A group of people sitting in a room

Description automatically generated

**Initial Teacher Education Primary Partnership**

**Programme: Primary PGCE School Direct**

**School Experience 1**

**Autumn 2020**

**Au**

**20Au**



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# Key Dates & Information

|  |  |
| --- | --- |
| Placement Dates | Induction: 7th September – 16th October 2020  Assessed Period: 19th October – 4th December |
| Planning checked by mentor  The following must be in place for the student teacher to begin the school experience block: | Planning for the assessed period should be in place and checked by the mentor. The deadline for planning for the assessed block is Friday 16th October.  Please refer to the Planning and Assessment Guidance information for more information. |
| Medium Term Plans | **The school’s existing medium-term plans should be used as a basis, but may be annotated and enhanced as appropriate** |
| **Key documentation to be in place prior to starting the assessed period** | |
| EYFS | Key Stage 1 or 2 |
| * Audit of all provision areas * Children’s prior learning notes * Observations of children * Overview of key events, curricular resources and key intentions * Weekly timetable for week 1 * Weekly phonics plan if appropriate * Correctly organised teaching file | * Children’s prior learning notes * 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 * Correctly organised teaching file |
| Interim Report | Reported via Abyasa by 13th November |
| SE1 Final Report | Reported via Abyasa by 4th December |
| Link Tutor contact | Contact will be made from the link tutor/alliance lead prior to the interim report. This will be done by email/ telephone or remote platform. |
| Placement Information | **The SE1 Placement**   * Observe teachers and children; including experienced teachers other than the class teacher if possible. * Be involved in playground and other duties * Get involved in wider aspects of school life, e.g. sports clubs. * Attend staff meetings (and training days) unless school staff deem the content inappropriate. * Work on school-based gap tasks. |
| Files | **The student teacher should begin putting together two files at the outset of the SE1 Placement**  **Weekly Planning File** (usually a transportable A4 file for all needed in one week)  **Planning/Archive File** (usually Lever-arch file to archive past sessions/plans etc.)  **Online Abyasa Portfolio –** used to record lesson observations, student teacher weekly reflection & weekly mentor meetings |
| Teaching Commitment During Assessed Block (used as guidance when timetabling) | **Week 1 – 30-50% Week 4 – 50%  Week 2 – 30-50% Week 5 – 50%  Week 3 – 50% Week 6 – 50%**  **NB 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 intervention/ home schooling will contribute to the teaching commitment during SE1 if necessary. However, experience of whole class teaching is extremely important as this promotes confidence and sets expectations for future placements.** |
| Weekly Progression Meeting | **This should be a weekly 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.** |

# Detailed Expectations Diary for Early Years Foundation Stage

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| --- | --- | --- |
| 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. | | |
| Before the School Experience begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| The SE1 Placement Induction Period begins when the student teacher starts the programme and is to enable the them to: | | |
| * become familiar with the school/setting, its policies, procedures and available resources. * observe and make notes on the setting’s use of provision and evaluate how this supports learning within a play-based curriculum * observe the class teacher and other experienced practitioners; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children. * begin to know the children they will be teaching in terms of their abilities and make notes on behaviour and learning so that lessons can be matched appropriately to their needs. * Gather information relating to the children’s prior knowledge/starting points and complete the proformas provided. * have opportunities to teach/lead whole classes or smaller groups in order to identify strengths and areas to develop in their teaching; (for example: story time, register) * complete a number of school-based induction tasks which will link their own learning in university with experience in school. Please see the Induction Task Booklet given to the student teacher at induction. * gather necessary information for their planning for the Introductory experience * write a weekly reflection that evidences engagement with the Teachers’ Standards | | * share essential school policies/routines with the student teacher * support the student teacher’s understanding of provision use within the setting * ensure time is allocated to allow the student teacher to observe experienced staff * support the student teacher by sharing essential assessment information/data relating to specific needs * timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities. * ensure that time is allocated to enable the student teacher to undertake induction/gap tasks * ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time. * review the student teacher’s reflection during weekly progress meetings. |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * 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 the mentor their plans for completing school-based gap tasks * Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File (and Planning Archive File) | | |
| Week | Role of Student Teacher | Role of Mentor (and Class Teacher) |
| **1** | * Teach the whole class/ groups up to 50% of the time. * Observe a PE lesson. * Complete gap tasks as appropriate. * Prepare weekly overview and plans for week 2. * Appraisal 1- an area of own choice. * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning | * Provide support for student teacher during teaching and planning. * Plan appraisals and weekly meetings for the assessed block if possible * Enable student teacher to observe a PE lesson. * Conduct Appraisal 1 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Discuss plans for week 2 |
|  | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Complete gap tasks as appropriate. * Observe the teaching of phonics and complete a retrospective plan of the observed lesson. * Prepare weekly overview and plans for week 3. * Appraisal 2 – literacy focus Review engagement with standards during weekly progression meeting. * Update all trackers (CPD/TS5/curriculum) | * Provide support for student teacher during teaching and planning. * Discuss planning for week 3. * Conduct Appraisal 2 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Review progress in the weekly meeting and set target for the following week * Arrange for the student to observe the teaching of phonics and check that retrospective planning has been completed. * Check student teachers are tracking their use of CPD time and experience of TS5 |
| **3** | * Teach the class 50% of the time including all or as much as possible of the numeracy focused lessons/activities. * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review engagement with standards in weekly progression meeting   Check that the interim report has been completed on Abyasa and you are aware of your grades and targets | * Provide support for student teacher during teaching and planning. * Read and comment upon student teacher’s reflective learning journal for week 2 * Discuss targets and strategies to address these. * Discuss planning for week 4. * Conduct Appraisal 3 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Review engagement with Teachers’ Standards in weekly progression meeting   Complete interim report via Abyasa, share content with the student teacher |
| **4** | * Teach whole class 50% of the time including literacy, numeracy and science. * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 5 * Appraisal 4 – KUW focus. * Review engagement with standards in weekly progression meeting providing evidence of learning and your own progress. * Prepare for link tutor/alliance lead shared appraisal | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 5 * Conduct Appraisal 4 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Undertake shared appraisal with alliance lead/link tutor |
| **5** | * Teach whole class 50% of the time incorporating a good range of subject areas * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 6 * Appraisal 5 – PE * Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 6 * Conduct Appraisal 5 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) |
| **6** | * Teach whole class 50% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an alternative specific area or RE * Ensure all resources used on placement are returned to appropriate places * Review engagement guidance by highlighting each standard * Complete student teacher’s reflective overview * Ensure all triangulation paperwork is completed & targets are set for your next placement | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Conduct Appraisal 6 (record on Abyasa) * Ensure that mentor’s summative overview & final report are completed on Abyasa. * Review engagement guidance with the student teacher. * Prepare for and lead the Student Teacher Profile Triangulation meeting. * Complete final report, targets and mentor’s summative report on Abyasa |

# Detailed Expectations Diary for Key Stages 1 and 2

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| --- | --- | --- |
| 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. | | |
| Before the School Experience begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| The SE1 Placement Induction Period begins when the student teacher starts the programme and is to enable the them to:   * become familiar with the school, its policies, procedures and available resources. * observe the class teacher and other experienced teachers; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children. * begin to know the children they will be teaching in terms of their abilities and make notes on behaviour and learning so that lessons can be matched appropriately to their needs. * have opportunities to teach/lead whole classes or smaller groups in order to identify strengths and areas to develop in their teaching; (for example: story time, register) * complete a number of school-based induction tasks which will link their own learning in university with experience in school. Please see the Induction Task Booklet given to the student teacher at induction. * gather necessary information for their planning for the Introductory experience * write a weekly reflection that evidences engagement with the Teachers’ Standards | | * share essential school policies/routines with the student teacher * ensure time is allocated to allow the student teacher to observe experienced staff * support the student teacher by sharing essential assessment information/data relating to specific needs * timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities. * ensure that time is allocated to enable the student teacher to undertake induction tasks * ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time. * review the student teacher’s reflection during weekly progress meetings. |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * 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 the mentor their 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 (and Planning Archive File) | | |
| Week | Role of Student Teacher | Role of Mentor (and Class Teacher) |
| **1** | * Teach the whole class/ groups up to 50% of the time. * Observe a PE lesson. * Complete gap tasks as appropriate. * Prepare weekly overview and plans for week 2. * Appraisal 1- an area of own choice. * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning | * Provide support for student teacher during teaching and planning. * Plan appraisals and weekly meetings for the assessed block if possible * Enable student teacher to observe a PE lesson. * Conduct Appraisal 1 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Discuss plans for week 2 |
|  | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Complete gap tasks as appropriate. * All students to observe the teaching of phonics and complete a retrospective plan of the observed lesson. * Prepare weekly overview and plans for week 3. * Appraisal 2 – English focus Review engagement with standards during weekly progression meeting. * Update all trackers | * Provide support for student teacher during teaching and planning. * Discuss planning for week 3. * Conduct Appraisal 2 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Review progress in the weekly meeting and set target for the following week * Arrange for the student to observe the teaching of phonics and check that retrospective planning has been completed. * Check student teachers are tracking use of CPD time and understanding of TS5 |
| **3** | * Teach the class 50% of the time including all or as much as possible of the numeracy focused lessons/activities. * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review engagement with standards in weekly progression meeting   Check that the interim report has been completed on Abyasa and you are aware of your grades and targets | * Provide support for student teacher during teaching and planning. * Read and comment upon student teacher’s reflective learning journal for week 2 * Discuss targets and strategies to address these. * Discuss planning for week 4. * Conduct Appraisal 3 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Review engagement with Teachers’ Standards in weekly progression meeting   Complete interim report via Abyasa, share content with the student teacher |
| **4** | * Teach whole class 50% of the time including literacy, numeracy and science. * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 5 * Appraisal 4 – science focus. * Review engagement with standards in weekly progression meeting providing evidence of learning and your own progress.   Prepare for link tutor/alliance lead shared appraisal | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 5 * Conduct Appraisal 4 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) * Undertake shared appraisal with alliance lead/link tutor |
| **5** | * Teach whole class 50% of the time incorporating a good range of subject areas * Complete gap tasks as appropriate * Prepare weekly overview and plans for week 6 * Appraisal 5 – PE   Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 6 * Conduct Appraisal 5 (record on Abyasa) * Discuss targets and strategies to address these within the weekly progress meeting (record on Abyasa) |
| **6** | * Teach whole class 50% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an alternative foundation subject or RE * Ensure all resources used on placement are returned to appropriate places * Review engagement guidance by highlighting each standard * Complete student teacher’s reflective overview * Ensure all triangulation paperwork is completed & targets are set for your next placement | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Conduct Appraisal 6 (record on Abyasa) * Ensure that mentor’s summative overview & final report are completed on Abyasa. * Review engagement guidance with the student teacher. * Prepare for and lead the Student Teacher Profile Triangulation meeting.   Complete final report, targets and mentor’s summative report on Abyasa |

# Expectations during the current COVID-19 pandemic

As all children return to school following the outbreak of Covid19, we fully understand that schools and the curriculum may look very different. Each school is unique and decisions have been rightly made to alter the curriculum to enable children to catch up in specific subjects and provide support towards well-being and mental health. Therefore, the percentage of teaching commitment and the focus of lesson appraisals is meant to guide expectations rather than dictate, and a flexible approach is needed, especially in the autumn term.

To facilitate this, the teaching commitment does not only relate to whole class teaching. If whole classes are not being taught by the class teacher, student teachers can teach small groups and interventions when applicable. However, the student teacher must take a lead when planning for small group/intervention work to ensure they gain experience of the planning process. Student teachers must also be responsible for assessment and recording of progress in these lessons.

We are also mindful the PGCE is a short programme and student teachers need as much hands-on teaching experience as possible. Therefore, when planning the timetable, we would ask that the student teacher is allowed to teach whole class lessons 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.

To ensure student teachers are not disadvantaged by changes made to the curriculum and teaching opportunities, SE1 will be assessed in relation to their ***engagement***with the Teachers’ Standards. This will enable them to continue to make progress towards the standards even if there is disruption. 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 will be used as a criteria to measure engagement and the key characteristics we expect student teachers to demonstrate. The final column provides suggested activities to support engagement and ensures our student teachers are not disadvantaged in the current climate.

|  |  |  |  |
| --- | --- | --- | --- |
| Teachers’ Standards | Pass  Student characteristics | Fail  Student characteristics | Training Opportunities  In school/remote |
| TS1 | 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. | 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. | Observe how experienced teachers establish a safe and stimulating environment for learning.  Research strategies to support underperforming groups.  Talk with teachers about how they set appropriately challenging goals for the pupils.  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. |
| TS2 | 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. | 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. | Fully engage with university or school training on assessment. Observe how teachers assess children’s prior learning and how they use this as starting points for learning. Plan learning activities based on these starting points.  Be aware of curriculum and school expectations so that they understand what is expected of pupils.  Observe how experienced teachers offer feedback to pupils. Try out a range of strategies.  Engage with university or school training sessions and wider reading to develop understanding of how children learn. Reflect on how this theory is applied in practice.  Identify how experienced teachers encourage pupils to take a responsible and conscientious attitude to their work. |
| TS3 | 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.  Student teachers demonstrate an understanding of subject specific misconceptions and can draw upon their own subject knowledge to address these.  Student teachers critically reflect on their understanding of curriculum design and developments within specific subjects.  Student teachers understand the importance of developing effective literacy/oracy skills across the curriculum and model the appropriate used of standard English at all times. | Student teachers are unaware of areas to develop and fail to reflect and take action to develop confidence across the curriculum.  Student teachers are unaware of possible misconceptions and do not demonstrate the ability to address these in the classroom.  Student teachers lack an understanding of curriculum design and are unable to plan a sequence of lessons within a specific subject.  Student teachers demonstrate poor literacy skills and model in incorrect use of standard English. | Reflect on audit outcomes and provide evidence of proactive revision.  Read subject specific literature that supports the development of subject knowledge.  Fully engage in the subject knowledge training days for English, mathematics and science.  Observe the teaching of early reading and access the phonics area of Moodle.  Observe a sequence of lessons within a specific subject and focus on the development of specific concepts with these lessons.  During lesson observations, highlight possible misconceptions and note how these are tackled by the teacher. |
| TS4 | Student teachers are aware of how to maximise lesson time to impart learning.  Student teachers demonstrate the ability to draw on children’s curiosity and plan lessons to consolidate this both at school and through home learning.  Student teachers actively seek out opportunities to enhance curriculum provision.  Student teachers critically reflect on their own and observed practice. They identify areas of development and take a proactive approach to improve. | Student teachers fail to maximise teaching time and do not structure lessons to ensure learning is evidenced.  Student teachers are unaware of how to utilise the pupils’ curiosity and teaching fails to consolidate learning.  Student teachers fail to engage in discussions around curriculum design (e.g., in staff meetings, PPA time, etc).  Student teachers do not demonstrate the ability to reflect on their own practice and do not seek out support and  opportunities to improve. | Use of induction tasks that focus on teaching and learning.  Fully engage in university and alliance-led training that supports planning.  Use opportunities to retrospectively plan observed lessons.  Use PPA time to contribute to planning ideas and consider how these can be enhanced.  Contribute to home learning/homework and consider how this consolidates learning in school.  Investigate the school’s MTPs and identify how a continuum of learning is achieved over time. |
| TS5 | Student teachers should be aware of and demonstrate how to differentiate appropriately to enable pupils to be taught effectively.  Student teachers understand how to challenge and motivate pupils to support groups where attainment is low.  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). | 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.  Student teachers are unaware of the range of factors that can inhibit pupils’ ability to learn.  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). | Speaking with teachers, support staff and SENCo to learn about pupils’ who may have any additional needs (not just cognitive).  Observe a wide variety of teachers where possible and make notes on strategies and approaches.  Use data from the school to identify pupils who may need a different approach.  Attend partnership (School/alliance/YSJ) learning sessions and additional reading to learn more about how a variety of factors inhibit learning.  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. |
| TS6 | 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.  Student teachers know how to use a range of relevant data including school progress data, to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.  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.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Student teachers have no knowledge of how to assess curriculum areas and demonstrate no understanding of the different forms of assessment.  Student teachers are unable to use formative and summative (as appropriate) assessments and data to inform pupil progress, set targets or plan lessons.  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. | Liaise with the mentor early in the placement to access pupil data and understand how to interpret this.  Be proactive in asking experienced teachers how they work with the data.  Refer to data in lesson plans from the outset of the placement and be able to discuss how it has informed planning.  Reflect on each lesson following the assessment of pupil progress – what worked? What didn’t? Why?  Discuss record keeping with other teachers and use those discussions to formulate a system for the classes/groups taught.  Read and discuss the assessment policy of the school. Ask questions about this to deepen understanding.  Observe other teachers and create a bank of feedback strategies. |
| TS7 | 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.  Student teachers encourage pupils to behave well in the classroom and around school and display good levels of courtesy and cooperation.  Student teachers are aware of how to tackle bullying, including cyber and prejudiced-based bullying.  Student teachers promote high levels of behaviour and apply the school’s framework for discipline and are aware of a range of strategies.  Student teachers encourage a good level of pupil motivation and manage their involvement using a range of approaches appropriate to the pupils’ needs.  Student teachers demonstrate good relationships with pupils and exercise appropriate authority, acting decisively when necessary. | Student teachers are unaware of the school behaviour policy. The learning environment is unsafe.  Student teachers ignore pupils’ behaviour around school.  They do not display good levels of courtesy and cooperation.  Student teachers are unaware of how to tackle bullying and often ignore it when it happens.  Student teachers do not promote high levels of behaviour and do not apply the school’s framework for behaviour.  Student teachers are unable to encourage a good level of pupil motivation and do not manage their involvement.  Student teachers demonstrate poor, difficult or no relationships with pupils and do not exercise appropriate authority. | 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.  Observe how teachers respond to behaviour throughout the school, during transitions and outdoors.  Ask questions about how the school tackles bullying.  Observe teachers with challenging pupils or classes and discuss how they maintain pupil engagement and motivation.  Discuss how relationships are developed with pupils at the start of the school year and how teachers know when to exercise authority.  Make notes and observations of low level disruption and how teachers deal with these. |
| TS8 | Student teachers are proactive and make a positive contribution to the wider school where possible.  Student teachers have professional relationships with colleagues. They consult with colleagues as appropriate and know when to draw upon specialist advice and support.  Student teachers deploy support staff where available to support pupils’ learning.  Student teachers take responsibility for improving their own teaching through professional development. They respect and respond to advice and guidance offered by colleagues.  Student teachers communicate effectively with parents and carers about pupils’ achievement and well-being when there are opportunities to do so. | Student teachers are not proactive in making a contribution to the wider school.  Student teachers have poor or no professional relationships with colleagues and do not understand what these are.  Student teachers do not consult with colleagues on a range of advice and support.  Student teachers are unaware of how to deploy support staff to support pupils’ learning.  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.  Student teachers find it difficult to communicate with parents and carers when there are opportunities to do so. | Find out what provision the school has for after-school events and clubs. Attend one club and make notes on organisation, number and age of pupils and activities.  Meet with SENCo and discuss how the school uses support services.  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.  Undertake own research and study in relation to their areas for development.  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. |
| Part 2 | 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.  They acknowledge the school’s approach to fundamental British values and are aware of the Prevent Strategy.  Student teachers understand the responsibility teachers hold in relation to expression of personal beliefs and the impact these could have on pupils.  They understand the school and provider VLE/internet policy including the safe and responsible use of the social media.  Student teachers are punctual and have high standards of attendance.  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.  Student teachers take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site visits.  Student teachers are aware of the professional duties set out in the School Teachers’ Pay and Conditions document.  Student teachers have completed relevant safeguarding training and can act in accordance with the school policy if reporting a concern. | Student teachers are unable to sustain high professional standards and cannot establish appropriate relationships with pupils or colleagues.  Student teachers are unaware of fundamental British values and the Prevent Strategy.  Student teachers express personal beliefs inappropriately.  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.  Student teachers arrive late, do not let school and university know if they are not attending school and attendance is inconsistent.  Student teachers have no regard for school policies, despite being shown where they are.  Student teachers do not act responsibly when there are concerns about their own and pupils’ well-being and do not take advice from colleagues.  Student teachers are unaware of the School Teachers’ Pay and Conditions document and have not completed the provider and school training for safeguarding. | 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.  Access the Prevent Strategy and training.  Discuss with the mentor any tricky subjects 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.  Access the school policies before they begin the placement.  Discuss with the mentor any concerns around pupil and their own well-being.  Access the School Teachers’ Pay and Conditions document. |

# Rationale and Aims

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 student teachers 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.

***This module reflects the current standards for teachers.***

* 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.

# Summary Information

## Essential Features

The SE1 placement marks the beginning of our student teachers’ transition into teaching. Time is spend developing knowledge, understanding and the necessary skills and values needed to become professional classroom practitioners.

## Teaching Responsibility

Teaching expectations and responsibilities are outlined in the weekly overview and a flexible approach can be taken given the current return to school and possible future impact of Covid 19. Please see page 13 for further guidance.

## Appraisals

Regular formative feedback will ensure that our student teachers make progress. To facilitate this, weekly appraisals should be arranged during the assessed period. Weekly student teacher reflections and mentor meetings will give all stakeholders the opportunity to focus discussion on student teacher progression and weekly target setting will focus attention on the areas of greatest need.

# 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.

## 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 <insert information>

|  |
| --- |
| Programme So Far |
| Experience in school: This is the first assessed placement 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.  The following list outlines areas of training our student teachers will have received by the end of SE1. |
| Professional Module 1:   * Introduction to planning * Introduction to assessment * Learning theories – behaviourism, constructivism, social constructivism, cognitive load & memory, metacognition, growth mindset * English, mathematics & science subject knowledge * Diversity, vulnerable groups, SEND & EAL |
| Professional Module 2:   * Safeguarding * Mental health * Professional & British values * Introduction to research informed practice |
| English: |
| Maths: |
| Science: |
| Foundation Subjects: |

# 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 planning than is required of a qualified teacher so they can rehearse lessons in advance of 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 or Alliance Lead as necessary.

* 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 & 2 Planning

Student teachers will need to write:

* 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.
* Weekly plans for English (including a Phonics Weekly Plan) and Mathematics for each week that they are teaching these subject areas.
* 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 or alliance lead 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.

During this school experience, student teachers should:

* 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

# 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

**Induction Tasks**

The Induction Handbook sets out several tasks that should be completed at the beginning of the programme. The tasks outlined in the handbook are intended to help student teachers make an excellent start to a very intensive course.

The tasks outlined in the handbook are not themselves assessed, although some of their elements form part of assessed pieces of work in relation to the taught modules. This initial work is vital in preparation for the programme and offers the opportunity for student teachers to link theory with observed school practice.

Please see the Induction Handbook for detailed information.

**Gap Tasks**

The university and alliance may set additional tasks to consolidate key learning that is covered within workshops. These may include targeted reading and focused observations. Please allow time for these during the SE1 placement and make reference to these within weekly reflections.

**Preparation for academic assessment**

Student teachers have a 5000 word essay which is due to be submitted following SE1. This essay is a critical evaluation of teaching and learning research and theory and how this informs subject specific pedagogy. To support this essay, student teachers are asked to gather evidence of observed practice and evidence from their own teaching to illustrates the synthesis between theory and practice. This evidence should be collected during SE1 and included as an appendices to the essay.

Please see the Assessment Handbook for detailed information

# Contact List

|  |  |
| --- | --- |
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