A group of people sitting in a room

Description automatically generated

**Initial Teacher Education Primary Partnership**

**Programme: Primary PGCE School Direct**

**School Experience 2**

**Spring 2021**

**Au**

**20Au**



Contents

[Key Dates & Information 3](#_Toc57200564)

[Detailed Expectations Diary for Early Years Foundation Stage 5](#_Toc57200565)

[Detailed Expectations Diary for Key Stages 1 and 2 9](#_Toc57200566)

[Rationale and Aims 13](#_Toc57200567)

[The module aims to provide opportunities for student teachers to: 13](#_Toc57200568)

[Summary Information 14](#_Toc57200569)

[Teaching Responsibility 14](#_Toc57200570)

[Appraisals 14](#_Toc57200571)

[Non-contact Time for Student Teachers 16](#_Toc57200572)

[Professional Development Time (not PPA time) 16](#_Toc57200573)

[PPA Time 16](#_Toc57200574)

[Other Expectations 16](#_Toc57200575)

[Overview of Student Teachers’ Programme 17](#_Toc57200576)

[Planning and Assessment Requirements 18](#_Toc57200577)

[Early Years Foundation Stage Planning 18](#_Toc57200578)

[Key Stage 1 & 2 Planning 18](#_Toc57200579)

[Assessment Requirements 19](#_Toc57200580)

[Frequently Asked Questions 20](#_Toc57200581)

[Absence 20](#_Toc57200582)

[Non-teaching time 20](#_Toc57200583)

[Solo teaching 20](#_Toc57200584)

[Insurance 20](#_Toc57200585)

[Planning and Teaching 20](#_Toc57200586)

[Monitoring and Assessment 21](#_Toc57200587)

[School-based Tasks 22](#_Toc57200588)

[Contact List 26](#_Toc57200589)

# Key Dates & Information

|  |  |
| --- | --- |
| Placement Dates | Induction: 4th January – 16th January 2021  Assessed Period: 18th January – 5th March |
| 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 January.  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 should be enhanced, as appropriate, to ensure the student teacher gains valuable experience of medium term planning.** |
| **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 5th February |
| SE1 Final Report | Reported via Abyasa by WB 1st March |
| 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 | * Student teachers will develop their skills as beginning teachers by focusing on strengths and areas for development identified in the 6 week placement in the autumn term. * They will develop further their planning, teaching and assessing skills across the curriculum. * They will trial various monitoring and assessment strategies with guidance from experienced teachers, evaluating the effectiveness and management of these. * They will collect data relating to their research project, which forms part of their assessed university work at Master’s Level. * Student teachers must have the opportunity to teach and be appraised across a range of curriculum subjects. * Generally, a focus on appropriate classroom management, quickly establishing “presence” and effective teaching and learning across the curriculum. * The Interim Report will provide a mid-point measure of progress and will be informed by the appraisals and weekly progress meetings with the mentor. * Summative assessment meeting and documentation of student teacher performance during the final week, recording the overall grade for this SE, with targets to take towards the final SE. |
| 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 – 50% Week 4 – 60%  Week 2 – 50% Week 5 – 70%  Week 3 – 60% Week 6 – 70%**  **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. However, experience of whole class teaching is extremely important as this promotes confidence and sets expectations for future placements and the NQT year.** |
| Weekly Progression Meeting | **This should be a weekly opportunity to meet with the mentor to discuss targets, progress towards meeting 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

|  |  |  |
| --- | --- | --- |
| 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 SE2 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) * begin to organise your research project and share expectations relating to this with your class teacher, mentor and headteacher. Ensure the research letter is shared with the headteacher and gain ethical consent. (please see letter, school based task and ethic form contained within this handbook). * gather necessary information for their planning * write a weekly reflection (mentor meeting) that evidences 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 research project. * 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 (mentor meeting template) * 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 60% 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 * Teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review Teachers’ Standards and in conjunction with your mentor, highlight these on Abyasa   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) * In conjunction with the student, highlight the Teachers’ Standards on Abyasa to show current progress towards meeting these.   Complete interim report via Abyasa, share content with the student teacher |
| **4** | * Teach whole class 60% of the time including literacy, numeracy and science. * Gather research data * 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 QA meeting | * 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 70% of the time incorporating a good range of subject areas * Gather research data * Prepare weekly overview and plans for week 6 * Appraisal 5 – phonics * 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 70% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an subject that you have not been appraised in during SE1, e.g. 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. * Highlight Teachers’ Standards on Abyasa to show final progress. * 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

|  |  |  |
| --- | --- | --- |
| 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 SE2 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) * begin to organise your research project. Share the focus with your class teacher and mentor. Speak to the headteacher and gain ethical consent (please see letter and school based task) * gather necessary information for planning * write a weekly reflection (mentor meeting) that evidences your progress towards 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 support the student’s research project. * 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 (mentor meeting template) * 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. * Begin to gather your research data * 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 60% of the time including all or as much as possible of the numeracy focused lessons/activities. * Gather research data * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – area of mathematics. * In conjunction with your mentor, highlight the Teachers’ Standards on Abyasa to show progress.   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 Teachers’ Standards in weekly progression meeting   Complete interim report via Abyasa, share content with the student teacher |
| **4** | * Teach whole class 60% 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 QA meeting | * 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 70% 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 – phonics   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 70% 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 * Highlight Teachers’ Standards on Abyasa * 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 final report is completed on Abyasa. * In conjunction with the student, highlight the Teachers’ Standards on Abyasa * Prepare for and lead the Student Teacher Profile Triangulation meeting.   Complete final report and targets on Abyasa |

# Rationale and Aims

This module is the second placement and builds upon the first placement to ensure students teachers have deeper understanding of the role of teacher.

## 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;
* engage in a small research project which will offer opportunities to focus on a specific aspect of teaching and learning and develop the skill of critical reflection.

***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

## Teaching Responsibility

Teaching expectations and responsibilities are outlined in the weekly overview and a flexible approach can be taken given the current impact of Covid 19.

## 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.

Student Teachers in the Early Years Foundation Stage

It is expected that most of the time in an Early Years Foundation Stage setting, the student teacher will be supporting children in their self-initiated play. Any appraisals undertaken must, therefore, reflect this practice.

Over the course of the School Experience the student teacher should be seen in a range of situations, including:

* + observing and supporting child-initiated activity throughout the time observed
  + a small group focused activity (which may include early reading, maths activities, exploration of various materials in different contexts etc.), and also supporting child-initiated activity
  + leading a large group focused activity (i.e. music-making, story-telling, circle time, showing time etc.) followed by supporting child-initiated activity
  + possibly an extended focused activity such as a PE lesson in a reception class, which would be likely to last the whole session.

It is important that the student teacher has an overview of all practitioner interaction and children’s activity.

Because of the nature of Foundation Stage practice, certain features will only be evidenced through examination of the student teachers’ files.

**An appraisal for a Foundation Stage student teacher should be no shorter than that for a student teacher in KS1/2.**

Student Teachers in Key Stage 1 or 2

Student teachers in either Key Stage 1 or 2 must have appraisals in English, Maths, Science and other curriculum areas which allow the student teacher to demonstrate a range of strategies (for example, PE and an arts-based subject), negotiated by student teacher, class teacher and mentor.

**As part of each appraisal, the appraiser must set written targets for further development. The appraiser must also look at the student teachers’ files as part of each appraisal; it is expected that the files will be in good order.**

Phonics Appraisals – Early Reading Focus

**Following Ofsted’s recommendation that *all* student teachers should be appraised teaching early reading, there must be an early reading appraisal during this placement. 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.**

# 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 second assessed placement of the PGCE programme and although most students will have gained a secure grounding during SE1, this may vary due to time missed relating to the current public health situation. 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 SE2. |
| 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 * Curriculum design |
| Professional Module 2:   * Safeguarding * Mental health * Professional & British values * Introduction to research informed practice * Research methodology & research ethics |
| 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

**Research Project**

The student teacher will be undertaking a small-scale research project and should use the context of the SE2 placement to gather data. The focus of this research project should be shared with key stakeholders (class teacher, mentor and headteacher) and ethical consent must be obtained from the headteacher (please see school -based tasks, ethical consent form and letter)

**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 SE2 placement and make reference to these within weekly reflections.

**Preparation for academic assessment**

Student teachers will submit a 3000 word literature review and methodology in February. This followed by a presentation of the findings which will take place following SE2.

Please see the Assessment Handbook for detailed information

**School-based Task**

York St John University

School of Education

**Research Project: SE2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student teacher:** | | **School:** | **Mentor:** | |
| **Module Title: Developing Professional** | | | **Code: PGC7004M** | |
| **Description of task:**   1. The student teacher should have a plan for how they will collect the data during the placement. 2. At the beginning of SE2, 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, a Headteacher 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 the placement. 5. The student teacher can provide the school with an A4 summary of their findings once they have completed the project. | | | | |
| **Teachers’ Standards which will be addressed:**  **TS1, TS2, TS3, TS6, TS8, Part 2** | | | | |
| **Task Requirements**  **Could the mentor / class teacher please:**   1. Ensure the student teacher has explained the nature of their research project to you and outlined the time they need to collect the data. 2. Enable the student teacher to have time to collect the data. This may mean they have to spend time in another class. 3. Provide the student teacher with any contextual information about the school or children.   **Could the student teacher please:**   1. Refer to the assessment handbook and share key content with the mentor and class teacher 2. Reflect upon module content 3. Negotiate effectively with peers and other professionals 4. Carry out the tasks and systematically record evidence 5. Include the Ethics Consent Form in the Appendix of the 3000 word paper. | | | | |
| **Evidence Source:**   * 1, 2, 3, 4: data to be used to inform the Master’s level presentation at the PGCE conference. Date and further information available in the Assessment Handbook. | | | | |
| **Mentor – Please date / comment / sign below once task has been completed:** | | | | |
| **Date completed** | **Comment** | | | **Signature** |

December 2020

Dear Headteacher

**Re: Primary PGCE Research Project**

Many thanks for offering a placement to one of our student teachers this term.

As part of the PGCE Programme our student teachers are required to undertake a research project which forms the assessment for one of their Master’s level modules. This constitutes a small-scale investigation that supports student teachers in developing an in-depth knowledge and understanding of their chosen area. All student teachers are required to discuss this with the appropriate person in their schools (e.g. class teacher/mentor) to decide on a suitable and appropriate focus.

This important piece of work will take place whilst the student is on placement at your school and I am writing to reassure you that all necessary ethical considerations for this project will be addressed and that you will be given a copy of the research ethics form. This will give you details of their research project to ensure you are fully aware of what they want to research whilst they are on placement. Please do sign this form and return it to your student teacher.

We were mindful, during the planning stages of this assessment of the full support you give to YSJ student teachers during their time on placement and did not want to over burden you or your staff with extra demands. As a result, each student teacher has been allocated a research tutor from the University, who will advise, support and mark the project once it is completed. Hence this will not be extra work for the mentors.

If you have any questions, then please feel free to contact me.

Many thanks for your continued support with our student teachers

Yours sincerely

A picture containing shape

Description automatically generated

*David Scott*

*Primary PGCE School Direct programme lead*

*York St John University*

**PGC7004M: The Emerging Professional**

**Ethics Consent Form**

**(A copy of this form should be included as an appendix to the written literature review/methodology assignment)**

|  |  |
| --- | --- |
| Research outline:  Student should give an outline of the research area they are looking at and explain why. | |
| Methods used:  Student should give brief details of the methods used, i.e. staff interviews, pupil questionnaires, etc. | |
| Resources needed:  Student should list any school resources they need, including classroom space and staff time. | |
| Any special requirements:  For example, the use of video or still images. | |
| Teaching staff involvement:  Student should state how much time they will need from staff both in class and after school. | |
| Pupil involvement:  Student should list how much pupil time they need access to and how they plan to achieve it. State how much time is in lesson time. | |
| Ethical issues: | |
| *I agree to the above research taking place.*  Headteacher comments if applicable: | |
| Signature of Head Teacher/Permission obtained *(attach e-mail confirmation if appropriate):*  Date: | Signature of student teacher:  Date: |

# Contact List

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