3

**AS ABOVE AND ALSO:**
- Teaching responsibility: 60% of the week
- Plan and teach small group activities to support the class teacher and find out about children (20% of the week)
- PPA: 10%
- CPD time: 10%
- 2nd appraisal: plan, teach and assess a whole class lesson in a different curriculum area to those already observed
- Early reading appraisal
- Observe and make notes on PE lesson taught by experienced teacher

### 4 & 5

**AS WEEK 2 AND ALSO:**
- Teaching responsibility: 60-70% of the week
- Plan and teach small group activities to support the class teacher and find out about children (10% of the week)
- PPA: 10%
- CPD time: 10%
- 3rd and 4th appraisals. Plan, teach and assess any whole class lessons
- Plan and teach a PE lesson

### 6

**AS WEEK 2 AND ALSO:**
- Teaching responsibility: 70% of the week
- Plan and teach small group activities to support the class teacher and find out about children (10% of the week)
- PPA: 10%
- CPD time: 10%
- Prepare for and participate in triangulation meeting. Complete the student summative report on Abyasa. Ensure that all Standards are met, and all documentation has been completed on Abyasa. You will need to bring your files

**AS WEEK 2 AND ALSO:**
- Conduct 2nd appraisal and complete the appraisal form. Provide advice and feedback
- Complete Interim Report with the student teacher and submit on Abyasa by the end of this week. Discuss with link tutor if student teacher is at grade 3

**AS WEEK 2 AND ALSO:**
- Conduct appraisals 3 & 4 and complete the appraisal form. Provide advice and feedback
- Observe and provide feedback on PE lesson
- Discuss with Link Tutor to check progress, documentation and ensure everything is in place

**AS WEEK 2 AND ALSO:**
- Arrange the final triangulation meeting with student and teacher. By 14th February, record on Abyasa the mentor summative report, targets for next SE, overall grades. Check files, sign off Standards, agree overall grade for student teacher. Targets for student teacher to be written in collaboration with teacher and student teacher.
to the next academic tutorial in university

- Return all school resources.
3. Rationale and aims

**SE1**

This module is the first placement and so begins scaffolding student teachers into the role of teacher. The module is concerned with student teachers developing a broader understanding of the role of the teacher (including the professional responsibilities and duties) as well as a practical introduction to the planning, teaching and assessment cycle.

The module aims to provide opportunities for students to:
- meet the current standards for teachers;
- establish their professional skills/attributes and fulfil wider professional responsibilities;
- engage critically with their own continuing professional development as teachers and learners;
- develop understanding and apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to reflect on outcomes;
- begin to develop knowledge and skills in learning, teaching and assessment within the appropriate curriculum and begin to take some responsibility for doing so in consultation with the class teacher;
- apply subject specific pedagogies to practice.

The module reflects the current teacher standards and aligns well with the modules:
- The Developing Professional
- Learning and Teaching in the Curriculum/Subject Studies

The module also provides further opportunities to critically engage in theories and related practices involved in learning and teaching as well as developing curriculum knowledge and pedagogical skills relevant to the chosen age range.

**SE2**

This module sits between the first and final placement and as such it scaffolds the journey for the student teacher as they develop and move towards the consolidation phase; it is concerned with developing a more autonomous and independent role for the student teacher in the classroom where it is expected that they will move to becoming a more responsible and fully formed class teacher.

The module aims to provide opportunities for students to:
- meet the current standards for teachers;
- develop and consolidate their professional skills/attributes and fulfil wider professional responsibilities;
- engage critically with their own continuing professional development as teachers and learners;
- apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
- further develop knowledge and skills in learning, teaching and assessment within appropriate curriculum and take increasing responsibility for doing so across subjects +/-or year groups;
- begin to demonstrate professional autonomy during school experience;
- apply subject specific pedagogies to practice.

The module reflects the current teacher standards and aligns well with the modules:
- The Developing Professional
- Learning and Teaching in the Curriculum/Subject Studies

The module also provides further opportunities to critically engage in theories and related practices involved in learning and teaching as well as developing curriculum knowledge and pedagogical skills relevant to the chosen age range.
4a. Summary information – SE1

Essential features

- Work alongside the class teacher and follow the teacher’s medium-term plans, topics and overview of learning outcomes.
- Plan for, teach and assess groups and whole class with the class teacher’s support as needed.
- Some whole class management responsibility, such as transitions around the school.
- Collect information about their impact on pupil progress to form part of the Masters level essay.
- Three formal appraisals identifying strengths and areas for development.
- An Interim Report at the end of week 3.
- Two summative reports at the end of the block.

Teaching responsibility

- Throughout the placement, focus on small groups of children so they can understand how to meet the needs of individual children, pupil progression, how children learn and how teachers need to adapt during interactions with children. Some classroom and behaviour management experience through large group/whole class teaching and management.
- Develop awareness of assessment of pupil progress and achievement and begin to trial strategies for recording and setting next steps/targets, with class teacher support.

3 Appraisals

- Student teachers in the EYFS should have three appraisals which should cover different areas of learning. Student teachers should be appraised in all aspects involved in the role of the EYFS practitioner, including focus groups, child-led and adult-led activities, observing and assessing children.
- Student teachers in Key Stage 1 or 2 should have three appraisals in three different curriculum areas.
4b. Summary information – SE2

Essential features

- Student teachers will develop their skills as beginning teachers by focusing on strengths and areas for development identified in SE1.
- They will develop further their planning, teaching and assessing skills across the curriculum and with larger group and whole class teaching.
- They will contribute to the assessment of children with guidance from experienced teachers, evaluating the effectiveness and integration of this process within their own practice.
- They will collect data relating to their research project, which forms part of their assessed university work at Masters Level.
- Generally a focus on appropriate classroom management, quickly establishing presence and adapting their teaching to ensure there is a positive impact on pupils.
- An Interim Report half-way through on progress and evidence of meeting the Teachers’ Standards.
- Summative assessment meeting and completed documentation of student teacher progress during the final week, recording the overall grade for this SE, with targets to take towards the next and final SE.

4 Appraisals

- Student teachers in the EYFS should have appraisals which cover all areas of learning. They should be appraised in all roles expected of EYFS practitioners, including focus groups, child-led and adult-led activities, observing and assessing children, management of provision and other adults.
- Key Stage 1 and 2 student teachers should have appraisals of whole class lessons across the curriculum, including English and Mathematics, Science and an arts-based lesson.
- All student teachers should have an appraisal in PE using the appraisal pro forma but not counting towards the overall grade for this placement.
- An additional appraisal of early reading. This appraisal does not count towards the overall summative grade for the placement but is to help increase student teacher experience, confidence and competence in the teaching of phonics. This is now a requirement for all student teachers in every SE.
Use of non-contact time for student teachers:

1. **Professional Development (equates to NQT induction CPD time – *not PPA* time):**

   The following is a list of suggestions, but is not definitive:
   - Focused observation of skilled teachers and/or other professionals, e.g. cross-phase, addressing targets from appraisals and observing curriculum areas not to be taught in this placement.
   - Team teaching alongside an experienced teacher, e.g. to gain experience of a subject or phase that they have not had the opportunity to access.
   - Observation of good practice in, and familiarity with, new technologies (ICT including software).

2. **Planning, Preparation and Assessment (PPA):**

   The student teacher should have access to, and the same opportunities for, planning, preparation and assessment as other members of staff. Where possible it would be helpful for the student teacher to have the same PPA time as the class teacher, as this will enable planning to be carried out as part of a team, with the guidance of an experienced teacher.

   Student teachers will work to the requirements of the partnership school. All student teachers have been instructed that they must be in school at an agreed and appropriate time before the school day begins and that they must be prepared to work and attend meetings as appropriate at the end of the period timetabled for pupils.

**Early Reading Appraisal**

Following Ofsted’s recommendation that all student teachers should be appraised teaching early reading, there must be an early reading appraisal. This is in addition to an English appraisal in KS1/2. All students should also be given the opportunity to observe and teach the application of word reading skills through guided or whole class reading activities.

- In Nursery classes, an early reading appraisal is not appropriate except for Letters and Sounds Aspect 7 activities (oral blending and segmenting) with children about to move into Reception.

- In Reception and Year 1 classes, the students should be teaching phonics as part of their teaching expectations. Therefore, the early reading appraisal should be undertaken during a session of discrete phonics teaching.

- In Year 2 to Year 6 classes, the early reading appraisal should be undertaken in a KS1 class. Students should be given the opportunity to observe the teaching of phonics prior to the early reading appraisal. Following a period of observation, the student teacher is required to teach a minimum of 3 consecutive phonics sessions and the early reading appraisal should be undertaken towards the end of this series of lessons.

Where it is not possible to undertake the early reading appraisal in the student teacher’s own class e.g. a Nursery class which has not yet been introduced to Aspect 7/KS2 class, the student teacher should make arrangements to undertake this appraisal in a different class.
5. Overview of student teachers’ programme

The programme started at the beginning of September with an introduction to the programme. Student teachers undertook two experiential placements which they organised themselves; they spent two days in a setting prior to their chosen age phase (0 to 3 years old or Reception setting) and two days in the succeeding age phase (Key Stage 1 or Key Stage 3). Here, the student teachers observed and worked alongside experienced professionals as well as completing several school-based tasks. They studied individual children in both settings and made comparisons on their development as learners. They collected information about the curriculum, how each setting was organised and the opportunities for learners to engage in a range of activities, including independent activities. They then returned to the university to continue with their module workshops.

The main focus in this early part of the programme is on children as learners. Student teachers have completed a two-day nursery placement to consider early childhood development and are now leading small group seminars to further explore this area. There is a real focus on pupil progress, observing and assessing children and how teachers plan for next steps in learning.

<table>
<thead>
<tr>
<th>PROGRAMME CONTENT</th>
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<tbody>
<tr>
<td><strong>Experience in school</strong>: experiential observation placements, two-day nursery placement to observe early learners.</td>
</tr>
<tr>
<td><strong>Professional module</strong>: child development, learning theories, making observations, differentiation, SEND learners, planning the curriculum, barriers to learning, assessing learners, what is pupil progress, teaching as a profession, safeguarding, introduction to Masters level research, writing and reading critically.</td>
</tr>
<tr>
<td><strong>English</strong>: introduction to language for learning, the simple view of reading, phonics.</td>
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<tr>
<td><strong>Mathematics</strong>: discussion-based mathematics, creative starting points, key vocabulary, questions and resources.</td>
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<tr>
<td><strong>Science</strong>: the rationale for science, science enquiry.</td>
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<tr>
<td><strong>Foundation subjects</strong></td>
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<tr>
<td><strong>Art and Design</strong>: Introduction to art and DT, Clay, Drawing and painting, Textiles, Food</td>
</tr>
<tr>
<td><strong>Computing</strong>: Introduction to Computing, Using the IWB, Teaching principles of computing, Using data, Digital creativity and animation, Computing in provision areas and topics</td>
</tr>
<tr>
<td><strong>Drama</strong>: Drama within the curriculum, Small and large group drama ideas</td>
</tr>
<tr>
<td><strong>History</strong>: Introduction to history, Bringing history to life in the classroom</td>
</tr>
<tr>
<td><strong>Geography</strong>: Introduction to geography and enquiry-led learning, Progression of skills in geography</td>
</tr>
<tr>
<td><strong>Music</strong>: Introduction to music in the primary school, Simple rounds, rhythm games, listening and appraising</td>
</tr>
<tr>
<td><strong>Primary Languages</strong>: Introduction</td>
</tr>
<tr>
<td><strong>PSHE</strong>: curriculum, strategies e.g. circle time and dealing with difficult content</td>
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<tr>
<td><strong>PE</strong>: Dance, Games Skills, Athletics, Gymnastics, Fitness</td>
</tr>
<tr>
<td><strong>RE</strong>: Introduction to the aims of the framework for RE and agree syllabus, Festivals of Light: Christianity, Judaism and Hinduism</td>
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</tbody>
</table>
6. Planning requirements

Partnership schools are asked to provide student teachers with guidance on curriculum, areas of learning, topics or themes that they will be teaching in this SE as soon as possible. Student teachers may devise their own pro forma, use the school planning pro forma or use the examples in the university Planning and Assessment Guidance handbook.

Early Years Foundation Stage Planning

Early Years Foundation Stage settings have very varied approaches to planning, and in order for student teachers to work effectively in their setting, it is appropriate for them to use the planning approach and documents of the setting.

PLEASE SEEK GUIDANCE FROM YOUR LINK TUTOR IF NECESSARY.

Planning pro forma are available if required in the Planning and Assessment Guidance handbook.

Student teachers may be required to complete the following plans if taking these from the Planning and Assessment Guidance:

- A ‘Continuous provision area plan’ for every area of continuous provision in the setting. (This should be done on the school’s format).
- One ‘Overview of key events, curricular intentions and resources’ to cover each of the assessed weeks.
- A ‘Weekly Overview’ and a ‘Phonics Weekly Plan’ (if appropriate) for each of the assessed weeks.
- A ‘Daily Reflective Planning Sheet’ for each day of the assessed block.
- A ‘Small or Large Group Focus Sheet’ for every taught activity. This should be accompanied by a Teacher Assistant Link Sheet.
- Student teachers should provide evidence of how they plan to enhance or create new, temporary provision areas for each provision area during the assessed block and should record information about any subsequent changes they make to the areas.

Key Stage 1 and 2 Planning

Student teachers will need to write:

- Their own medium term plans (SE2) to cover the curriculum areas that they will be teaching, based on the current medium term plans for the class.
- Weekly plans (SE1 and SE2) for English (including a Phonics Weekly Plan) and Mathematics for each week that they are teaching these subject areas.
- A session plan for every lesson taught (SE1 and SE2).

Checking of Planning

Any student teacher whose planning or preparation is unsatisfactory will not be allowed to progress into the block experience and the link tutor and SE director should be informed. Where there have been late changes in curriculum content, mentors and external mentors should exercise some discretion.
7. Monitoring and assessment requirements

Monitoring and assessment (M&A) is an essential and integral part of teaching and learning and student teachers must continue to develop their understanding and practice in this area.

During SE1 student teachers should work closely with the class teacher and other professionals to:

- Become familiar with the various ways of assessing children which come under the headings of formative and summative assessment
- Become familiar with the ways of recording the information gained from assessment
- Use any assessment information formatively to adjust and adapt future teaching and learning
- Consider the use of self and peer assessment as part of learning and teaching
- Fully evaluate all their teaching activities and contribute to the class assessment records
- Be introduced to whole school tracking of progress, such as electronic records and target-setting.

During SE2 it is important that the student teacher's understanding of assessing pupil progress and its link to planning is developed and a range of strategies are implemented. Student teachers should therefore:

- Use the pro forma and approaches used in the school, as well as those discussed and circulated in university sessions (individual, group and whole class recording formats)
- Talk to experienced teachers about how they monitor and track pupil progress in the classroom, including assessment for learning (formative) and assessment of learning (summative)
- Find out about how the whole school sets targets for year groups and how this feeds into tracking. This should include the opportunity to discuss any electronic data, e.g. Aspire or Fischer Family Trust, as well as any assessment programmes or software that the school utilises.
8. Frequently asked questions

Absence

Q  Can a student teacher have a day off for interview, own or partner’s graduation, holiday, etc?
A  Schools should only give a student teacher a day off for circumstances when an employed member of staff would normally be given leave, for example, hospital appointment or interview. If the request seems unreasonable then York St John University advice must be sought and on some extraordinary occasions, a leave of absence can be granted. Student teachers should complete a Leave of Absence form to be sent to the university for monitoring purposes.

Non-teaching time

Q  Do the student teachers have 20% PPA time?
A  Student teachers will need more PPA time initially in the first week of SE1 and SE2. They should have 10% PPA time for the rest of the time as well as additional non-teaching time for professional development activities, which does not include planning, preparation and assessment. They should also assist the class teacher in the day to day running of the classroom. Please refer to the detailed expectations in this handbook.

Solo teaching

Q  Can the student teacher be left unsupervised in the classroom?
A  Yes, once the class teacher/mentor/headteacher are satisfied that they are competent to do this. It is important, where possible, that student teachers have the opportunity to be on their own with the class at times but it is vital that the school is happy with the student teacher’s level of competence before this happens.

Insurance

Q  Are student teachers insured to undertake a PE session alone?
A  No, a member of the teaching staff must be present.
Q  Are student teachers insured to supervise children on a climbing frame in an area of outside provision?
A  No, a member of the teaching staff must be present.

Planning and Teaching:

Q  Can student teachers use the teacher’s medium term plans?
A  They can use these as a starting point but should develop their own ideas and use the most appropriate pro forma to record this information.
Q  Do student teachers teach all subjects/areas of learning?
A  Teachers and student teachers should negotiate teaching responsibility as appropriate but should experience as wide a range as possible. They will then focus on any limited opportunities in their final SE.
Q How much responsibility should the student teacher have?

A Initially, student teachers will experience teaching groups, then a series of lessons or learning activities to understand how to plan for progression. Student teachers will need to build up their stamina and lead whole days in succession towards the end of the SE1, with more whole days during SE2 as the teaching responsibility increases.

Q What will the student teacher need to plan and teach?

A In the Early Years Foundation Stage, student teachers will need to plan for and teach small and large focus groups, as well as plan and enhance areas of provision. They will need to have whole group or class management opportunities and be observed in the various roles as an Early Years practitioner. In Key Stages 1 and 2, the student teacher needs to develop their skills by teaching across the primary curriculum. They will have had some experience of planning thematic learning in university sessions, as well as how to write weekly and daily plans for English and Mathematics.

Monitoring and Assessment

Q What are the requirements for student teachers?

A Student teachers must consider the planning, learning, teaching and assessing cycle and put this into practice. They should use a range of strategies and pro forma to build a picture of progression of learning and also contribute to the school policy for assessment. They are not expected to enter data into whole school systems but should pass information to the class teacher about the progress pupils have made. It is likely that student teachers will need guidance and support from experienced teachers in this area.
SE1 and SE2

School-based Tasks

Purpose
The purpose of the school-based tasks is to enable the student teacher to gain information about the school in a range of aspects. This information will be used to inform discussions in university-based workshops so that the student teacher can prepare for their assessed placement and become familiar with the policies and practices of the school. Some of the information collected will contribute towards the university assessments of the modules. It is vital, therefore, that student teachers ensure they complete these tasks.

Time required
The student teacher will use part of their Professional Development (PD) time each week to collect the information outlined in each task. This should not detract from the majority of the time which the student teacher should spend in their class. Sometimes, information may need to be collected at the end of the school day once children have gone home. There may be some weeks where there are several events happening within the school and it may not be practical or possible to complete school-based tasks. Tasks should be planned around such events and student teachers need to be flexible whilst ensuring the tasks are completed at another time. If student teachers are having difficulty collecting any information, they should speak with their module tutor in the first instance.

Tasks
These tasks should be completed in each SE outlined below:

SE1:
- Mathematics Planning (1 hour)
- Research Project Ethics Consent (30 minutes)
- Equality Act (30 minutes)
- Pupil Progress and Disadvantaged Groups (1 hour)

SE1 or SE2:
- Phonics (1 hour)

SE2:
- Research Project Data Collection (5-6 hours, depending on nature of enquiry)
School-based Task 1
York St John University
School of Education
Mathematics Planning Task

<table>
<thead>
<tr>
<th>Student teacher:</th>
<th>School:</th>
<th>Mentor:</th>
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<tbody>
<tr>
<td>Module Title: Learning and Teaching in the Primary Curriculum</td>
<td>Code: MPG094</td>
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**Description of task:**
1. During the first week of SE1, collect examples of how the school or setting plans for mathematics
2. Discuss with the class teacher what they consider to be effective planning for mathematics
3. In the second week SE1, collect examples of assessment and target-setting for mathematics, including electronic systems for tracking progress
4. Discuss with class teacher what they consider to be effective and manageable systems for assessment in mathematics
5. Discuss how mathematics is tracked and planned as a whole school with the subject leader for mathematics.

**Teachers’ Standards which will be addressed:**
TS2, TS3, TS4, TS6, TS8, Part 2b

**Task Requirements**

**Could the mentor / class teacher please:**
- Ensure the student teacher has examples of planning and assessment for mathematics for the class and the wider school
- Ensure the student teacher has information about the whole school assesses, tracks and records pupil progress. This may mean having an opportunity to meet the assessment leader in school
- Enable the student teacher to meet with the subject leader for mathematics during the autumn term.

**Could the student teacher please:**
- Refer to the module information and assessment handbook and share key content (learning outcomes + assessment requirements) with the mentor and/or class teacher
- Reflect upon module content
- Negotiate effectively with peers and other professionals
- Carry out the tasks and systematically record evidence.

**Evidence Source:**
- 1, 2, 3, 4, 5: information to be brought to the mathematics workshops to discuss and use as a basis to develop own systems for planning and assessing.

**Mentor – Please date / comment / sign below once task has been completed:**

<table>
<thead>
<tr>
<th>Date completed</th>
<th>Comment</th>
<th>Signature</th>
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School-based Task 2  
York St John University  
School of Education  
Research Project

<table>
<thead>
<tr>
<th>Student teacher:</th>
<th>School:</th>
<th>Mentor:</th>
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</thead>
<tbody>
<tr>
<td>Module Title: The Developing Professional</td>
<td>Code: MPG095</td>
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**Description of task:**

1. The student teacher should have a plan for how they will collect the data during the placement.
2. In SE1, discuss the plan for collecting data with the headteacher and any ethical issues that have been identified.
3. The plan may need to be amended in the light of the discussion and the context of the school. Once the plan has been agreed by the headteacher, an Ethics Consent form should be signed by the student teacher and headteacher, a copy to be retained by both parties.
4. The data should then be collected during SE2 in the main, although data could be collected during SE1 once the research has been approved by the tutor supervisor.
5. The student teacher can provide the school with an A4 summary of their findings once they have completed the project.

**Teachers’ Standards which will be addressed:**

TS1, TS2, TS3, TS6, TS8, Part 2

**Task Requirements**

**Could the mentor / class teacher please:**

- Ensure the student teacher has explained the nature of their research project to you and outlined the time they need to collect the data
- Enable the student teacher to have time to collect the data. This may mean they have to spend time in another class
- Provide the student teacher with any contextual information about the school or children.

**Could the student teacher please:**

- Refer to the module information and assessment handbook and share key content with the mentor and class teacher
- Reflect upon module content
- Negotiate effectively with peers and other professionals
- Carry out the tasks and systematically record evidence
- Include the Ethics Consent Form in the Appendix of the 3000 word paper.

**Evidence Source:**

- 1, 2, 3, 4: data to be used to inform the Masters level presentation at the PGCE conference. Date and further information available in the Assessment Handbook.

**Mentor – Please date / comment / sign below once task has been completed:**

<table>
<thead>
<tr>
<th>Date completed</th>
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Please refer to Moodle to upload this form

MPG095: The Emerging Professional
Ethics Consent Form

Research outline:

Student should give an outline of the research area they are looking at and explain why.

Methods used:

Student should give brief details of the methods used, i.e. staff interviews, pupil questionnaires, etc.

Resources needed:

Student should list any school resources they need, including classroom space and staff time.

Any special requirements:

For example, the use of video or still images.

Teaching staff involvement:

Student should state how much time they will need from staff both in class and after school.

Pupil involvement:

Student should list how much pupil time they need access to and how they plan to achieve it. State how much time is in lesson time.

Ethical issues:

I agree to the above research taking place.

Headteacher comments if applicable:

Signature of Head Teacher/Permission obtained (attach e-mail confirmation if appropriate):

Date:

Signature of student teacher:

Date:
## School-based Task 3

York St John University  
School of Education  
*Equality Act*

<table>
<thead>
<tr>
<th>Student teacher:</th>
<th>School:</th>
<th>Mentor:</th>
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<tbody>
<tr>
<td>Module Title: The Developing Professional</td>
<td></td>
<td>Code: MPG095</td>
</tr>
</tbody>
</table>

### Description of task:

1. The student teacher should be aware of how a school ensures they implement the Equality Act 2010 at the start of SE1.
3. Read the school’s Equality Scheme and policy.
4. Reflect on what this means in practice.

### Teachers’ Standards which will be addressed:

TS1, TS2, TS3, TS4, TS7, TS8, Part 2

### Task Requirements

**Could the mentor / class teacher please:**

- Help the student teacher locate information about the school Equality scheme
- Discuss with the student teacher how this can be implemented within the teaching of the curriculum
- Discuss how this is monitored in school.

**Could the student teacher please:**

- Examine the school’s Single Equality Scheme
- Establish any procedures and systems that you are expected to adhere to whilst in school, for example:
  - What would happen if a child was making racist remarks about another child in the class?
  - What would happen if a child reported he/she was being bullied?
- Make notes on important aspects and place them in the RPD
- Discuss with relevant staff how you can promote equality of opportunity through your own teaching of the curriculum and make relevant notes
- Consider how the school monitors such policies.

### Evidence Source:

- 1, 2, 3, 4: to be logged in the RPD and evidence the Teachers’ Standards above.

**Mentor – Please date / comment / sign below once task has been completed:**

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**School-based Task 4**

York St John University  
School of Education  
Pupil Progress and Supporting Disadvantaged and Vulnerable Groups

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<th>Student teacher:</th>
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<tr>
<td>Module Title: The Developing Professional</td>
<td>Code: MPG095</td>
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**Description of task:**

1. The student teacher should be aware of how a school identifies and supports pupils identified as belonging to disadvantaged/vulnerable groups.
2. The student teacher should draw upon the information they have collected from their Experiential Placements 1 & 2 (before and after their chosen Key Stages) and compare this to the SE1/2 setting.
3. Read the school's Inclusion/LAC/PP/SEND/G&T/Differentiation/Vulnerable/Disadvantaged Groups/Pupil Progress policies.
4. Meet with the Inclusion lead teacher/SENCO/class teacher to investigate how the policies operate in the day to day classroom environment.

**Teachers’ Standards which will be addressed:**

TS1, TS2, TS3, TS4, TS5, TS6, TS7, TS8, Part 2

**Task Requirements**

**Could the mentor / class teacher:**
1. Help the student teacher locate information about the school policies identified above.
2. Discuss with the student teacher how this can be implemented within the classroom.
3. Discuss how this is monitored in school.

**Could the student teacher:**

- Examine the school’s policies.
- Establish any procedures and systems that you are expected to adhere to whilst in school.
- Make notes on important aspects.
- Consider how the school monitors such policies.
- Discuss with the class teacher how pupil progress is tracked and how support for disadvantaged groups is managed.

**Evidence Source:**

- 1, 2, 3: to be logged in the RPD and evidence the Teachers’ Standards above.

**Mentor – Please date / comment / sign below once task has been completed:**

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School-based Task 5
York St John University
School of Education
Phonics

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Module Title: Learning and Teaching in the Primary Curriculum
Code: MPG094

Description of task:

1. All student teachers should be given the opportunity to observe a phonics lesson in KS1/EYFS. This is particularly pertinent for KS2 students who may have limited opportunities to teach early reading.

2. A retrospective lesson plan should be completed using the York St John weekly planning pro forma. This should be checked by the mentor to ensure understanding is clear.

3. The student teacher must complete a written reflection (max one side of A4) that illustrates their developing confidence and professional needs in relation to the teaching of early reading.

4. The retrospective plan and written reflection should be placed within the Student Teacher Profile as evidence towards TS3.

Teachers’ Standards which will be addressed:
TS1, TS2, TS3 & TS4

Task Requirements

Could the mentor / class teacher please:
- Ensure the student teacher has the opportunity to observe a phonics lesson in KS1 or EYFS
- Check that the retrospective plan and written reflection have been completed and have been placed within the Student Teacher Profile.

Could the student teacher please:
- Observe the teaching of phonics and make note of specific strategies that support the development of early reading
- Complete a retrospective plan using the university weekly phonic pro forma
- Complete a written reflection (max one side of A4) that demonstrates both developing understanding and professional development needs. This may inform your CPD tracker.

Evidence Source:
- Evidence to support TS3 and should be included within the Student Teacher Profile.

Mentor – Please date / comment / sign below once task has been completed:

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## Contact list

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<thead>
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<th>Role</th>
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