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YORK
ST JOHN
UNIVERSITY

Initial Teacher Education Primary Partnership

**Programme: Primary PGCE University-Centred
Full-time & Part-time**

School Experience 1 – Autumn 2020

School Experience 2 – Spring 2021

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Key Dates & Information

SE1	
Placement Dates: Full Time students	6 week block Monday 2 nd November – Friday 11 th December
Placement Dates: Part Time students	5 week block (3 days a week, Mon, Tue, Wed)) Monday 2 nd November – Wednesday 2 nd December 5 week block (3 days a week) Monday 11 th January 2021 – Wednesday 10 th February
Planning and files checked by mentor The following must be in place for the student teacher to begin the school experience: - two correctly organised files	This placement requires student teachers to use the school's planning and learning objectives to prepare lesson plans that they will be teaching. Student teachers must have a lesson in place at least one day before they teach and these need to be checked by the mentor or class teacher. Please refer to the Planning and Assessment Guidance information for more information.
Interim Report – Full Time students Part Time students Final report – Full Time students Part Time students	Friday 20 th November Wednesday 2 nd December Friday 11 th December Wednesday 10 th February
Weekly Progression Meetings – Full Time students Fortnightly Progression Meetings – Part Time students	These should be an opportunity to meet with the mentor to discuss targets, engagement with the Teachers' Standards and strategies to address these. These will then be reviewed following the next appraisal. Class teachers would also be welcome to carry out informal, formative appraisals which may contribute to discussions at the meeting.
Link Tutor contact	One email/telephone call at the start of the placement to check mentoring is in place. One observed feedback session by the mentor to the student teacher via remote platform (Teams, Zoom, etc)

SE2	
Placement Dates – Full Time students	6 week block Monday 4 th January 2021 – Friday 12 th February
Placement Dates – Part Time students	6 week block (all week) Monday 19 th April – Friday 28 th May
Planning and files checked by mentor The list of documentation below must be in place for the student teacher to be able to continue into the school experience	Wednesday 6 th January 2021 (Full Time) Wednesday 21 st April (Part Time)
EYFS	Key Stage 1 or 2
<ul style="list-style-type: none"> • Audit of all provision areas • Observations of children • Overview of key events, curricular resources and key intentions • Weekly timetable for week 1 • Weekly phonics plan if appropriate • Correctly organised files 	<ul style="list-style-type: none"> • Notes on children’s prior learning • Medium term plans for subjects taught by student teacher • Weekly plan for English and Maths for week 1 • Lesson plans for the first two days of teaching • Weekly timetable for week 1 • Correctly organised files
Interim Report – Full Time students Part Time students	Friday 22 nd January Friday 7 th May
Final Report – Full Time students Part Time students	Friday 12 th February Friday 28 th May
Link Tutor contact	One email/telephone call at the start of the placement to check mentoring is in place. One observed feedback session by the mentor to the student teacher via remote platform (Teams, Zoom, etc)

Detailed Expectations Diary for Early Years Foundation Stage

<p>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 organisation of the school and its resources.</p>		
BEFORE THE SCHOOL EXPERIENCE BEGINS		
ROLE OF STUDENT TEACHER	ROLE OF MENTOR (AND CLASS TEACHER)	
<ul style="list-style-type: none"> • Contact the school via email and/or phone call to introduce yourself and provide information about your current experience of working with children and in schools • Ensure you have information from the school about their procedures and protocol for the current COVID-19 situation • Ensure you are fully prepared for entering school premises • Set up your 2 files • Find out what time to arrive on the first day and what to bring, whether there are certain expectations for dress, signing in, etc • Email your link tutor to introduce yourself and provide information about your previous experience of working with children 	<ul style="list-style-type: none"> • Check you have the relevant information about the placement, including the handbook (see the website) and dates for the two blocks • Provide the student teacher with details about expectations relating to your COVID-19 policy and procedures • Check all other induction arrangements for the student teacher 	
SE1 – 6 WEEKS (Full Time) 10 WEEKS (Part Time)		
We recognise that due to the impact of COVID-19, whole class teaching commitment may be difficult to achieve and may not be compatible with changes to school policy. Therefore, team teaching, leading small groups and the teaching of interventions or home schooling will contribute to the teaching commitment during SE1 if necessary.		
<p>Throughout the school experience, the student teacher should:</p> <ul style="list-style-type: none"> • Write a weekly reflection on Abyasa • Get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings • Discuss with your mentor your plans for completing school-based tasks • Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File initially (and then the Planning & Archive File) 		
WEEK	ROLE OF STUDENT TEACHER	ROLE OF MENTOR (AND CLASS

		TEACHER)
<p>1 FT 1&2PT</p>	<ul style="list-style-type: none"> ● Familiarise yourself with the school, its staff, routines and Health and Safety procedures ● Ensure awareness of Behaviour Policy ● Check that the headteacher, mentor & class teacher have access to the documentation for the placement via the university website ● 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 ● Access the timetable for the setting and carry out some small group supervision and teaching and team teaching this week ● Shadow experienced practitioners in observing, monitoring and assessing children and make notes on strategies and children's learning ● Make notes on aspects of the environment and provision and observe children in the setting ● Add relevant information about learning and the environment to your teaching file ● Meet with the mentor to discuss your progress and settling in for the first week 	<ul style="list-style-type: none"> ● Brief the student teacher on the school, its staff, routines and Health and Safety procedures ● 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 understand the needs of each child. Provide details of children with health issues or additional educational needs. ● Discuss with the student their ideas about planning pro forma ● Coach the student teacher on observation, monitoring and assessment strategies used within the setting. Allow them to make initial notes on children with guidance ● Arrange for a weekly progress meeting with the student teacher. This week, discuss prior experience and understanding and audit of the Teachers' Standards. Complete weekly progress meeting record on Abyasa.

<p>2 (FT) 3&4PT</p>	<ul style="list-style-type: none"> ● 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 and large group supervision/teaching, observations of children and adult-led activities as appropriate. All teaching must have a lesson plan prepared at least one day before the lesson/activity. ● 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. Find out about how children's progress is recorded. 	<ul style="list-style-type: none"> ● 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 planning pro forma they will use ● Check the student teacher's lesson plans at least one day before they teach the lesson/activity. The class teacher should also be involved in this. ● 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. Read and add comments to student teacher's reflective weekly entry for week 1. Discuss planning for next week. Complete weekly meeting record on Abyasa ● Discussion with the Link Tutor by the end of this week to go through expectations of the student teacher and ensure that you as a mentor are trained or if you need further support
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<p>3 (FT) 5&6PT</p>	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● 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 ● 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 practitioners 	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● Conduct 1st appraisal and record on Abyasa template. Give brief feedback to student teacher as soon as possible after the appraisal ● Review engagement with Teachers' Standards in weekly progression meeting ● Complete Interim Report on Abyasa ● Arrange for student teacher to work with children and assist with day to day tasks of the classroom and school ● Arrange for student teacher to begin to take responsibility for some large group/whole class management responsibility ● Allow student teacher time to complete university school-based tasks
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<p>4 (FT) 7&8PT</p>	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● 2nd appraisal. Plan, lead/teach and assess a small or large group activity in a different focus area of the EYFS ● 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 ● Work with children in small groups to find out about how children learn and make progress. Discuss this with practitioners ● Contribute to the assessment records of children in discussion with experienced practitioners 	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● Appraisal 2: a small or large group activity in any area of the EYFS curriculum. Complete the appraisal form on Abyasa, carry out feedback with link tutor in attendance online, if possible ● 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 ● 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.
<p>5 (FT) 9 (PT)</p>	<p>AS ABOVE, PLUS</p> <ul style="list-style-type: none"> ● 3rd appraisal with mentor. Plan, lead/teach and assess a small or large group activity in a different focus of the EYFS ● 40% management of the class as before ● Assist in wider school activities, including working with other age groups or Key Stages 	<ul style="list-style-type: none"> ● Appraisal 3: a small or large group activity in any area of the EYFS curriculum. Complete the appraisal form, arrange feedback

<p>6 (FT) 10 (PT)</p>	<ul style="list-style-type: none"> ● 40% management of the class as before ● Review engagement guidance by highlighting each of the Teachers' Standards ● Complete the Student Summative Report on Abyasa ● Ensure all pro forma are completed and targets are set for SE2 ● 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 	<ul style="list-style-type: none"> ● Complete and submit on Abyasa the SE1 Final Report and targets for SE2. Review engagement with the Teachers' Standards guidance with the student teacher. ● 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
<p>SE2 – 6 WEEKS FULL TIME & PART TIME</p>		
<p>The expectations for assessing student teachers during SE2 will be reviewed in the light of guidance from the DfE ITT criteria and advice from the Universities Council for the Education of Teachers (UCET). As soon as this is clarified, mentors will be advised about how to proceed during SE2.</p>		
	<p>THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:</p> <ul style="list-style-type: none"> ● 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 ● Write a weekly reflection and on Abyasa 	

<p>1</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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, planning and assessments ● In weekly progression meeting, ensure student teacher is fully prepared for week 2. Contact the link tutor if you have any concerns
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<p>2</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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, check planning, assessments and evaluations of learning and teaching ● Facilitate observations of experienced teachers
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<p>3</p>	<p>AS ABOVE AND ALSO:</p> <ul style="list-style-type: none"> ● 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 	<p>AS ABOVE AND ALSO:</p> <ul style="list-style-type: none"> ● Conduct 2nd appraisal and complete the appraisal form. Provide advice and feedback as soon as possible after the lesson ● On Abyasa, complete Interim Report with the student teacher by end of this week. Discuss with link tutor if student teacher is not making expected progress ● Allow the student teacher to take more responsibility for managing other adults
<p>4 & 5</p>	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● 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 	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● Conduct 3rd and 4th and complete the appraisal form. Provide advice and feedback ● Provide feedback on PE lesson ● Discuss with Link Tutor how the feedback on one appraisal has gone with the student teacher, or arrange for the link tutor to remotely observe your feedback, and discuss afterwards

<p>6</p>	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● Management/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 final weekly meeting. Complete the Student Summative Report on Abyasa. Ensure that all Teachers' Standards are met and all documentation has been completed on Abyasa. You will need to bring your files to your next academic tutorial ● Return all school resources. 	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● Arrange final weekly meeting with student and teacher. By 12th February Full Time/28th May Part Time, record on Abyasa the Final Summative Report, targets for next SE, overall grades. Check files, agree overall grade for student teacher. Targets for student teacher to be written in collaboration with teacher and student teacher.
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Detailed Expectations Diary for Key Stages 1 and 2

<p>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 organisation of the school and its resources.</p>	
<p>BEFORE THE SCHOOL EXPERIENCE BEGINS</p>	
<p>We recognise that due to the impact of COVID-19, whole class teaching commitment may be difficult to achieve and may not be compatible with changes to school policy. Therefore, team teaching, leading small groups and the teaching of interventions and home schooling will contribute to the teaching commitment during SE1 if necessary.</p>	
<p>ROLE OF STUDENT TEACHER</p>	<p>ROLE OF MENTOR (AND CLASS TEACHER)</p>
<ul style="list-style-type: none"> • Contact the school via email and/or phone call to introduce yourself and provide information about your current experience of working with children and in schools • Ensure you have information from the school about their procedures and protocol for the current COVID-19 situation • Ensure you are fully prepared for entering school premises • Set up your 2 files • Find out what time to arrive on the first day and what to bring, whether there are certain expectations for d • Email your link tutor to introduce yourself and provide information about your previous experience of working with children, dress, signing in, etc 	<ul style="list-style-type: none"> • Check you have the relevant information about the placement, including the handbook (see the website) and dates for the two blocks • Provide the student teacher with details about expectations relating to your COVID-19 policy and procedures • Check all other induction arrangements for the student teacher
<p>SE1 – 6 WEEKS (Full Time) 10 WEEKS (Part Time)</p>	
<p>Throughout the school experience, the student teacher should:</p> <ul style="list-style-type: none"> • Write a weekly reflection on Abyasa • Get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings • Discuss with your mentor your plans for completing school-based tasks • Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File initially (and then Planning & Archive File) 	

WEEK	ROLE OF STUDENT TEACHER	ROLE OF MENTOR (AND CLASS TEACHER)
<p>1 (FT) 1&2PT</p>	<ul style="list-style-type: none"> ● Familiarise yourself with the school, its staff, routines and Health and Safety procedures ● Ensure awareness of Behaviour Policy ● Check that the headteacher, mentor & class teacher have access to the documentation via the university website ● 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 class and agree your teaching responsibilities with the teacher. Include some small group supervision and teaching as appropriate. Ensure you have a lesson plan for every lesson or group teaching you will do ● 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 	<ul style="list-style-type: none"> ● Brief the student teacher on the school, its staff, routines and Health and Safety procedures ● 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 ● Allow the student teacher to work with small groups and lead on some whole class transitions ● Discuss with the student their ideas about designing planning pro forma and share templates used in school ● Coach the student teacher on observation, monitoring and assessment strategies used by the school. Allow them to make initial notes on children with guidance ● Arrange a time each week for the weekly progression meeting. This week, discuss prior experience and understanding and audit of the Teachers' Standards

<p>2 (FT) 3&4PT</p>	<ul style="list-style-type: none"> ● 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. Have a lesson plan ready at least one day before the lesson to be checked by the teacher and/or mentor ● 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 	<ul style="list-style-type: none"> ● 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. Check lesson plans at least one day before the lesson due to be taught. The class teacher should help with this as needed. ● 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. Read and add comments to student teacher’s reflective weekly entry for week 1. Discuss planning for next week. Complete weekly meeting record on Abyasa ● Discussion with the link tutor by the end of this week to go through expectations of the student teacher and ensure that you as a mentor are trained or if you need further support
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<p>3 (FT) 5&6PT</p>	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● 1st appraisal with mentor. Plan, teach and assess a whole class lesson if possible in one subject ● 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 	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● Appraisal 1: a whole class lesson if possible. Give brief feedback to student teacher as soon as possible after the appraisal ● Review engagement with Teachers' Standards in weekly progression meeting ● Complete Interim Report on Abyasa ● Arrange for student teacher to work with children and assist with the day to day tasks of the classroom and school ● Share planning and help student teacher to identify areas they can contribute to, depending on their experience and knowledge ● Allow time for student teacher to complete university school-based tasks
<p>4 (FT) 7&8PT</p>	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● 2nd appraisal with mentor. Plan, teach and assess a whole class lesson in a different curriculum area to appraisal 1 ● Take teaching responsibility and management of the class for 40% of the week with teacher support as needed ● Work with children in small groups to find out about how children learn and make progress. Discuss this with the teacher 	<p>AS ABOVE, PLUS:</p> <ul style="list-style-type: none"> ● Appraisal 2: a whole class lesson in a different area of the curriculum. Complete the appraisal form, carry out feedback with link tutor in attendance online, if possible ● Ensure the student teacher is able to take more responsibility with support as needed ● 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.

<p>5 (FT) 9 (PT)</p>	<p>AS ABOVE, PLUS</p> <ul style="list-style-type: none"> ● 40% management of the class as before ● 3rd appraisal with mentor. Plan, teach and assess a whole class lesson in a different area of the curriculum ● Assist in wider school activities, including working with other age groups or Key Stage 	<ul style="list-style-type: none"> ● Appraisal 3: a whole class lesson in a different area of the curriculum. Complete the appraisal form, provide brief feedback
<p>6 (FT) 10 (PT)</p>	<ul style="list-style-type: none"> ● 40% management of the class as before ● Review engagement guidance by highlighting each of the Teachers' Standards ● Complete the Student Summative Report on Abyasa ● Ensure all pro forma are completed and targets are set for SE2 ● 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 from the teacher. Ensure you know what you will be teaching for 50% of the first week back 	<ul style="list-style-type: none"> ● Complete and submit on Abyasa the SE1 Final Report and targets for SE2. Review engagement with the Teachers' Standards guidance with the student teacher. ● 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 back

SE2 – 6 WEEKS ALL STUDENTS

The expectations for assessing student teachers during SE2 will be reviewed in the light of guidance from the DfE ITT criteria and advice from the Universities Council for the Education of Teachers (UCET). As soon as this is clarified, mentors will be advised about how to proceed during SE2.

	<p>THROUGHOUT THE PLACEMENT, THE STUDENT TEACHER SHOULD:</p> <ul style="list-style-type: none"> ● 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 ● Write a weekly reflection and on Abyasa 	
WEEK	ROLE OF STUDENT TEACHER	ROLE OF MENTOR (AND CLASS TEACHER)
1	<ul style="list-style-type: none"> ● 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 SE files are in school at all times 	<ul style="list-style-type: none"> ● 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 the weekly progression meeting, discuss targets and strengths with student teacher and suggest strategies for development. Check all files, planning and assessments. Ensure student teacher is fully prepared for this week. Contact the link tutor if you have any concerns. ● Telephone contact/email with link tutor to check you are prepared for mentoring the student teacher in SE2

<p>2</p>	<ul style="list-style-type: none"> ● 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 learning and make notes to add to your SE files. Contribute to the school policy for assessment 	<ul style="list-style-type: none"> ● 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 than in SE1. Complete the appraisal form, arrange feedback as soon as possible after the lesson ● 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, check planning, assessments and evaluations of learning and teaching ● Facilitate observations of experienced teachers
<p>3</p>	<p>AS ABOVE AND ALSO:</p> <ul style="list-style-type: none"> ● 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 	<p>AS ABOVE AND ALSO:</p> <ul style="list-style-type: none"> ● Conduct 2nd appraisal and complete the appraisal form. Provide advice and feedback as soon as possible after the lesson ● Complete Interim Report with the student teacher on Abyasa by the end of this week. Discuss with link tutor if student teacher is not making expected progress

<p>4 & 5</p>	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● 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 	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● Conduct appraisals 3 & 4 and complete the appraisal form. Provide advice and feedback as soon as possible after the lesson ● Observe and provide feedback on PE lesson ● Discuss with Link Tutor how the feedback on one appraisal has gone with the student teacher, or arrange for the link tutor to remotely observe your feedback, and discuss afterwards
<p>6</p>	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● 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% ● Complete the Student Summative Report on Abyasa. Ensure that all Teachers' Standards are met, and all documentation has been completed on Abyasa. You will need to bring your files to the next academic tutorial ● Return all school resources. 	<p>AS WEEK 2 AND ALSO:</p> <ul style="list-style-type: none"> ● Arrange final weekly meeting with student and teacher. By 12th February Full Time/28th May Part Time, record on Abyasa the Final Summative Report, targets for next SE, overall grades. Check files, agree overall grade for student teacher. Targets for student teacher to be written in collaboration with teacher and student teacher.

Expectations during the current COVID-19 pandemic

As all pupils return to school following the outbreak of COVID-19, we fully understand that schools and the curriculum may need to be adapted. We understand that each school is unique and decisions have been made to alter the curriculum to enable pupils to catch up in specific subjects and provide support towards well-being and mental health. We ask that school partners communicate their arrangements relating to COVID-19 to student teachers to ensure they are clear about expectations within the school they are placed in – this might be at the first meeting with the student teacher or via email. The percentage of teaching commitment for student teachers will remain the same as in previous years for each placement but a flexible approach will be needed. The focus of lesson appraisals should remain the same with student teachers being observed on weekly basis where possible, as per the programme.

To support a flexible approach, the teaching commitment for student teachers can be adapted if necessary. However, if the class teacher is able to take whole class sessions then student teachers would also do so in the usual way. Student teachers can also teach small groups and interventions when appropriate and these will count towards their teaching responsibility. However, the student teacher must take a lead when planning for small groups and intervention work to ensure they gain experience of the planning process. Student teachers must also be responsible for assessment and recording of pupil progress in these lessons.

We are mindful that some placements are short and so student teachers need as much hands-on teaching experience where possible. When planning their timetable, we ask that the student teachers are able to teach whole class lessons where at all possible, to build confidence. Should the school close or experience disruption during the autumn term, the student teacher will be expected to contribute to home learning and this can also count towards the percentage of teaching commitment. Schools should provide guidance and support to enable student teachers to contribute to home learning (e.g. familiarisation with the school online learning platform) and ensure students teachers are clear about what are expected to do.

To ensure student teachers are not disadvantaged by changes made to the curriculum and teaching opportunities the first placements (SE1) for all programmes will be assessed in relation to their engagement with the Teachers' Standards as opposed to them meeting the standards. This will enable them to continue to make progress towards the standards even if there is disruption caused by the current health crisis. SE1 will not be graded and student teachers will be awarded a pass/fail summative mark based on their engagement.

To support student teachers and mentors in this judgement, the following table should be used as criteria to measure engagement and the key characteristics we expect student teachers to demonstrate. The final column provides suggested activities (in addition to teaching) to support engagement and ensures student teachers are not disadvantaged in the current climate.

Teachers' Standards	SE1 Pass Student characteristics	SE1 Fail Student characteristics	Training Opportunities in school/remote
TS1	<p>Student teachers are aware of and use a range of strategies to establish a safe environment which much of the time is stimulating and is rooted in mutual respect. They set goals that challenge and motivate pupils and use strategies to support underperforming groups. Much of the time they demonstrate the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Student teachers fail to establish a safe environment. They are unable to set goals that challenge and motivate pupils. They do not use and are unaware of strategies to support underperforming groups. Student teachers do not demonstrate the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Observe how experienced teachers establish a safe and stimulating environment for learning.</p> <p>Research strategies to support underperforming groups.</p> <p>Talk with teachers about how they set appropriately challenging goals for the pupils.</p> <p>Observe and identify how experienced teachers demonstrate positive attitudes, values and behaviours. Reflect on how well the student teacher demonstrates these in all aspects of school life.</p>

<p>TS2</p>	<p>Student teachers are accountable for pupils' attainment, progress and outcomes. They assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled or have special educational needs, to make at least expected progress. Student teachers have a good understanding of pupils' capabilities and prior learning. Student teachers offer intervention and feedback to pupils which much of the time enables them to identify the progress they have made and understand what they need to do to improve. Student teachers make good use of knowledge and understanding of how pupils learn to inform their teaching. Student teachers encourage pupils to take a responsible and conscientious attitude to work and study.</p>	<p>Student teachers are unaware of the factors that influence pupils' attainment, progress and outcomes. They are unable to assess pupil's achievement and plan and teach lessons that enable pupils, including those who are disabled or have special educational needs. Student teachers show no understanding of pupils' capabilities and prior learning. Pupils do not make expected progress. Student teachers do not offer intervention and feedback to pupils which much of the time enables them to identify the progress they have made and understand what they need to do to improve. Student teachers make no use of knowledge and understanding of how pupils learn to inform their teaching. Student teachers do not encourage pupils to take a responsible and conscientious attitude to work and study.</p>	<p>Fully engage with university or school training on assessment. Observe how teachers assess pupil's prior learning and how they use this as starting points for learning. Plan learning activities based on these starting points.</p> <p>Be aware of curriculum and school expectations so that they understand what is expected of pupils.</p> <p>Observe how experienced teachers offer feedback to pupils. Try out a range of strategies.</p> <p>Engage with university or school training sessions and wider reading to develop understanding of how pupils learn. Reflect on how this theory is applied in practice.</p> <p>Identify how experienced teachers encourage pupils to take a responsible and conscientious attitude to their work.</p>
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<p>TS3</p>	<p>Student teachers take a proactive approach to developing their own subject and curriculum knowledge. They are aware of developmental areas and focus their revision to address shortcomings.</p> <p>Student teachers demonstrate an understanding of subject specific misconceptions and can draw upon their own subject knowledge to address these.</p> <p>Student teachers critically reflect on their understanding of curriculum design and developments within specific subjects.</p> <p>Student teachers understand the importance of developing effective literacy/oracy skills across the curriculum and model the appropriate use of standard English at all times.</p>	<p>Student teachers are unaware of areas to develop and fail to reflect and take action to develop confidence across the curriculum.</p> <p>Student teachers are unaware of possible misconceptions and do not demonstrate the ability to address these in the classroom.</p> <p>Student teachers lack an understanding of curriculum design and are unable to plan a sequence of lessons within a specific subject.</p> <p>Student teachers demonstrate poor literacy skills and model in incorrect use of standard English.</p>	<p>Reflect on subject knowledge/audit outcomes and provide evidence of proactive revision.</p> <p>Read subject specific literature that supports the development of subject knowledge.</p> <p>Fully engage in the subject knowledge training days for English, mathematics and science (Primary) and subject knowledge days (Secondary).</p> <p>Observe the teaching of early reading and access the phonics area of Moodle (Primary).</p> <p>Observe a sequence of lessons within a specific subject and focus on the development of specific concepts with these lessons.</p> <p>During lesson observations, highlight possible misconceptions and note how these are tackled by the teacher.</p>
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<p>TS4</p>	<p>Student teachers are aware of how to maximise lesson time to impart learning.</p> <p>Student teachers demonstrate the ability to draw on pupil’s curiosity and plan lessons to consolidate this both at school and through home learning.</p> <p>Student teachers actively seek out opportunities to enhance curriculum provision.</p> <p>Student teachers critically reflect on their own and observed practice. They identify areas of development and take a proactive approach to improve.</p>	<p>Student teachers fail to maximise teaching time and do not structure lessons to ensure learning is evidenced.</p> <p>Student teachers are unaware of how to utilise the pupils’ curiosity and teaching fails to consolidate learning.</p> <p>Student teachers fail to engage in discussions around curriculum design (e.g., in staff meetings, PPA time, etc).</p> <p>Student teachers do not demonstrate the ability to reflect on their own practice and do not seek out support and opportunities to improve.</p>	<p>Use of induction tasks that focus on teaching and learning.</p> <p>Fully engage in university and alliance-led training that supports planning.</p> <p>Use opportunities to retrospectively plan observed lessons.</p> <p>Use PPA/CPD time to contribute to planning ideas and consider how these can be enhanced.</p> <p>Contribute to home learning/homework and consider how this consolidates learning in school.</p> <p>Investigate the school’s MTPs/schemes of work and identify how a continuum of learning is achieved over time.</p>
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<p>TS5</p>	<p>Student teachers should be aware of and demonstrate how to differentiate appropriately to enable pupils to be taught effectively.</p> <p>Student teachers understand how to challenge and motivate pupils to support groups where attainment is low.</p> <p>Student teachers should demonstrate awareness of the physical, social and intellectual development of pupils and begin to adapt teaching to support pupils' education at different stages of development. This will include those with special educational needs, high attainers (including Gifted and Talented), English as an additional language, disabilities, disadvantaged and pupils eligible for the pupil premium (including Free School Meals).</p>	<p>Student teachers are unaware of differentiation strategies and do not use them in teaching. Student teachers have no understanding of how to challenge and motivate pupils to support groups where attainment is low.</p> <p>Student teachers are unaware of the range of factors that can inhibit pupils' ability to learn.</p> <p>Student teachers do not have any understanding of the needs of all pupils including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities, disadvantaged and pupils eligible for the pupil premium (including Free School Meals).</p>	<p>Speaking with teachers, support staff and SENCo to learn about pupils' who may have any additional needs (not just cognitive).</p> <p>Observe a wide variety of teachers where possible and make notes on strategies and approaches.</p> <p>Use data from the school to identify pupils who may need a different approach.</p> <p>Attend partnership (School/alliance/YSJ) learning sessions and additional reading to learn more about how a variety of factors inhibit learning.</p> <p>Where possible, shadow a pupil (or selection of pupils who are at different stages of development) for a day to observe which strategies are used by experienced staff to support and engage them in learning. Try some of these strategies when teaching.</p>
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<p>TS6</p>	<p>Student teachers know how to assess the relevant subject curriculum area (s) including statutory assessment requirements. Student teachers demonstrate the use of formative, continuous assessment and understand how summative tests identify progress through a sequence of lessons over time.</p> <p>Student teachers know how to use a range of relevant data including school progress data, to monitor pupil progress and learning over time.</p> <p>Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.</p> <p>Student teachers have experience of and use where possible a range of methods to give pupils regular feedback and the opportunity to respond to it.</p> <p>Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.</p>	<p>Student teachers have no knowledge of how to assess curriculum areas and demonstrate no understanding of the different forms of assessment.</p> <p>Student teachers are unable to use formative and summative (as appropriate) assessments and data to inform pupil progress, set targets or plan lessons.</p> <p>Student teachers do not give pupils regular feedback orally and/or through marking. They do not encourage pupils to reflect on and respond to the feedback.</p>	<p>Liaise with the mentor early in the placement to access pupil data and understand how to interpret this.</p> <p>Be proactive in asking experienced teachers how they work with the data.</p> <p>Refer to data in lesson plans from the outset of the placement and be able to discuss how it has informed planning.</p> <p>Reflect on each lesson following the assessment of pupil progress – what worked? What didn't? Why?</p> <p>Discuss record keeping with other teachers and use those discussions to formulate a system for the classes/groups taught.</p> <p>Read and discuss the assessment policy of the school. Ask questions about this to deepen understanding.</p> <p>Observe other teachers and create a bank of feedback strategies.</p>
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<p>TS7</p>	<p>Student teachers adhere to the school behaviour policy and take responsibility for promoting and managing behaviour in the classroom. They ensure a good and safe learning environment.</p> <p>Student teachers encourage pupils to behave well in the classroom and around school and display good levels of courtesy and cooperation.</p> <p>Student teachers are aware of how to tackle bullying, including cyber and prejudiced-based bullying.</p> <p>Student teachers promote high levels of behaviour and apply the school's framework for discipline and are aware of a range of strategies.</p> <p>Student teachers encourage a good level of pupil motivation and manage their involvement using a range of approaches appropriate to the pupils' needs.</p> <p>Student teachers demonstrate good relationships with pupils and exercise appropriate authority, acting decisively when necessary.</p>	<p>Student teachers are unaware of the school behaviour policy. The learning environment is unsafe.</p> <p>Student teachers ignore pupils' behaviour around school. They do not display good levels of courtesy and cooperation.</p> <p>Student teachers are unaware of how to tackle bullying and often ignore it when it happens.</p> <p>Student teachers do not promote high levels of behaviour and do not apply the school's framework for behaviour.</p> <p>Student teachers are unable to encourage a good level of pupil motivation and do not manage their involvement.</p> <p>Student teachers demonstrate poor, difficult or no relationships with pupils and do not exercise appropriate authority.</p>	<p>Access the behaviour policy and discuss this with the mentor early in the placement. Make observations about how the class teacher ensures a safe learning environment.</p> <p>Observe how teachers respond to behaviour throughout the school, during transitions and outdoors.</p> <p>Ask questions about how the school tackles bullying.</p> <p>Observe teachers with challenging pupils or classes and discuss how they maintain pupil engagement and motivation.</p> <p>Discuss how relationships are developed with pupils at the start of the school year and how teachers know when to exercise authority.</p> <p>Make notes and observations of low level disruption and how teachers deal with these.</p>
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<p>TS8</p>	<p>Student teachers are proactive and make a positive contribution to the wider school where possible.</p> <p>Student teachers have professional relationships with colleagues. They consult with colleagues as appropriate and know when to draw upon specialist advice and support.</p> <p>Student teachers deploy support staff where available to support pupils' learning.</p> <p>Student teachers take responsibility for improving their own teaching through professional development. They respect and respond to advice and guidance offered by colleagues.</p> <p>Student teachers communicate effectively with parents and carers about pupils' achievement and well-being when there are opportunities to do so.</p>	<p>Student teachers are not proactive in making a contribution to the wider school.</p> <p>Student teachers have poor or no professional relationships with colleagues and do not understand what these are.</p> <p>Student teachers do not consult with colleagues on a range of advice and support.</p> <p>Student teachers are unaware of how to deploy support staff to support pupils' learning.</p> <p>Student teachers take no responsibility for improving their own teaching and there is no evidence of professional development. They do not respect and respond to advice and guidance offered by colleagues.</p> <p>Student teachers find it difficult to communicate with parents and carers when there are opportunities to do so.</p>	<p>Find out what provision the school has for the extended curriculum, including after-school events and clubs. Participate in one club/extra-curricular activity and make notes on organisation, number and age of pupils, key activities and potential influences on progress/development.</p> <p>Meet with SENCo and discuss how the school uses external support services.</p> <p>Talk with the teacher about the most appropriate ways of deploying teaching assistants and other adults in the class. Observe experienced teachers and how they deploy other adults in the class.</p> <p>Undertake own research and study in relation to their areas for development.</p> <p>Make themselves available to meet with parents as required, including before and after school and formal parent evenings and events. Discuss with senior leaders how the school engages with reluctant parents.</p>
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<p>Part 2 PPC</p>	<p>Student teachers uphold the high standards of the teaching profession in and out of school, including appropriate professional relationships with pupils and colleagues and safeguarding pupils' well-being.</p> <p>They acknowledge the school's approach to fundamental British values and are aware of the Prevent Strategy.</p> <p>Student teachers understand the responsibility teachers hold in relation to expression of personal beliefs and the impact these could have on pupils.</p> <p>They understand the school and provider VLE/internet policy including the safe and responsible use of the social media.</p> <p>Student teachers are punctual and have high standards of attendance.</p> <p>Student teachers understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in school life.</p> <p>Student teachers take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site visits.</p>	<p>Student teachers are unable to sustain high professional standards and cannot establish appropriate relationships with pupils or colleagues.</p> <p>Student teachers are unaware of fundamental British values and the Prevent Strategy.</p> <p>Student teachers express personal beliefs inappropriately.</p> <p>Student teachers have not accessed the VLE/internet policies and do not know how to apply them. Their use of social media is concerning to colleagues.</p> <p>Student teachers arrive late, do not let school and university know if they are not attending school and attendance is inconsistent.</p> <p>Student teachers have no regard for school policies, despite being shown where they are.</p> <p>Student teachers do not act responsibly when there are concerns about their own and pupils' well-being and do not take advice from colleagues.</p> <p>Student teachers are unaware of the School Teachers' Pay and Conditions document and have not completed the provider and school training for safeguarding.</p>	<p>Talk with experienced colleagues about what 'professionalism' means in the context of the school placement. Observe the pupil-teacher interactions and responses across the school.</p> <p>Access the Prevent Strategy and training.</p> <p>Discuss with the mentor any tricky subjects, for example, around personal beliefs. Google their online profile and ensure there are no historical digital footprints or events that may contradict the high standards of the teaching profession.</p> <p>Where possible, access the school policies before they begin the placement.</p> <p>Discuss with the mentor any concerns around pupil and their own well-being.</p> <p>Access the School Teachers' Pay and Conditions document.</p>
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	<p>Student teachers are aware of the professional duties set out in the School Teachers' Pay and Conditions document.</p> <p>Student teachers have completed relevant safeguarding training and can act in accordance with the school policy if reporting a concern.</p>		
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Possible Scenarios in the event of disruption due to the current situation and in light of the most recent Government guidance* (September 2020)

- The school has to close. The student teacher should support home learning as would be expected of qualified teachers. Schools would need to advise the student teachers on the extent of their responsibilities for this and should contact the programme lead to advise them of the school closure.
- The student teacher is showing symptoms of COVID-19. The student teacher should not go into school and immediately self-isolate for the required time, arrange a COVID-19 test, let the school and university know. The attendance will be classed as illness and the student teacher should not be expected to work from home or teach remotely.
- The student teacher has to self-isolate as a precaution, for example, if anyone they have been in contact with has tested positive for COVID-19. They have arranged a test and it is negative. The student teacher should contact the class teacher, mentor or subject mentor, university programme lead and continue to support the school with learning and teaching where possible. This will be recorded as attending on the attendance record but in a remote capacity. Schools would need to advise the student teacher on how they could support the school during this time (e.g., preparation of teaching resources).
- The student teacher misses a significant amount of the assessed school placement due to illness or self-isolation, which may make it difficult for mentors to decide whether the student teacher has been able to engage with the Teachers' Standards (SE1) or meet the Teachers' Standards (in later SE2 and SE3 placements). The usual procedures will be followed in this instance and a Case Consultation will need to take place.

Whilst it is impossible to note every scenario that might arise during this time, normal communication procedures between partner schools and university are in place. Should school partners have any queries or concerns about individual situations and student teachers, they should contact the relevant Programme Lead/School Experience Director and the Placements Team. Good communication is key to ensuring student teachers are clear about expectations and receive the correct agreed advice from partners and the university.

*This guidance is written in the light of current government guidelines relating to the COVID-19 pandemic and applies from September to December 2020 (autumn term). Should the current situation continue to affect schools for SE2 placements, where the student teachers need to demonstrate they are meeting the Teachers' Standards, the university will work with partners to revisit this guidance and discuss possible solutions. This is to ensure that student teachers are able to continue with their programme and meet the ITE criteria.

Rationale and Aims

These School Experience modules are the first and second placements and begin to scaffold and then develop student teachers in the role and expectations of a beginning teacher. The modules are concerned with student teachers initially 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. This is developed further so they can demonstrate autonomy as they move towards the SE2 module.

The modules aim to provide opportunities for student teachers to:

- engage with (and 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.

These School Experience modules reflect the current standards for teachers and align with the other two modules in the programme:

- The Developing Professional
- Learning and Teaching in the Primary Curriculum

These modules provide 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.

Summary Information

Essential Features: SE1

- 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 placement.

Teaching Responsibility: SE1

- 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.

Teaching expectations and responsibilities are outlined in the Detailed Diary Expectations and a flexible approach can be taken due to the current return to school and possible future impact of COVID-19.

3 Appraisals: SE1

- 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

Regular formative feedback will ensure that student teachers make progress. Weekly student teacher reflections and progress meetings will give everyone the opportunity to focus discussions on student teacher progression, and weekly target setting will focus attention on the areas of greatest need.

Essential Features: SE2

- 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.

Teaching Responsibility: SE2

- 50% whole class responsibility in week 1 rising to 70% by week 4 or 5
- Continue to work with small groups and individual children as required in order to assist the class teacher

4 Appraisals: SE2

- 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.

Non-contact Time for Student Teachers

Professional Development Time (not PPA time)

The following is a list of suggestions but not definitive:

- Focussed observation of skilled teachers and other professionals which will help to address targets from appraisals, or observe curriculum areas not taught in this placement, or become more familiar with other Key Stages
- Team teaching alongside an experienced teacher
- Meetings and discussions with key staff in school, such as the SENCO, Safeguarding Lead, Assessment Leader, Key Stage or Phase Leader

PPA Time

The student teacher should have access to, and the same opportunities for, planning, preparation and assessment in line with expectations for all qualified teachers. Where possible, it would be helpful for student teachers to have the same PPA time as the class teacher. This will facilitate support for the student teacher and help them understand the needs of the children in the class.

Early Reading Appraisal (SE2 only)

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 phonic 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.

Other Expectations

Student teachers should follow the expectations set out by the school. They have been told that they must be in school at an agreed and appropriate time before the school day begins. They must stay after the end of the school day and engage in meetings, plan and prepare for the following day and ensure they are fully prepared.

Student teachers are not allowed to cover for any member of staff at short notice.

Overview of Student Teachers' Programme

The student teachers began their programme on 7th September 2020. All experiential placements have been scheduled to take place in the spring and summer terms so that contact with children is limited to the SE1 and SE2 school (same school for all students).

Programme So Far
<p>Experience in school: This is the first assessed place of the PGCE programme and although most students will have some school experience, this can vary. Adjustments to teaching expectations can be made to ensure confidence is built over time.</p>
<p>The Developing Professional module</p> <ul style="list-style-type: none"> ● Introduction to planning, assessment, pupil progress, learning theories (behaviourism, constructivism, social constructivism, cognitive load & memory, growth mindset) ● Safeguarding, SEND learners, inclusion, behaviour management, professional values and responsibility as a teacher ● Introduction to research informed practice, educational research, literature reviews and developing an enquiry, methodology and data collection methods, ethics
<p>Curriculum Module</p> <p>English:</p> <ul style="list-style-type: none"> ● Phonics, teaching and assessing phonics, comprehension and shared and guided reading, teaching and assessing reading, developing comprehension through drama, story-telling and spoken language, non-fiction texts, spelling, punctuation and handwriting
<p>Maths:</p> <ul style="list-style-type: none"> ● Connecting with maths, numbers and counting, starting points for maths, number sense and place value, vocabulary and misconceptions, multiplication and division, geometry, shape and space, problem-solving
<p>Science:</p> <ul style="list-style-type: none"> ● The nature of science, working scientifically and science enquiry, assessing science, misconceptions in science, progression in science
<p>Foundation Subjects:</p> <p>Art and DT: drawing, painting, sculpture, collage, attaching, textiles, food, malleable materials</p> <p>Computing: programming, planning</p> <p>Drama: drama in the primary curriculum</p> <p>Geography: mapping skills and fieldwork</p> <p>History: developing a sense of time</p> <p>Languages: MFL in primary curriculum</p> <p>Music: Music in the national curriculum</p>

PE: dance, net/wall games, movement and athletics, BHF

PSHE: statutory guidance and planning PSHE

RE: introduction and artefacts

Planning and Assessment 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 school experience 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. All student teachers are expected to provide more detailed planning than is required of a qualified teacher so they can rehearse lessons in advance of teaching, and demonstrate they are thinking about all the complexities involved in learning and teaching.

Early Years Foundation Stage Planning

Early Years Foundation Stage settings have 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.

Planning pro forma are available if required in the Planning and Assessment Guidance handbook. Student teachers may complete planning from the list below. Please seek guidance from the Link Tutor as necessary.

- SE1: a 'Phonics Weekly Plan' if they are teaching phonics
- SE1: a 'Small or Large Group Focus Sheet' for every taught activity. This should be accompanied by a Teacher Assistant Link Sheet.
- SE1: a 'Daily Reflective Planning Sheet' for each day
- SE2: a 'Continuous provision area plan' for every area of continuous provision in the setting. (This should be done on the school's format).
- SE2: one 'Overview of key events, curricular intentions and resources' to cover each week.
- SE2: a 'Weekly Overview' and a 'Phonics Weekly Plan' (if appropriate) for each of the assessed weeks.
- SE2: a 'Daily Reflective Planning Sheet' for each day of the assessed block.
- SE2: 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 placement and should record information about any subsequent changes they make to the areas.

Key Stage 1 & 2 Planning

Student teachers will need to write:

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

Checking Planning

Any student teacher whose planning or preparation is unsatisfactory will not be allowed to start the block and the link tutor should be informed.

Assessment Requirements

Assessment of children's progress is an essential and integral part of teaching and learning. Student teachers must begin understanding assessment through collecting information on the prior learning of children. This information will then inform their planning and subsequent teaching activities.

SE1

- Become familiar with the formative and summative assessment strategies within the school in line with the Assessment policy
- Become familiar with ways of recording assessment information
- Use assessment information formatively as part of teaching and informing lesson plans
- Consider the use of self and peer assessment strategies
- Evaluate fully all of their teaching activities
- Contribute to the teacher's or school assessment records of the children in the class
- Be introduced to whole school tracking and target-setting systems, with explanation and advice from experienced teachers and Assessment Leaders

SE2

- In addition to the above: 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.

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.

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

- 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, to be discussed with the mentor and headteacher as part of the placement)

School-based Task 1: Research Project

Student teacher:	School:	Mentor:
Module Title: The Developing Professional		Code: PGC7002M
<p>Description of task:</p> <ol style="list-style-type: none"> 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. 		
<p>Teachers' Standards which will be addressed: TS1, TS2, TS3, TS6, TS8, Part 2</p>		
<p>Task Requirements</p> <p>Could the mentor / class teacher please:</p> <ul style="list-style-type: none"> • 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. <p>Could the student teacher please:</p> <ul style="list-style-type: none"> • 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. 		
<p>Evidence Source:</p> <ul style="list-style-type: none"> • 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. 		
<p><u>Mentor – Please date / comment / sign below once task has been completed:</u></p>		

Date completed	Comment	Signature
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Ethics Consent Form

<p>Research outline:</p> <p>Student should give an outline of the research area they are looking at and explain why.</p>
<p>Methods used:</p> <p>Student should give brief details of the methods used, i.e. staff interviews, pupil questionnaires, etc.</p>
<p>Resources needed:</p> <p>Student should list any school resources they need, including classroom space and staff time.</p>
<p>Any special requirements:</p> <p>For example, the use of video or still images.</p>
<p>Teaching staff involvement:</p> <p>Student should state how much time they will need from staff both in class and after school.</p>
<p>Pupil involvement:</p> <p>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.</p>
<p>Ethical issues:</p>
<p><i>I agree to the above research taking place.</i> Headteacher comments if applicable:</p>

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

Date:

Signature of student teacher:

Date:

School-based Task 2: Equality Act

Student teacher:	School:	Mentor:
Module Title: The Developing Professional		Code: PGC7002M
<p>Description of task:</p> <ol style="list-style-type: none"> 1. The student teacher should be aware of how a school ensures they implement the Equality Act 2010 at the start of SE1. 2. The student teacher should read information about the Equality Act here: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools 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		
<p>Task Requirements</p> <p>Could the mentor / class teacher please:</p> <ul style="list-style-type: none"> • 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. <p>Could the student teacher please:</p> <ul style="list-style-type: none"> • Examine the school's Single Equality Scheme • Establish any procedures and systems that you are expected to adhere to whilst in school, for example: <ul style="list-style-type: none"> - 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. 		
<u>Mentor – Please date / comment / sign below once task has been completed:</u>		
Date completed	Comment	Signature

School-based Task 3: Pupil Progress and Disadvantaged Groups

Student teacher:	School:	Mentor:
Module Title: The Developing Professional		Code: PGC7002M
<p>Description of task:</p> <ol style="list-style-type: none"> 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		
<p>Task Requirements</p> <p>Could the mentor / class teacher:</p> <ol style="list-style-type: none"> 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. <p>Could the student teacher:</p> <ul style="list-style-type: none"> • 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. 		
<u>Mentor – Please date / comment / sign below once task has been completed:</u>		
Date completed	Comment	Signature

School-based Task 4: Phonics

Student teacher:	School:	Mentor:
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Module Title: Learning and Teaching in the Primary Curriculum		Code: PGC7001M
Description of task:		
<ol style="list-style-type: none"> 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:		
<ul style="list-style-type: none"> • 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:		
<ul style="list-style-type: none"> • 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. 		
<u>Mentor – Please date / comment / sign below once task has been completed:</u>		
Date completed	Comment	Signature

Contact List

School Experience Director	Jenny Carpenter j.carpenter@yorks.j.ac.uk (Please note working days: Tues, Wed and Thu)
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