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YORK  
ST JOHN  
UNIVERSITY

**Initial Teacher Education Primary Partnership  
Programme: Primary PGCE**

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**School Experience 3**

**Spring/ Summer 2021**

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## Key Dates

Placement Dates	Monday 12 <sup>th</sup> April – Thursday 24 <sup>th</sup> June 2021 (10 weeks)
Planning checked by mentor  The following must be in place for the student teacher to begin the school experience block:	By 23 <sup>rd</sup> April 2021
EYFS	Key Stage 1 or 2
<ul style="list-style-type: none"> <li>• Audit of all provision areas</li> <li>• Observations of children</li> <li>• Overview of key events, curricular resources and key intentions</li> <li>• Weekly timetable for week 1</li> <li>• Weekly phonics plan if appropriate</li> <li>• Correctly organised teaching file</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s prior learning notes</li> <li>• Medium term plans for subjects taught by student teacher</li> <li>• Weekly plan for English and Maths for week 1</li> <li>• Lesson plans for the first two days of teaching</li> <li>• Correctly organised teaching file</li> </ul>
Interim Report	Friday 14 <sup>th</sup> May 2021 (week 5)
SE1 Final Report	Thursday 24 <sup>th</sup> June 2021
Link Tutor contact	<p>Progress Review Meeting with mentor and link tutor to take place during week 6 (w/b 17<sup>th</sup> May 2021)</p> <p>As part of the QA process link tutors will observe one mentor feedback session per mentor. Therefore, this may not involve all student teachers. This should take place early in the placement.</p>

## Detailed Expectations Diary for Early Years Foundation Stage

<p>This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources.</p>		
<p><b>Before the School Experience begins</b></p>		
<p><b>Role of Student Teacher</b></p>		<p><b>Role of Mentor (and Class Teacher)</b></p>
<p>Send an email to introduce yourself to the school and your link tutor.</p> <p>Telephone the school to introduce yourself and organise the arrangements for your first day, including time of arrival.</p> <p>Ensure SE files are set up and arranged according to the required contents.</p>		<p>Check all SE dates and ensure staff are expecting student teacher/s.</p> <p>Check your induction arrangements.</p> <p>Check that you have access to the SE Handbooks and information.</p>
<p>Across the first two weeks it is expected that the student teacher will spend time:</p> <ul style="list-style-type: none"> <li>• teaching small group and whole class activities following the teacher's planning</li> <li>• preparing and planning for the main teaching block</li> <li>• observing, monitoring and assessing children working alongside the class teacher</li> </ul>		
<p><b>Week</b></p>	<p><b>Role of Student Teacher</b></p>	<p><b>Role of Mentor (and Class Teacher)</b></p>
<p>1</p>	<ul style="list-style-type: none"> <li>• Familiarise yourself with the school, its staff, routines and Health &amp; Safety procedures.</li> <li>• Ensure awareness of behaviour and other relevant policies.</li> <li>• Meet mentor to discuss targets from SE2.</li> <li>• Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, reading story, working with groups and individual children.</li> <li>• Access the timetable for the class and agree your role with the teacher. Include some small group and whole class teaching as appropriate.</li> <li>• Access the timetable for the setting and agree your role with the lead practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief the student teacher on the school, staff, routines and Health &amp; Safety.</li> <li>• Meet student teacher and discuss targets from SE2.</li> <li>• Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher.</li> <li>• Discuss the children with the student teacher so they can start to know the needs of each child. Provide details of children with health issues or additional educational needs.</li> <li>• Discuss with the student their ideas about planning pro forma.</li> <li>• Coach the student teacher on observation, monitoring, and assessment strategies in use within the class. Allow them to make initial notes on children with guidance.</li> </ul>

	<p>Include some small group supervision and teaching as appropriate</p> <ul style="list-style-type: none"> <li>• Discuss planning pro forma used in the school and agree your planning format.</li> <li>• Shadow experienced teachers in observing, monitoring and assessing children and make notes on strategies and children’s learning.</li> <li>• Gather contextual information about the class and school (see section 1 in the Planning and assessment guidance booklet).</li> <li>• Gather as much information as possible to begin to complete medium term plans.</li> <li>• Become familiar with the detailed organisation and management of the setting.</li> <li>• Look in detail at all provision areas and complete provision area audits.</li> <li>• Observe children engaged in self-initiated play and note how provision areas are being used (or not):             <ul style="list-style-type: none"> <li>○ By individuals (in solitary or parallel play)</li> <li>○ By groups (in cooperation or collaboration)</li> <li>○ By different genders</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>• &lt;40% teaching responsibility.</li> <li>• Understand the monitoring and assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Share monitoring and assessment strategies in place. Discuss student teacher’s strategies.</li> </ul>

	<p>used in the class. Agree your monitoring and assessment strategy for SE3.</p> <ul style="list-style-type: none"> <li>• Ask the lead practitioner to share how children’s progress is tracked and recorded.</li> <li>• Meet with class teacher and mentor to show and discuss draft medium term plans.</li> <li>• Undertake with a teacher, at least one playground duty.</li> <li>• Ensure all required planning and preparation is complete and has been signed as satisfactory in your files by your mentor.</li> <li>• Engage with children during self-initiated play.</li> <li>• Reflect on possible enhancements to provision areas.</li> <li>• Prepare enhanced provision plans for week 3 and check available resources/make arrangements for this new provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the student teacher has completed the medium-term plans for subjects or topics/themes they will be teaching.</li> </ul>
<p><b>Throughout the rest of the placement, the student teacher should:</b></p> <ul style="list-style-type: none"> <li>• Observe teachers and children, including teachers other than the class teacher.</li> <li>• Have a written plan for all learning activities and complete the evaluation of learning and teaching afterwards.</li> <li>• Plan and undertake CPD activities (10% of each week). Record these on the CPD tracker.</li> <li>• Have 10% PPA time.</li> <li>• Get involved in the wider life of the school, e.g., extra-curricular clubs, assembly, staff meetings, parents evening, school visits.</li> <li>• Reflect in-depth on the week’s activities in preparation for the weekly mentor meeting.</li> </ul>		
<p>3</p>	<ul style="list-style-type: none"> <li>• 50% teaching responsibility.</li> <li>• Observe an experienced teacher leading a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student teacher to teach and manage the whole class for 60% of the week.</li> </ul>

	<p>class PE lesson – if appropriate. Make notes or complete a retrospective plan and discuss with teacher at a convenient time.</p>	<ul style="list-style-type: none"> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Facilitate observations of experienced teachers.</li> </ul>
4	<ul style="list-style-type: none"> <li>• 60% teaching responsibility.</li> <li>• 1<sup>st</sup> appraisal with mentor.</li> <li>• Plan and teach a whole class PE lesson – if appropriate. Discuss with teacher afterwards to identify strengths and strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 1, provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Ensure that student teacher’s planned professional development time is appropriate.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
5	<ul style="list-style-type: none"> <li>• 60-70% teaching responsibility.</li> <li>• 2<sup>nd</sup> appraisal with mentor.</li> <li>• Plan, teach and assess a phonics activity (see Early Reading Appraisal information on page 19).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 2 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Complete Interim Report with student teacher and submit via Abyasa.</li> <li>• Ensure student teacher has been appraised in Early Reading.</li> </ul>
6	<ul style="list-style-type: none"> <li>• 70 - 80% teaching responsibility</li> <li>• Prepare for progress review meeting with link tutor.</li> <li>• 3<sup>rd</sup> appraisal with mentor.</li> <li>• Highlight the Teachers’ Standards on Abyasa to reflect your current level of achievement in consultation with your</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 3 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Take part in the progress review meeting with the student teacher and the link tutor.</li> </ul>

	<p>mentor. A paper copy of this is available in the Assessment Handbook.</p> <ul style="list-style-type: none"> <li>• Ensure you are involving yourself in the wider life of the school, including in different Key Stage if possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Support the student teacher in becoming involved in the wider life of the school.</li> </ul>
7	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 4<sup>th</sup> appraisal with mentor</li> <li>• Any student teacher on an action plan at this stage will receive intervention support from university tutors (online) on the morning of Friday 28<sup>th</sup> May 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 4 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
<b>Half term</b>		
8	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 5<sup>th</sup> appraisal with mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 5 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
9	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 6<sup>th</sup> Appraisal with mentor</li> <li>• Spend time in a different year group, Key Stage or class in order to provide professional development ready for your NQT year, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 6 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
10	<p>Only four days this week, return to university for the final day on Friday.</p>	<ul style="list-style-type: none"> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>



	<ul style="list-style-type: none"><li>• 80% teaching responsibility (of the 4 days)</li><li>• Prepare for, and participate in, the final weekly mentor meeting, including writing the student teacher summative report.</li><li>• Highlight the Teachers' Standards on Abyasa to reflect your current level of achievement in consultation with your mentor. A paper copy of this is available in the Assessment Handbook.</li></ul>	<ul style="list-style-type: none"><li>• Complete final and summative reports on Abyasa, ensuring that the student teacher has met all the Teachers' Standards.</li></ul>
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## Detailed Expectations Diary for Key Stages 1 and 2

<p>This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources.</p>		
<p><b>Before the School Experience begins</b></p>		
	<p><b>Role of Student Teacher</b></p>	<p><b>Role of Mentor (and Class Teacher)</b></p>
	<p>Send an email to introduce yourself to the school and your link tutor.</p> <p>Telephone the school to introduce yourself and organise the arrangements for your first day, including time of arrival.</p> <p>Ensure SE files are set up and arranged according to the required contents.</p>	<p>Check all SE dates and ensure staff are expecting student teacher/s.</p> <p>Check your induction arrangements.</p> <p>Check that you have access to the SE Handbooks and information.</p>
<p>Across the first two weeks it is expected that the student teacher will spend time:</p> <ul style="list-style-type: none"> <li>• teaching small group and whole class activities following the teacher's planning</li> <li>• preparing and planning for the main teaching block</li> <li>• observing, monitoring and assessing children</li> <li>• working alongside the class teacher</li> </ul>		
<p><b>Week</b></p>	<p><b>Role of Student Teacher</b></p>	<p><b>Role of Mentor (and Class Teacher)</b></p>
<p>1</p>	<ul style="list-style-type: none"> <li>• Familiarise yourself with the school, its staff, routines and Health &amp; Safety procedures.</li> <li>• Ensure awareness of behaviour and other relevant policies.</li> <li>• Meet mentor to discuss targets from SE2.</li> <li>• Assist with the day to day tasks of the classroom such as welcoming the children at the start of the day, reading story, working with groups and individual children.</li> <li>• Access the timetable for the class and agree your role with the teacher. Include some small group and whole class teaching as appropriate.</li> <li>• Discuss planning pro forma used in the school and agree your planning format.</li> </ul>	<ul style="list-style-type: none"> <li>• Brief the student teacher on the school, staff, routines and Health &amp; Safety.</li> <li>• Meet student teacher and discuss targets from SE2.</li> <li>• Share the timetable and agree a range of tasks and shadowing opportunities for the student teacher.</li> <li>• Discuss the children with the student teacher so they can start to know the needs of each child. Provide details of children with health issues or additional educational needs.</li> <li>• Discuss with the student their ideas about planning pro forma.</li> <li>• Coach the student teacher on observation, monitoring, and assessment strategies in use within the class. Allow them to make initial notes on children with guidance.</li> </ul>

	<ul style="list-style-type: none"> <li>Shadow experienced teachers in observing, monitoring and assessing children and make notes on strategies and children’s learning.</li> <li>Gather contextual information about the class and school (see section 1 in the Planning and assessment guidance booklet).</li> <li>Gather as much information as possible to begin to complete medium term plans.</li> </ul>	
2	<ul style="list-style-type: none"> <li>&lt;40% teaching responsibility.</li> <li>Understand the monitoring and assessment strategies used in the class. Agree your monitoring and assessment strategy for SE3.</li> <li>Ask the teacher to share how children’s progress is tracked and recorded.</li> <li>Meet with class teacher and mentor to show and discuss draft medium term plans.</li> <li>Undertake with a teacher, at least one playground duty.</li> <li>Ensure all required planning and preparation is complete and has been signed as satisfactory in your files by your mentor.</li> </ul>	<ul style="list-style-type: none"> <li>Share monitoring and assessment strategies in place. Discuss student teacher’s strategies.</li> <li>Ensure that the student teacher has completed the medium-term plans for subjects or topics/themes they will be teaching.</li> </ul>
<p><b>Throughout the rest of the placement, the student teacher should:</b></p> <ul style="list-style-type: none"> <li>Observe teachers and children, including teachers other than the class teacher.</li> <li>Have a written plan for every lesson taught and complete the evaluation of learning and teaching afterwards.</li> <li>Plan and undertake CPD activities (10% of each week). Record these on the CPD tracker.</li> <li>Have 10% PPA time.</li> <li>Get involved in the wider life of the school, e.g., extra-curricular clubs, assembly, staff meetings, parents evening, school visits.</li> </ul>		

<ul style="list-style-type: none"> <li>• Reflect in-depth on the week’s activities in preparation for the weekly mentor meeting.</li> </ul>		
3	<ul style="list-style-type: none"> <li>• 50% teaching responsibility.</li> <li>• Observe an experienced teacher leading a whole class PE lesson. Make notes or complete a retrospective plan and discuss with teacher at a convenient time.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student teacher to teach and manage the whole class for 60% of the week.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Facilitate observations of experienced teachers.</li> </ul>
4	<ul style="list-style-type: none"> <li>• 60% teaching responsibility.</li> <li>• 1<sup>st</sup> appraisal with mentor.</li> <li>• Plan and teach a whole class PE lesson. Discuss with teacher afterwards to identify strengths and strategies for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 1, provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Ensure that student teacher’s planned professional development time is appropriate.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
5	<ul style="list-style-type: none"> <li>• 60-70% teaching responsibility.</li> <li>• 2<sup>nd</sup> appraisal with mentor.</li> <li>• Plan, teach and assess a phonics activity (see Early Reading Appraisal information on page 19).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 2 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Complete Interim Report with student teacher and submit via Abyasa.</li> <li>• Ensure student teacher has been appraised in Early Reading.</li> </ul>
6	<ul style="list-style-type: none"> <li>• 70 - 80% teaching responsibility</li> <li>• Prepare for progress review meeting with link tutor.</li> <li>• 3<sup>rd</sup> appraisal with mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 3 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>

	<ul style="list-style-type: none"> <li>• Highlight the Teachers' Standards on Abyasa to reflect your current level of achievement in consultation with your mentor. A paper copy of this is available in the Assessment Handbook.</li> <li>• Ensure you are involving yourself in the wider life of the school, including in different Key Stage if possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in the progress review meeting with the student teacher and the link tutor.</li> <li>• Support the student teacher in becoming involved in the wider life of the school.</li> </ul>
7	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 4<sup>th</sup> appraisal with mentor</li> <li>• Any student teacher on an action plan at this stage will receive intervention support from university tutors (online) on the morning of Friday 28<sup>th</sup> May 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 4 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
<b>Half term</b>		
8	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 5<sup>th</sup> appraisal with mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 5 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>
9	<ul style="list-style-type: none"> <li>• 80% teaching responsibility</li> <li>• 6<sup>th</sup> Appraisal with mentor</li> <li>• Spend time in a different year group, Key Stage or class in order to provide professional development ready for your NQT year, if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct appraisal 6 provide advice and feedback in the discussion afterwards and record on Abyasa.</li> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> </ul>

<p>10</p>	<p>Only four days this week, return to university for the final day on Friday.</p> <ul style="list-style-type: none"> <li>• 80% teaching responsibility (of the 4 days)</li> <li>• Prepare for, and participate in, the final weekly mentor meeting, including writing the student teacher summative report.</li> <li>• Highlight the Teachers' Standards on Abyasa to reflect your current level of achievement in consultation with your mentor. A paper copy of this is available in the Assessment Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct the weekly mentor meeting with the student teacher and record on Abyasa.</li> <li>• Complete final and summative reports on Abyasa, ensuring that the student teacher has met all the Teachers' Standards.</li> </ul>
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## Expectations during the current COVID-19 pandemic

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

To support a flexible approach, the teaching commitment for student teachers can be adapted if necessary. However, if the class teacher is able to take whole class sessions then student teachers would also do so in the usual way. Student teachers can also teach small groups and interventions when appropriate and these will count towards their teaching responsibility. However, the student teacher must take a lead when planning for small groups and intervention work to ensure they gain experience of the planning process. Student teachers must also be responsible for assessment and recording of pupil progress in these lessons. When planning their timetable, we ask that the student teachers are able to teach whole class lessons where at all possible, to build confidence. Should the school experience disruption, the student teacher will be expected to contribute to home learning, and this can also count towards the percentage of teaching commitment. Schools should provide guidance and support to enable student teachers to contribute to home learning (e.g. familiarisation with the school online learning platform) and ensure students teachers are clear about what are expected to do.

## Rationale and Aims

The over-riding principles of the module are the development of the autonomous professional capable of making judgements which are informed by a knowledge of appropriate theory and practice, an understanding of the broad context in which education operates, a professional responsibility to update their knowledge, a desire to improve and 'make a difference' and to exercise their duty of care, in the widest possible sense.

The purpose of this final placement is to enable the student:

To build on experiences and knowledge gained during the programme and to provide evidence that the student has reached the required standard for QTS.

To provide the opportunity to work with increasing professional autonomy.

To refine and apply their understanding of the organisation and management of learning.

Student teachers will have to demonstrate, through sustained competence across the whole curriculum, the potential to become Newly Qualified Teachers (NQTs). In order to be awarded Qualified Teacher Status (QTS), student teachers must be seen to meet all Teachers' Standards during this placement. The final, summative grading of student teachers will be in accordance with the provided grading guidance. This supports mentors in judging the extent to which student teacher has met the standards at this stage of their development:

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



# Summary Information

## Essential Features

Before the placement, student teachers are advised to undertake research to familiarise themselves with the setting. This will include:

- The school's website.
- The most recent Ofsted report, noting particular strengths.
- The geographical location.
- The community in which the school is situated.

During weeks 1 and 2, student teachers will become familiar with the context of the setting and gather information necessary for quality teaching and learning. They will need to have a good understanding of:

- Organisation of both staffing and premises.
- Resources, including the library and ICT provision.
- General organisation of classes.
- The way in which their teaching space is used (including restrictions).
- The children in their class.

Each student teacher will need opportunities in school to:

- Observe children using a variety of methods and draw tentative conclusions about their learning and development from these observations.
- Observe their teacher (and other colleagues) in a variety of sessions.
- Observe strategies to promote good behaviour and establish a purposeful learning environment.
- Plan and teach small group activities, across a range of curriculum areas.
- The school's session planning pro forma for planning.
- Continue to develop an understanding of statutory curricular, the agreed syllabus for RE and non-statutory guidance.
- Continue to develop an understanding of how the above documentation impacts upon school planning.
- Continue to collect a range of assessment strategies.

## Teaching Responsibility

Mentors should take into consideration the varied opportunities to teach whole classes that the student teachers have experienced so far in their training and adjust the percentages accordingly. The final three weeks at least must be at 80%.

Week 1 & 2	<40% working with individuals, groups and some whole class
Week 3	50% of the time whole class
Weeks 4-6	60-80% of the time whole class
Weeks 7-10	80% of the time whole class

## Appraisals

- There will be a minimum of SIX formal written appraisals during the block.
- The early reading appraisal is in addition to the six appraisals. This is likely to be a shorter appraisal, for example 20 minutes.
- Written (via Abyasa) and oral feedback should be given to student teachers as soon as possible after each appraisal.
- Mentors must identify targets for further development in addition to commenting on the progress against or achievement of the Teachers' Standards.

### Informal Feedback

Formal appraisals by trained mentors only provide a limited picture of the student teacher's practice in the classroom. All colleagues involved with the student teacher are encouraged to provide regular oral and written feedback on their professional performance throughout the school experience, referring to the Teachers' Standards whenever possible.

Most student teachers will make enormous progress, with class teacher and mentor support, during the first few weeks. It is important that student teachers enter into an open and honest professional dialogue with their class teachers. They will look to the class teacher for feedback and advice on ways they can improve their performance. However, experience suggests that student teachers do not always feel they can ask. We would be grateful for advice and support offered by class teachers; this will be highly valued.

## 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.**

### Early Reading Appraisal

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

- In Nursery classes, an early reading appraisal is not appropriate except for Letters and Sounds Aspect 7 activities (oral blending and segmenting) with children about to move into Reception.
- In Reception and Year 1 classes, the students should be teaching phonics as part of their teaching expectations. Therefore, the early reading appraisal should be undertaken during a session of discrete phonics teaching.

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

## 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 in the first two weeks of the placement. 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.*



## **Progress Review Meeting**

The Progress Review meeting is conducted at the mid-way point of a final school experience (SE3). It takes about one hour and is led by the link tutor alongside the student teacher and mentor. The purpose of the meeting is to:

- review the progress of the student teacher at this stage of their final placement
- identify the student teacher's strengths and evidence towards meeting the Teachers' Standards
- identify any gaps or areas for development in meeting the Teachers' Standards
- suggest evidence which will support meeting the Teachers' Standards
- set clear targets for the remainder of the placement so that the student teacher can make the expected progress to successfully complete the placement
- model a professional dialogue to support the mentor in their role
- enable the student teacher to take responsibility for their own development through professional dialogue (and thus support them in future performance management meetings as an NQT)

### **Preparation before the meeting**

- The link tutor will arrange to meet with the student and mentor in a video/online meeting for one hour
- The student teacher will prepare and have ready some examples of evidence to show they are meeting the Teachers' Standards and demonstrate areas where they have particular strengths.
- Evidence should not be onerous or burdensome for the student teacher. The focus of the meeting will be on the quality of the professional dialogue, with supporting evidence used to highlight examples of their progress as a teacher. This might include work from pupils, lesson planning, resources used to support pupils with additional needs, etc
- The student teacher should read through the example questions in the SE Handbook and if helpful, go through these with the mentor before the meeting

### **During the meeting**

- The link tutor will lead the meeting, using some of the questions in the handbook, and following up with further questions as appropriate
- The mentor will contribute to the meeting through professional dialogue
- The student teacher will demonstrate strengths and evidence through professional dialogue
- All members will agree clear targets (no more than three) for the remainder of the placement and suggest further examples of evidence and opportunities within the school (if possible) to support these

### **After the meeting**

- The link tutor will add and complete the Progress Review meeting template on Abyasa (format is listed below and can be used to make notes during the meeting)

Progress Review Meeting	Link Tutor Notes
Opening discussion: how the placement is going, the opportunities for the student and responsibilities they have undertaken so far	
Summary of the strengths of the student teacher and related Teachers' Standards	TS1 TS2 TS3 TS4 TS5 TS6 TS7 TS8 PPC (please omit as appropriate)
Strengths: evidence discussed	
Areas to develop (related to the TS)	TS1 TS2 TS3 TS4 TS5 TS6 TS7 TS8 PPC (please omit as appropriate)
Areas to develop: possible evidence	
Further discussion of Teachers' Standards not included in strength and areas for development	
Agreed targets for the remainder of the placement (no more than 3 and linked to the TS)	
Submitted by: (name of link tutor)	
Date:	

## Progress Review Meeting: Exemplar Questions

The rationale for the Progress Review Meeting is to review the student teacher's progress at the mid-point of SE3 and set clear targets to work on for the remaining time so achievement is at least good in all Teachers' Standards. Although assessment (TS6) is still a national priority for NQTs, the meeting should focus on those areas where the student teacher needs additional support and guidance.

Below is a series of questions that can be used or adapted during the mid-point of SE3. These are asked by the link tutor with the mentor in attendance. Guidance, support and targets for the remainder of SE3 will then be agreed and discussed with the student teacher.

Exemplar Questions	Teachers' Standards
How do you decide on the pitch of an activity or lesson? How do you ensure challenge for all starting points in the class?	1, 5
How do you encourage pupils to reflect on their own progress, and own their learning?	2
How has your subject knowledge developed over the programme?	3
How has your pedagogical subject knowledge developed over the programme?	3
In what different ways do you plan for pupil progress?	2, 4
In what ways has your planning develop over time?	4
Give an example of how reflecting on your planning resulted in changing your approach or strategy	4
Through your use of assessment data, what impact have you had on pupil progress?	2, 6
Give an example of how you modified a lesson for a pupil with SEND.	5
How have you used formative assessment approaches in lessons / the learning environment (EYFS)?	6
What strategies have you found useful in developing and maintaining a purposeful and safe learning environment??	7
Can you tell me what you have learnt from observations of experienced teachers that you then carried forward into your own practice?	8
When have you demonstrated a regard for the need to safeguard pupils' well-being?	PPC
How have you maintained proper and professional regard for the school's ethos, policies and practices?	PPC

## Contact List

School Experience Director	Ann Jones <a href="mailto:a.jones@yorks.ac.uk">a.jones@yorks.ac.uk</a>
Link Tutor	
Mentor	
Placements Team Manager	Simon Ganderton <a href="mailto:placements@yorks.ac.uk">placements@yorks.ac.uk</a>
Associate Head: ITE	Keith Parker <a href="mailto:k.parker@yorks.ac.uk">k.parker@yorks.ac.uk</a>
Head of School Education, Language & Psychology	Rachel Wicaksono <a href="mailto:r.wicaksono@yorks.ac.uk">r.wicaksono@yorks.ac.uk</a>