



*School of Education, Communication and Language Sciences
Inspiring teachers; changing lives and building futures*

Primary PGCE School Experience 1

Please refer to the Primary PGCE Partnership web page, for all course documentation:
<http://www.ncl.ac.uk/ecls/study/postgrad/teacher/primarypartners/>

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Newcastle University Primary PGCE Partnership Vision statement

We believe learning is an adventure. We aim for our students to have the ability to enthuse pupils with their own love of learning.

As well as acquiring a repertoire of teaching strategies, we aim to develop teachers who have the skills, understanding and attitudes necessary to work with other professionals in the practice of subjecting education, learning and teaching to critical enquiry. In developing the teacher as a researcher, we position our students as transformative professionals able to unite theory and practice in a dialectical relationship.

Education is not a value free context independent activity. We aim therefore to enable students to locate their practice within the wider socio-cultural, political and moral contexts of education.

Finally, we aim to develop students with the ability to become thinking professionals who acknowledge the central importance of communication and relationships in the learning process.

Clarification of Terminology

To provide greater consistency with documentation from OFSTED and all involved with the Primary PGCE, the following terms are used throughout this document:

Student teachers (OFSTED term: Trainee)

Student Teachers are placed in school as part of the ITT Course. They are professionals in training and should be referred to by staff as the 'teacher', not the 'student' or 'trainee', which can undermine the student teacher in the classroom and with other children in the school.

Training Coordinator (OFSTED term: Professional Tutor)

This person is a school-based trainer with general responsibilities for the professional development of one or more student teachers based at the school. *This could be the Headteacher or another experienced teacher. A student teacher could be placed in the Training Coordinator's Class.*

School Based Tutor (SBT) (OFSTED term: Mentor)

The School Based Tutor is the teacher with responsibility for the class in which the student teacher is based and is responsible for a student teacher's day-to-day guidance and training during a school placement.

School Experience Tutor

The School Experience Tutor is employed by the university to ensure that the student teachers gain the maximum benefit from school placements. Personal tutors at the university and visiting lecturers, who may be school based, undertake the role of School Experience Tutor.

Cluster Groups

The ITT Partnership is organised into Cluster Groups to provide a manageable system where schools involved in ITT can work together. A Cluster Group consists of a group of schools that are geographically close to each other and are able to meet during the placement to moderate student teacher progress.

Roles and Responsibilities within the Partnership

1. Student teachers should view the relevant section of the Main Handbook and the Primary PGCE Partnership Framework Document
2. School colleagues should view the relevant section of the Primary PGCE Partnership Framework Document

Key Dates of SE1 placement

| | | |
|----------------------|--|---|
| Pre-placement | Student Placement Briefing | 3rd November Student teachers will be informed of the placement requirements. |
| | Initial Cluster Group Meeting prior to the start of the block placement | Schools will be informed of the date and time of this Zoom meeting. Host Class Teachers (school-based tutors) should attend this meeting. Training Co-ordinators are welcome if they wish to attend. |
| SE1 Part A | Preparation Period | 12th, 13th, 16th, 17th, 18th, 19th, 20th November. Introduction to school staff, pupils, policies and procedures. Observation of Teaching and Learning. Preparation work, completion of Directed Tasks. Some teaching of whole class and group activities. |
| SE1 Part B | Block Placement | 23rd November until 18th December. Teaching, whole class and group activities for all Core curriculum subjects. In addition, student teachers will be involved in the observation of teaching and completion of placement learning enquiries. |
| | Observations Student teachers should be formally observed <i>at least once a week</i> in the block placement. Lesson observations do not all have to be of a full lesson. An observation record contained in the Training Plan & Lesson Observations Booklet should be completed each time. During the weekly tutorial the student teacher's progress should be discussed and a tutorial record completed. | |
| | School Experience Tutor Visits | Arrangements for SE Tutor visit will be sent out to schools. |
| | Cluster Moderation Meeting At a point during the week beginning 14 th December | Schools will be informed of the date and time of this Zoom meeting. Host Class Teachers (school-based tutors) should attend this meeting. Training Co-ordinators are welcome if they wish to attend. |
| | Placement Report Forms The school-based tutor must discuss the placement report with the student teacher. Report forms are to be completed in electronic format on the University's PGCE web page: https://placements.ncl.ac.uk/ | Student teachers should have the opportunity to read and discuss the final report with their School-based Tutor, before it is submitted. The final report is to be completed by 18th December. Receipt of the Final Report Form triggers payment to the school. |

An Overview of the Primary PGCE Programme

The Primary PGCE programme prepares student teachers to meet the university requirements to be awarded the PGCE at M level, and to meet the revised 2012 Teachers' Standards for the award of Qualified Teacher Status (QTS). Student teachers study for the PGCE award and the Teachers' Standards at the same time. The structure of the programme is designed to ensure a close relationship between the learning experiences in the University and in schools. This enables students to relate theory to practice and practice to theory as they develop through the year. They work in the university and with teachers and pupils in primary settings in Key Stages 1 and 2. All student teachers undertake an assessed school experience in each of the two key stages of the primary phase.

Pre-Initial Placement

During this period the student teachers are given an introduction to the Primary National Curriculum and develop their knowledge and understanding of the Core subjects and statutory frameworks. They are introduced to medium term planning, daily lesson planning and assessment. Prior to the first assessed placement student teachers are introduced to the Teachers' Standards that will lead to the award of QTS and given guidance on their role in school during placement.

The Professional Studies course includes theoretical aspects such as understanding learning and the role of action research in reflective teaching. A wide range of pedagogical issues are addressed for example teaching strategies, personalised learning, SEND, managing pupil behaviour, the use of questioning; and practical matters such as teachers' legal responsibilities, safeguarding and child protection.

Many of the sessions seek to explore a creative approach to delivering the curriculum. The Professional Studies content and school experience placements aim to give the student teachers a secure understanding and critical awareness of the role of the teacher and develop in the student teachers an increasing independence and growing critical reflection of their own professional learning.

Initial Placement (SE1)

The first placement is approximately 5 weeks in duration. The main focus in this placement is on teaching the Core subjects, using ICT in support of these subjects and assisting with PE, however student teachers should continue to observe all subjects across the curriculum. Student teachers will move from teaching groups to whole class activities as their teaching skill and expertise develop over the placement. For the majority of student teachers this will be their first experience and opportunity to plan for and teach both group and whole class activities.

In addition to teaching, Professional Learning Enquiries will be completed by the student teachers to enable them to link learning theory and research with practice in school by providing opportunities for student teachers to witness and reflect on effective teaching practice.

Student teachers should be supported throughout the placement by school-based tutors and actively encouraged to seek opportunities to take on increased responsibility, where appropriate to the student teachers' level of competence and skill.

During this time, the student teachers will complete tasks in Mathematics, as part of their M Level written assignment. Student teachers assess children's learning and plan interventions in accordance with their findings to address children's development needs.

Student teachers are encouraged to become part of the school team and develop purposeful and professional relationships with their school-based tutors and other adults that form part of the wider school staff. Student teachers revisit Professional Studies topics, during twilight sessions held during the first placement.

Moving to Intermediate Placement

During Term 2 student teachers further develop their knowledge and understanding of the Foundation subjects. Students are given the opportunity to reflect on their experiences of the initial placement and work towards achieving personal targets set on their Initial Placement Report. Student teachers undertake a series of structured schools visits, which focus on matters of diversity and equality and attend a range of Professional Studies workshops.

The Reflective Practitioner module takes place in Term Two and aims to allow student teachers to enter the teaching profession with the capacity to understand educational processes, systems and approaches and the societal, cultural, historical and political contexts in which they operate. We believe passionately that if student teachers are to commit to a career in teaching they need to be cognisant of the contexts in which they will have to operate. This module seeks to provide student teacher with a range of learning opportunities in relation to research, key skills and to encourage a meta-cognitive approach in their thinking. Student teachers keep a reflective diary and are required to use reading notes to sessions as a basis for discussion. This ensures sessions link in a meaningful way and assure appropriate engagement and cognitive challenge.

Intermediate Placement (SE2)

The Intermediate Placement is an individual placement of approximately 6 weeks duration, where student teachers re-engage with the 'theory' in the light of their experience.

Some student teachers undertake the intermediate placement in a Special Needs Setting. Adjustments to the placement in light of opportunities within the context may be necessary. Student teachers need to have sight of teacher plans; medium term and short term, and need to discuss the rationale behind these with the host class teacher. Student teachers work from the school's medium term plans on this placement and should assist the class teacher with any weekly planning. It is important that student teachers engage in daily planning and teaching all subjects available across the curriculum and should be given support and guidance. Student teachers need to fully comprehend the class teacher's summative record keeping system as student teachers will need to begin to keep some class records of their own to track and monitor pupil progress.

At the end of this placement student teachers are set targets on the placement report for their own professional and practice-based development to be achieved on the final placement.

In university-based sessions, the student teachers continue to address Foundation subject issues and reflect confidently on their own needs in relation to these areas.

Final Placement (SE3)

By this stage the student teachers are becoming more confident in their understanding of the role of a primary practitioner. They have experienced a range of school settings. Through focused tutorials student teachers reflect on their Intermediate Placement and set personal targets that will impact positively on their final placement. Student teachers continue to collate the evidence they have acquired of the Teachers' Standards.

The Final Placement, of approximately 12 weeks duration, is an extended placement where student teachers have the opportunity to combine all the university theory, personal research and skill developed from previous placements with practice in the classroom. This placement is where student teachers bring their learning across both key stages together and demonstrate their skill and ability as emergent professionals. Student teachers develop their awareness of the planning process alongside monitoring, assessing, recording, reporting and accountability (MARRA).

On this placement student teachers plan sequences of lessons for all available curricular subjects. Student teachers take over responsibility for planning as soon as they are able and ready for this challenge. On this placement student teachers develop a deeper insight into assessment for learning and how this is used to enable progress and influence future planning. Student teachers take over responsibility for some of the class teacher's summative record keeping i.e. guided or individual reading records, class spelling lists, mental test scores etc. Where appropriate and with class teacher support, student teachers will develop their own system for keeping class records to track and monitor pupil progress.

All student teachers who achieve the Teachers' Standards are recommended for the award of QTS. Student teachers and schools will be aware that, as newly qualified teachers they continue on to address the Teachers' Standards. It is important to note that support and training continue during the newly qualified teacher's first three terms while completing the Induction Year.

Summary of Placement Expectations

The student teachers' pre-placement experience

Student teachers will have an individual 'pen portrait', which will reflect their prior experience in schools, personal learning and current stage of development. This should be shared with the Training Co-ordinator / School-based Tutor at the start of the placement so that it provides the basis for the student teacher's individual targets for the main part of the placement. It is important targets are continually revisited and revised throughout the placement. The student teacher's Learning Journal and the Training Plan & Lesson Observations Booklet constitute a record of the training provided during the placement.

Preparation Period

The preparation period allows the student teachers to get to know the class, to familiarise themselves with the curriculum and to get themselves prepared and ready to teach. During these days, student teachers will be observing the class teacher; supporting class groups and beginning to teach the whole class. They will carry out directed tasks in and beyond the host class and collect information about the host class as a whole and on specific focus children.

Planning

Most student teachers will have had very limited experience of planning and will need to be well-supported by the School-based tutor/ Training Coordinator in the planning process used in the school during this placement. Student teachers need to have sight of the teacher's plans and be able to discuss the rationale behind them with the class teacher. At first student teachers will be expected to assist the class teacher with weekly planning but should begin to take more responsibility for weekly planning as the placement develops. There is no expectation that student teachers will generate medium term plans in isolation. Student teachers are expected to use the school's medium-term plans as reference and generate their own annotated comments on the planning, in discussion with the class teacher. It is imperative that student teachers receive support and guidance from the class teacher in order to develop their own lesson plans for teaching. All group activities and class lessons must be planned using the PGCE's lesson planning pro-forma, an example of which is in this booklet.

Lesson Observations

At least one formal lesson observations of the student teacher should be completed by the class teacher on each of the block placement weeks. The lesson observations do not all have to be of full class lessons. Occasionally some observations may last for only 10-15 minutes. It is important that mentors contribute to the development of student teachers' understanding of the teaching skills and strategies needed to teach all pupils effectively. This should include an opportunity for debriefing and agreed target setting in relation to the student teachers' subject knowledge and understanding; therefore arrangements should be made so that student teachers should also be observed teaching by subject leaders or specialists in school.

Placement Requirements

During the SE1 block placement student teachers teach approximately 65% of the timetable. The remaining 35% of the timetable must allow time for student teachers to carry out Professional Learning Enquiries, observe the class teacher, work on personal targets, investigate and select resources to support their teaching and ensure that all placement files are completed appropriately.

Weekly Tutorials

Student teachers should meet each week with the School-based Tutor / Training Co-ordinator to evaluate and review their placement experience. A weekly tutorial form should be completed online for each assessed week. Tutorial guidelines to support and focus weekly tutorial meetings with student teachers are available in the student teacher's observation booklet.

Monitoring the placement

As with all placements we welcome the views of schools and student teachers and therefore, at the end of each placement, a professional review form will be issued to schools and distributed online to student teachers. This review is then used to inform future placements in school.

Planning to meet the student teacher's needs during the placement

Comments from a previous Primary PGCE student about her school placement experiences:

"The school-based tutor and training co-ordinator were excellent with providing timely coaching and mentoring, always helping me to identify my strengths as well as my areas for development. I was able to act upon advice and feedback and engage in discussion with the staff as to how well things had gone."

During the preparation period, student teachers need to **share** with their school-based mentors the following information:

1. Their pen portrait
2. Their intentions to address the Teachers' Standards and to develop their subject knowledge to teach English, Mathematics, Science and other areas;
3. The School-based tutor/Training Co-ordinator and student teacher should discuss the student teachers' development needs in relation to the Teachers' Standards at the first weekly tutorial meeting. Action to be taken to address these needs during the placement (in the form of a **Training Plan**) should be recorded in the **Training Plan & Lesson Observations Booklet** on the '**Discussion of Priorities and Target Setting**' form and the '**Timetable for your Professional Development**' form and copies of these forms sent by the student teacher to their University Tutor.

The School Placement Environment

Comments from previous Primary PGCE students about their school placement experiences:

“There is no end to the great things that I could say about the school and I feel incredibly fortunate to have had a placement there. All of the staff were so welcoming, helpful and supportive, especially my class teacher. The Head Teacher was so friendly and approachable, and no matter what information we asked for, it was never any trouble. I believe that the participation of this school in the PGCE programme is a real asset to student teachers and the Newcastle PGCE course.”

“The school was a brilliant school, and made me feel very welcome and part of the team. Support was given when necessary, but I was also allowed to use my initiative and own ideas.”

The experience that student teachers have during the placement should:

- ◆ be a comfortable, positive environment;
- ◆ provide opportunities for student teachers to observe good practice;
- ◆ model quality teaching and self-evaluation;
- ◆ acknowledge student teachers' prior experiences;
- ◆ develop a training plan for the student teachers which takes into account their own action plans for subject and pedagogic knowledge, understanding and skills;
- ◆ provide opportunities for risk-taking, investigations, trials and research into practice;
- ◆ regularly set targets and review targets with the student teacher;
- ◆ provide student teachers with the status of being a valued member of staff;
- ◆ be where student teachers are referred to by staff as the 'teacher', not the 'student' which can undermine the student teacher in the classroom and with other children in the school;
- ◆ treat student teachers with respect as a fellow colleague who has many strengths but also concerns which may make them nervous and anxious;
- ◆ support student teachers into the age being taught;
- ◆ challenge;
- ◆ provide student teachers with knowledge of resources and support;
- ◆ provide opportunity to use appropriate resources already in school;
- ◆ encourage student teachers to reflect carefully on why a resource supports teaching;
- ◆ offer student teachers experience of the corporate life of the school: clubs, social aspect with staff, out of school activities, development days, organising visits/clubs, staff meetings;
- ◆ encourage student teachers to spend time in the staff room, talking to staff and taking part in the 'social life' of a school;
- ◆ provide school based training which helps to prepare them – length of the school day, insight into school systems, issues relating to joining a new school;
- ◆ allow student teachers, under supervision to mark the register;
- ◆ allow student teachers to meet parents and develop a working relationship with parents where parents see the student teacher as another teacher working in the class;
- ◆ encourage student teachers to be involved in professional development days;
- ◆ provide opportunities to liaise with the subject leaders and to have time to talk with core subject leaders;
- ◆ share with the student teacher school approaches to target setting and marking strategies;
- ◆ be carried out in an environment where teachers have knowledge of the Teachers' Standards.

School Experience: Some Practical Suggestions for Student teachers

To Avoid Problems

- ◆ Remember in a very short time you will be teaching this class – DO NOT go into the classroom and become the children's 'friend' – some student teachers have done this in the past and have found it very difficult to establish himself or herself as the teacher.
- ◆ Be well prepared.
- ◆ Arrive well before the start of the school day (8 am is acceptable in most schools, but students should confirm this with their school) and do not expect to leave at the same time the children finish school. You will find most teachers stay for one or two hours after the end of the day.
- ◆ Dress in an appropriate manner – remember you are joining a profession.
- ◆ Use your eyes and ears at all times to monitor the rest of the class when you are working with a group of children.

- ◆ Gain the attention of a whole class or group before commencing to speak. Consider using signals to do this.
- ◆ Word questions clearly, insist on clearly stated answers and repeat important answers to make sure others are also involved in the conversation.
- ◆ Avoid talking too much, too fast or too loudly.
- ◆ Remember that the task of the teacher is to try to maximise the learning for ALL of the children, all of the time. Plan all of your activities with this aim in mind.
- ◆ Make all assignments and explanations clear, definite and appropriate.
- ◆ Involve children in learning by using interactive methods, e.g. pictures; puppets; visits; visitors; artefacts; games and challenges.
- ◆ Ease transitions from one activity to another by using enjoyable routines; finger plays; action games/songs; jingles and rhymes.
- ◆ Set out your expectations for learning and behaviour before the lesson begins and agree achievable targets with the children.
- ◆ Don't make major issues out of trivial misdemeanours.
- ◆ Don't accept impertinence or rude behaviour.
- ◆ Avoid group punishment for the transgressions of individuals.
- ◆ Avoid threats you cannot enforce and don't fall back on ridicule or sarcasm.
- ◆ Use praise and incentives: be positive and show approval of the actions of individuals and groups.
- ◆ Try to be CONSISTENT and FAIR.

To Get the Best from Children

- ◆ Be interested in every child.
- ◆ Recognise success when achieved... recognise slight improvement immediately.
- ◆ Compare a child's progress against himself/herself and not against others.
- ◆ Look for good in every child and acknowledge it.
- ◆ Look for every child's talents and interests and work through them.
- ◆ Talk to the child outside the classroom and show interest in them as people.
- ◆ Discuss issues and problems privately and try to do something about them together.
- ◆ Try to make sure that all children can be successful
- ◆ Be worth emulating. Cultivate a firm, kindly, stable and calm manner.
- ◆ Recognise that some children's only chance for happiness and fulfilment may be at school.

To Get the Best from Yourself

- ◆ Recognise your own worth and be positive about your ability to succeed.
- ◆ Realise that you are learning. It may not be easy to begin with but only lack of application will hold you back.
- ◆ Learn from others. Collect ideas from everywhere and everyone and take every opportunity to talk about your ideas.
- ◆ Never, at any stage in your teaching career, consider that you know it all.
- ◆ Try to manage your time effectively. Write lists of jobs and work through them in order of priority.
- ◆ Pace yourself. Teaching is very tiring so sleep is necessary!
- ◆ Try to keep a sense of perspective and humour.

Introduction to SE1 Placement

The student teachers' experiences, both in the University and in partnership schools during this first term, centre on ensuring that they have a successful first school experience. The student teachers begin this process with observation and preparation period - Part A.

The University based work is designed to help the student teachers make sense of their observations of children and teachers and relate the analysis of their experiences to the current literature about teaching and learning.

The aim is that, when the student teachers begin Part B, they have an understanding of how children learn and the professional role of the teacher, and can build upon this knowledge in the practical context of the primary classroom.

With the class teacher, student teachers need to discuss and record any sessions where routines may need changing e.g. afternoon slot to interview a child; teaching that the student teachers need to do for their academic assignments.

Student teachers need to be reading and planning for their academic assignments from the start of the placement. Student teachers need to think how to manage time in relation school observation/preparation days and preparing for their academic assignments. Student teachers need to remember that the school-based mentor has full responsibility for their class and may have limited time to spend with the student teacher after the school day.

The SE1 placement is made up of two parts: both parts take place in the same school.

| Part A | Part B |
|---|---|
| Dates: 12th, 13th, 16th, 17th, 18th, 19th, 20th November | Dates: 23rd November until 18th December |
| Focus - <ul style="list-style-type: none"> ◆ Observation of Teaching and Learning. Introduction to school staff, pupils, policies and procedures. ◆ Preparation work, completion of Professional Learning Enquiries. Some teaching of whole class and group activities. | Focus – <ul style="list-style-type: none"> ◆ Beginning teaching: whole class and group activities for all Core curriculum subjects. ◆ In addition student teachers will be involved in the continuing observation of teaching and learning and the completion of Professional Learning Enquiries. |

SE1 Placement Aims

Outline of the Placement

The SE1 placement enables student teachers to develop their understanding of how children learn, how to effectively teach English, Mathematics, Science and the professional role of the teacher. Student teachers use this knowledge in the practical context of the classroom.

They are expected to develop their skills in evaluation by working closely with the class teacher and other colleagues in school. They will also need to create a classroom environment that reflects the learning taking place, one which stimulates and motivates children and which demonstrates an appreciation of children's work. Student teachers will take responsibility for teaching and assessing Core subjects. They are expected to develop their skills in evaluation by working closely with school-based mentors and other colleagues in school. In order to monitor and facilitate the work of the student teachers against the Teachers' Standards, student teachers are required to attend and record a weekly review meeting with their school-based mentor. Student teachers undertake a number of placement Professional Learning Enquiries. Student teachers (especially those placed in KS1), will be observed teaching early reading, including phonics and receive subject specific feedback on this where appropriate.

In order to monitor and facilitate the work of the student teachers against the Teachers' Standards, student teachers are to be observed at least once a week and are required to arrange a weekly review/coaching tutorial with the class teacher and/or training co-ordinator in the school.

Overall Aims of the Placement

To give student teachers opportunities to:

- work within a supportive, challenging classroom to develop their knowledge and experience of teaching and learning in the core subjects;
- sustain effective personal relationships with children and teachers and other adults over the period of the placement;
- enhance their competence in planning and teaching lessons and begin to understand the processes of classroom management;
- build upon prior experience, review and set targets and training based upon their individual needs and professional development;
- develop their ability to reflect upon and evaluate their teaching as a basis for modifying and improving effectiveness;
- experience the corporate life of the school: clubs, social aspect with staff, out of school activities, development days, marking, organising visits/clubs, staff meetings and participating in the staff room;
- work within and gain more knowledge about school approaches to planning, teaching, target setting and assessment strategies;

- work within an environment where teachers have knowledge of the Teachers' Standards and where student teachers are encouraged to demonstrate evidence of achievement against the Teachers' Standards.

Intended Learning Outcomes of the Placement

During this placement student teachers:

- recognise and respond to the learning needs of all children whatever their social, cultural, linguistic, religious or ethnic background in the chosen age range;
- plan, organise and manage activities for individuals, for groups and for the whole class, making effective personalised provision for those they teach;
- formulate plans on the basis of evaluations and professional dialogue with the class teacher;
- establish a purposeful and safe learning environment, taking account of children's interests, language and cultural background and be able to manage the movement and behaviour of individuals, groups and the whole class;
- observe and use a range of practical teaching strategies, including ICT, relevant to the age range;
- work as part of a teaching team and recognise and respect the contribution that colleagues, parents and carers and other professionals can make to the development and well-being of children and young people;
- demonstrate and promote positive values, attitudes and behaviour that they expect from children and young people;
- identify evidence of achievement of the National Curriculum standards in children's work;
- evaluate their own learning and articulate constructive feedback/self-evaluation orally or in writing;
- reflect on and improve their practice and take responsibility for identifying evidence for Teachers' Standards in their own practice;
- keep organised files and a record of activities and progress for children and their own development.

**Part A: Observing
Teaching and Learning
and Preparation for
Teaching; Providing
opportunities for
investigative and
research-informed
practice**

Aims of Part A

This placement takes place at an early stage in the course. It is essentially a 'finding out' experience which relates to the university based content prior to SE1. The more that the student teacher can learn at this stage, the easier the student teacher will find preparation for the remainder of the placement. Student teachers should remember that while involved in this experience they are not only guests in the school but also representatives of Newcastle University. We expect that they behave professionally at all times.

The aims of these days are:

1. to enable student teachers to understand the range of planning, organisation and classroom management strategies that teachers carry out so that they become more aware of the nature and complexity of the teacher's roles;
2. to familiarise student teachers with the policies and practices of a primary school that facilitate effective teaching and learning and ensure that teachers fulfil their legal requirements;
3. to help prepare student teachers for the teaching of literacy, mathematics, science with their class during Part B and to give them an insight into the teaching of PE.

To achieve these aims the school has been asked to ensure that student teachers:

1. are assigned to a Training Co-ordinator and School Based Tutor who will mentor, support and guide them professionally throughout the placement;
2. have the opportunity to gather the necessary information in preparation for Part B
3. are supported in the completion of Professional Learning Enquiries.

During the observation and preparation visits student teachers must:

1. Ensure they are fully prepared for each day
2. Attempt to complete the activities outlined for each day
3. Become involved as much as they can in the life of the school.
4. Establish themselves professionally as a teacher in training
5. Begin to establish their School Placement File

During the preparation visits student teachers will carry out a range of activities designed to ensure that they begin their block teaching placement fully prepared.

There are four elements to this preparation:

1. Information gathering (for teaching and for assignment work);
2. Preparing for the professional role of teacher;
3. Preparing to teach Core subjects;
4. Preparing to work alongside the teacher in PE lessons

Overview SE1 Part A

This programme has been devised to ensure that student teachers are fully prepared for their teaching commitments during the placement. Student teachers observe in host class and complete tasks, as necessary.

| Day 1 | Day 2 | Day 3 | Day 4 |
|---|---|---|--|
| <p>Student teacher observes School-based mentor teaching in the host class.</p> <p>Student teacher gathers and discusses key policy documents – i.e. Health and Safety, (Specific health and safety and child protection issues and procedures need to be discussed with the school-based tutor.) Behaviour, Assessment, SEN, EAL and Equal Opportunities. Student identifies who is the 'Designated Safeguarding Person'.</p> <p>Student teacher completes Placement Enquiry: "Routines, Order Systems": <i>The organisational pattern of the day; The running of the classroom.</i></p> | <p>Student teacher observes the teaching of a Literacy lesson and a Maths lesson. After the lessons the student teacher discusses the lessons with the School-based mentor.</p> | <p>Student teacher completes Placement Enquiry: "Children as learners and people": <i>Concerning the learning of the pupils</i></p> <p>Student teacher carries out a management task with the whole class e.g. take the class to assembly.</p> <p>Student teacher collects information on the assessment and record keeping methods used by the School-based mentor for each of the subjects they will be teaching.</p> | <p>Student teacher completes Placement Enquiry: "A Narrative Inquiry Interview" and a 'Word Portrait' of the Child interviewed in the Narrative Inquiry.</p> <p>Student teacher carries out a management task with the whole class e.g. take the register.</p> <p>School-based mentor and student teacher start to negotiate the teaching timetable for the placement. Student teacher starts to gather planning information related to literacy, mathematics, science that they will be teaching.</p> |
| <p>On one of these days the student teacher observes PE and science and completes the observation forms. Student teacher discusses with the teacher what science they will be teaching in Part B. Once the area(s) of science to be taught is known a concept map should be used with the children to elicit their prior knowledge. Student teacher finds out about resources.</p> | | | |
| Day 5 | Day 6 | Day 7 | |
| <p>Student teacher works alongside School-based mentor in literacy and mathematics and observes teaching in the host class.</p> | <p>Student teacher works alongside School-based mentor in literacy and mathematics and observes teaching in the host class.</p> <p>Student teacher discusses with School-based mentor what they are expected to teach during 'whole-class' section(s) of literacy and maths lessons on Preparation Day 7 and plans and resources this teaching.</p> | <p>Student teacher teaches the 'whole-class' section(s) of the literacy lesson.</p> <p>Student teacher teaches the 'whole-class' section(s) of the maths lesson.</p> <p>Student teacher and School-based mentor finalise Training Plan: 'Discussion of Priorities and Target Setting' form and the 'Timetable for your Professional Development' form</p> | |

**Part A:
Placement
Enquiries and
Professional
Development
Activities**

Checklist of Part A Placement Enquiries & Professional Development Activities

| Complete by | SE1 (Part A) Placement Enquiries and Professional Development Directed Activities | Page Number | Completed ✓ |
|-------------|---|-------------|----------------|
| Day 1 | Gather and discuss the key policy documents | | |
| Day 1 | Routines, Order Systems: Concerning the organisational pattern of the day | | |
| Day 1 | Routines, Order Systems: Concerning the running of the classroom | | |
| Day 2 | Observation of Literacy lesson | | |
| Day 2 | Observation of Maths lesson | | |
| By Day 7 | Observation of PE lesson | | |
| By Day 7 | Observation of Science lesson | | |
| By Day 7 | Concerning the learning of pupils in the classroom | | |
| By Day 7 | A Narrative Inquiry Interview | | |
| By Day 7 | Preparing a 'Word Portrait' of the Child Interviewed in the Narrative Inquiry | | |

Recording Formats for Part A Placement Enquiries & Professional Development Activities

Day 1: Gather and discuss the key policy documents

Read and discuss Health and Safety, (specific health and safety in terms of Covid-19 and child protection issues and procedures need to be discussed with the school-based tutor) Behaviour, Assessment, SEN, EAL and Equal Opportunities. Find out who is the 'Designated Safeguarding Person'.

Day 1: Placement Enquiry: "Routines, Order Systems"

Find out about the 'order systems' in the classroom of your teacher. Some of this you can learn through getting a description from the teacher but there are some aspects of 'how things are done in the classroom' that can be best appreciated by watching the class at work. The following are some suggestions as a starting point but do not be constrained by them - there may be some things that particularly interest you. For example, it is appropriate to want to support children in their learning but, at the same time, to actively work against dependency; what do teachers actually do to handle children's demands for the teacher's attention?

Day 1 Concerning the organisational pattern of the day

Observe what happens during the 'key points' in a teaching day. Research how the 'usual' pattern of the day has changed due to restrictions resulting from the COVID-19 pandemic.

| Purpose of Procedure | What does the teacher do/say | What is the expected/actual response of the children |
|----------------------------------|------------------------------|--|
| Entering in the morning | | |
| Registration | | |
| Introducing activities and tasks | | |
| Ending sessions | | |
| Managing playtime | | |
| Managing wet playtime | | |
| Getting help in class | | |
| Using classroom resources | | |
| Getting work marked | | |
| Knowing what to do next | | |
| Tidying up | | |
| Leaving at the end of the day | | |

Day 1: Concerning the running of the classroom

This activity could provide evidence for:

Teacher Standard 1:- Set high expectations which inspire, motivate and challenge pupils

- *establish a safe and stimulating environment for pupils, rooted in mutual respect*

Teacher Standard 7:- Manage behaviour effectively to ensure a good and safe learning environment

- *manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*

Observation Day 1 Concerning the running of the classroom. Research how the 'usual' running of the classroom has changed due to restrictions resulting from the COVID-19 pandemic.

| |
|--|
| What arrangements are there for dealing with the 'low level' servicing of the classroom? |
| How are children trained to use resources effectively (e.g. taking and replacing resources responsibly)? |
| Bearing in mind that dependence upon the teacher should not be replaced with dependence on another child, what arrangements are there for children to help each other? |
| How do children find out what to do next (e.g. at the end of a set task or during a 'multi-stage' task)? |
| What arrangements are there for children to use 'spare time' profitably, (e.g. mounting and displaying their own work, an 'activity box' with 5/10 minute 'worthwhile' but self-maintaining activities)? |

Day 2: Observe teaching in the host class. Not everything that will affect learning is visible in the moment of observation. However observation is a good place to start, as it creates opportunities for follow up conversations or enquiry. Below is one research-informed representation of effective teaching. Look at the list of features and consider which aspects are readily observable.

Figure 1.2 The key features of effective teaching

| Teaching environment | Teaching approaches | Teacher characteristics |
|---|--|--|
| <ul style="list-style-type: none"> • Calm, well-disciplined, orderly • Safe/secure • An ethos of aspiration and achievement for all • Positive emotional climate • Purposeful, stimulating • Bright, attractive and informative displays • Clean, tidy and well organised • New or redesigned buildings/spaces • Lower class sizes | <ul style="list-style-type: none"> • Interactive (e.g. working and learning together – social constructivism) • Use of teacher-pupil dialogue, questioning • Monitoring pupil progress (including the use of feedback) • Pupil assessment (including AfL) • Pupil agency and voice (active engagement in their learning) • Enquiry-based • Effective planning and organisation • Scaffolding learning • Building on the prior experience and learning of pupils (a constructivist theory of learning) • Personalisation, responding to individual needs • Home-school learning, knowledge exchange • Use of new technology/ICT • Collaborative practice • Good use of teaching assistants (TAs) • Creative use of visits/visiting experts | <ul style="list-style-type: none"> • Good subject knowledge • Self-efficacy/belief • High expectations • Motivational • Provides challenge • Innovative/proactive • Calm • Caring • Sensitive • Gives praise • Uses humour as a tool • Engenders trust and mutual respect • Flexible (where appropriate) • Builds positive relationships with pupils (relationships for learning) • Self-reflecting |

From Rowe, N., Wilkin, A. & Wilson, R. (2012), *Mapping of seminal reports on good teaching*, NFER <https://www.nfer.ac.uk/publications/RSGT01/RSGT01.pdf>

“Authentic achievement is that which is significant & meaningful rather than trivial & useless”. You might consider your observations in light of the “Five Standards of Authentic Instruction” (Newmann and Wehlage, 1993)

- Higher Order Thinking
- Depth of Knowledge
- Connectedness to the World
- Substantive conversation
- Social support for student achievement.

To what extent did the observed lesson exemplify authentic instruction? What was most noticeable and noteworthy?

Observe a Literacy lesson

| Observation of Literacy | Setting Where are the children? | Activity What are the children doing? | Physical Resources What are they using? | Teacher's Role | Use of Additional Support | Peer Support | Other |
|--------------------------------|---|---|---|-----------------------|----------------------------------|---------------------|--------------|
| Introductory Element | | | | | | | |
| Main Element | | | | | | | |
| Concluding Element | | | | | | | |

Following your observations, write down the impact of the lesson observation and your discussions with the school-based tutor on your understanding of effective subject teaching.

Observe a Maths lesson

| Observation of Mathematics | Setting Where are the children? | Activity What are the children doing? | Physical Resources What are they using? | Teacher's Role | Use of Additional Support | Peer Support | Other |
|-----------------------------------|---|---|---|-----------------------|----------------------------------|---------------------|--------------|
| Introductory Element | | | | | | | |
| Main Element | | | | | | | |
| Concluding Element | | | | | | | |

Following your observations, write down the impact of the lesson observation and your discussions with the school-based tutor on your understanding of effective subject teaching.

Observe a PE lesson. **If the teacher is not teaching PE or science, arrange to observe another teacher in the same key stage.**

| Observation of PE | Setting Where are the children? | Activity What are the children doing? | Physical Resources What are they using? | Teacher's Role | Use of Additional Support | Peer Support | Other |
|--------------------------|---|---|---|-----------------------|----------------------------------|---------------------|--------------|
| Introductory Element | | | | | | | |
| Main Lesson | | | | | | | |
| Concluding Element | | | | | | | |

Following your observations, write down the impact of the lesson observation and your discussions with the school-based tutor on your understanding of effective subject teaching.

Observe a science lesson

| Observation of Science | Setting Where are the children? | Activity What are the children doing? | Physical Resources What are they using? | Teacher's Role | Use of Additional Support | Peer Support | Other |
|-------------------------------|---|---|---|-----------------------|----------------------------------|---------------------|--------------|
| Introductory Element | | | | | | | |
| Main Element | | | | | | | |
| Concluding Element | | | | | | | |

Following your observations, write down the impact of the lesson observation and your discussions with the school-based tutor on your understanding of effective subject teaching.

Day 3: Placement Enquiry: “Children as learners and people”. Concerning the learning of pupils in the classroom”.

How does the teacher communicate to the children the intended learning outcomes of particular tasks presented, (e.g. so that a group knows what they are intended to learn from a task rather than merely that they should complete the activities correctly)?

How does the teacher use questions?

Does the classroom organisation and ethos provide informal opportunities for children to learn from each other, (e.g. to share ideas, to plan or check work, to reflect informally together over an individual's piece of work)? How has this changed due to restrictions resulting from the COVID-19 pandemic?

How is 'collaborative learning' structured (e.g. 'peer tutoring' within the class or with another class, small group work)? How has this changed due to restrictions resulting from the COVID-19 pandemic?

Day 4: Placement Enquiry: “A Narrative Inquiry Interview” with ONE child.

This activity could provide evidence for:

Teacher Standard 2:-Promote good progress and outcomes by pupils

- *be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these;*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*

Much of our thinking in education is in terms of some adult-end-state as the norm towards which children should be moved. The implication of this is that we can experience great pressure to attend to children in terms of what they cannot do rather than in terms of what they do or can do. There is, however, much to be said for trying to understand what a child's experiences mean for him/her in order to better support his/her learning. This activity provides an opportunity to explore this further and to consider what the implications for the classroom might be. You need to read 'Guidelines for Conducting the Narrative Inquiry Interview' below and become familiar with the Prompt Sheet that follows. The questions on the prompt sheet are *suggestions*, you don't have to work your way through all of them, i.e. just see how the interview goes and where the child wants to take it.

Guidelines for Conducting the Narrative Inquiry Interview

These notes are suggestions for how you might approach the interview but *exercise your discretion* - the most important thing is to find a way of getting the child's perspective on his/her world. **Where possible, the focus child should be chosen with guidance from the School-based Tutor to ensure an appropriate child is selected.**

Time

If it is appropriate to the age of the child, the interview may be carried out as two/three separate discussions. It may take a few minutes to settle in, get set up, and explain the purpose of the interview. In total, the interview itself should not exceed 45 minutes.

Introduction

Explain that the purpose of the interview is to help you “understand how people their age see things, what is important to them, what they are interested in, what their opinions or ideas are...” and so forth. Advise the child that you will be jotting down notes during the interview to help you remember what was talked about.

During the Interview

Take notes if you can while still concentrating on the conversation; you can, of course, tape record the interview if you wish and the child agrees. Conduct the interview as an extended conversation, doing whatever you can to promote a response and to encourage him/her to expand on any ideas mentioned or to describe any reasons for answers. In other words, what you say should not lead directly to answers but help the child to understand what is being asked and to form answers.

At the end of the interview ask the child if she/he has any questions she/he would like to ask you.

Day 4: The Narrative Inquiry Interview: Areas of Interest to Explore – Prompt Sheet

The following suggestions are to indicate possible themes to explore with the child. They are not intended to be either definitive or prescriptive.

Out of school interests

- ◆ If you only had to go to school for three days of the week, what are some of the things you would like to do with the extra time?
- ◆ If you could spend two weeks with someone who does a special kind of work, what kind of person would that be?

The experience of childhood

- ◆ What's the best thing about being your age? [Follow-up to response]. What's the hardest thing about being your age?
- ◆ Can you think of anything that's a constant nuisance or that always annoys you? What are some of the things you've tried to do about it?
- ◆ What do you do when you need a really good idea?
- ◆ What are some of the things you'd like to accomplish or try for the first time this year?
- ◆ Do you spend very much time writing or drawing? Have you ever been in a play?
- ◆ Is there something that you've always wanted to do but there hasn't been the opportunity (time, materials, or resources)?

Perception of self

- ◆ Have you ever done anything that other people were surprised you could do?
- ◆ What's the most difficult thing you've ever had to do - or, is there something you've done that was really hard to do but you really wanted to do it?
- ◆ Sometimes we like to daydream - about things we'd like to do, or things we'd like to try, or things we'd like to become. Can you remember anything you've ever daydreamed about?
- ◆ Have you ever done anything really different from what most people your age have done - made something, read something, planned something, tried something?
- ◆ What would you really like to be good at doing?
- ◆ Some people always have lots of ideas at their fingertips. You know they always have lots of ideas about what to say in a story they have to write. Other people have to work really hard to come up with ideas. Which kind of person sounds more like you? Can you think of an example of when you had lots of ideas or when you had trouble thinking of ideas?
- ◆ Can you remember any times when you've run into difficulty when you were trying to do something or make something - something you needed was missing, something got in the way or slowed things down? What did you do?

Social relationships and perceptions of the world

- ◆ Do you ever get people to go along with your ideas or what you want to do?
- ◆ What things would you say are most important in life to most people? [Follow-up to response]. What do you think will be most important in life to you?
- ◆ In all of the things that you're interested in or that you've thought about a lot, what has puzzled you the most? In the world of nature or in the world of things or in the world of people, what is it surprises you the most, or that you find the most fascinating?

Day 4: Preparing a 'Word Portrait' of the Child Interviewed in the Narrative Inquiry

After the interview you will have both memories of the conversation and some hand-written notes. Use them to try to make sense of the child **within his or her terms of reference**. You might find it helpful to ask yourself questions such as:

- ◆ What seems to be of particular interest to this child?
- ◆ What might be deduced about his/her self-concept?
- ◆ Who are the significant people/groups for the child?
- ◆ How does she/he see himself or herself in relation to others?
- ◆ What motivations or values are highlighted by what is said?
- ◆ Were there any particular themes or threads running through the conversation?
- ◆ Given all that was said, do you think there was anything notably absent?






When you feel that you understand how child understands of his/her world, **write a concise (one side of A4) account of the child and his/her world as she/he sees it. (Do this either after school or in the evening of the day you carry out the interview.)**

'Word Portrait'

Part B:
**Beginning Teaching
& Placement Enquiries
and Professional
Development Activities**

Overview SE1 Part B

The grid below outlines the suggested teaching that should take place. **However, this is flexible and the school-based tutor/training co-ordinator may decide that the student teacher needs a longer lead in time before taking full responsibility for the whole class.**

| | Week b/g 9.11.20 | Week b/g 16.11.20 | Week b/g 23.11.20 | Week b/g 30.11.20 | Week b/g 7.12.20 | Week b/g 14.12.20 |
|---|----------------------------------|--|--|--|---|--|
| Planning & Teaching | <i>PART A</i> | <i>PART A</i> | PART B Planning <u>with support from</u> school-based tutor. Teaching 40-50% of the time: English, Maths, Science | PART B Planning <u>with support from</u> school-based tutor. Teaching 50-60% of the time: English, Maths, Science | PART B Planning <u>independently</u> . Teaching 60-65% of the time: English, Maths, Science | PART B Planning <u>independently</u> . Teaching 60-65% of the time: English, Maths, Science |
| Monday | <i>Diversity and Equality</i> | <i>Prep Day 3</i> | Twilight | | | |
| Tuesday | <i>Diversity and Equality</i> | <i>Prep Day 4</i> | | | | |
| Wednesday | <i>Independent/ guided study</i> | <i>Prep Day 5</i> | | Twilight | Twilight | |
| Thursday | <i>Prep Day 1</i> | <i>Prep Day 6</i> | | | | |
| Friday | <i>Prep Day 2</i> | <i>Prep Day 7</i> | | | | |
| Placement Enquiries and Professional Development Learning Activities | Pupil Premium |  | | | | |
| | Differentiation |  | | | | |
| | Playtimes |  | | | | |
| | English Tasks |  | | | | |
| | Maths Assignment |  | | | | |
| Observations and Progress Reports | | | School-based tutor observation and debriefing of student teacher. Weekly progress report completed online | School-based tutor observation and debriefing of student teacher. Weekly progress report completed online | School-based tutor observation and debriefing and scrutiny of children's work books Weekly progress report completed online | School-based tutor observation and debriefing of student teacher Final Report submitted online by 18th December |
| Over the course of SE1, English, Maths and Science should each be observed at least once | | | | | | |

School Placement Documentation

Student teachers will maintain a School Placement File, which is their daily working document and contains planning and assessment information, evidence in relation to the children they are working with as well as copies of the resources and materials used with children.

The file is professional working document kept by the student teacher and must be accessible to all parties concerned with the placement - teachers, Training Coordinator, School-Based Tutor, Head Teacher, University School Experience Tutor.

Although the presentation of the file will be important, it is the content, i.e. the detail and appropriateness of the material that will be assessed. The file provides an evidence base for assessing the student teacher's planning, assessment, management and organisation and other professional requirements.

- The student teacher must establish their file before the start of the placement and **ALWAYS** have it available for scrutiny. It is appropriate that school mentors offer annotated comments on the content.
- The file should be **labelled with the student teacher's name**.
- The file is a working document; it may contain, for example, annotations, post-it notes and additional material.
- The file should be well organised and divided into sections.

Content of the School Placement File

The following table indicates what the School Placement File should contain, however it is also useful to note that the file should not contain:

- bulky information about the school e.g. school prospectus;
- multiple copies of resources.

School Placement File Content

| | |
|--|--|
| Title Page | <ul style="list-style-type: none"> <input type="checkbox"/> student teacher's name; <input type="checkbox"/> school contact details; <input type="checkbox"/> name of class teacher (School Based Tutor); <input type="checkbox"/> name of Training Co-ordinator; <input type="checkbox"/> class name and year group. |
| Contents Page | The order of the file. |
| Key Information about the school and the host class | <ul style="list-style-type: none"> <input type="checkbox"/> size, groupings systems for children (and how they have been established); <input type="checkbox"/> support staff, adults other than teachers <input type="checkbox"/> timetable. |
| Existing records of the children (marked 'confidential') | <input type="checkbox"/> Children with SEND and EAL home language(s) and L1 Literacy. Key issues from existing records of the children for personalisation, e.g. specific issues such as health problems, behavioural difficulties. |
| Assessment Information | <ul style="list-style-type: none"> <input type="checkbox"/> Overview of Assessment in the school, e.g. copy of policy. <input type="checkbox"/> Recording and reporting systems used in the school <input type="checkbox"/> Formal summative records for whole class with detailed records kept for three 'focus' children including examples of pupils' work that have been marked, analysed and annotated with comments indicating achievement, targets set and progression (linked to learning outcomes of lessons and evaluations of lessons). |
| Medium term planning | The school's medium term plans , indicating what the student teacher will be responsible for teaching during sequences of lessons. |
| Daily planning and formative assessment | Detailed weekly and daily lesson plans, incorporating opportunities for formative assessment and future planned intervention. |
| Resources | Resources for each area, annotated with objective and date. |
| The Training Plan & Lesson Observations Booklet and Learning Journal | The Learning Journal should contain weekly reviews of teaching and reflections following Professional Development. |

Planning Expectations

Student teachers will need to be supported by their class teachers with their planning, especially in the first weeks when planning for actual teaching will be a new experience for most student teachers. As the student teachers become increasingly skilled in their ability to plan, they will plan and teach more autonomously during the final weeks of the placement. **During the last two weeks of the placement student teachers are required to plan and teach lessons independently.**

Student teachers will use schools' medium term plans for the subjects that they will be teaching. Student teachers should complete weekly overviews using the school's templates (or those available from Canvas) and these will be **completed with support from the teachers, during the first weeks of the placement.** The student teachers should have these completed by Friday in advance of the following week, together with the daily lesson plans for all lessons to be taught during the first two days of the week. **The student teacher is responsible for ensuring that all planning is approved.**

By the end of Part A student teachers need to have all medium term planning that they require in their files and the weekly overview and lesson plans for the first literacy, mathematics and science lessons completed. If these are not complete, school-based tutors/training co-ordinators should contact the university so that a decision can be made regarding the student teacher's fitness to proceed.

Lesson Planning

Lesson Planning embraces key teaching skills for student teachers. Lesson plans provide essential (but not exclusive) evidence about a student teacher's capabilities in planning and other vital aspects of teaching. As such:

- ◆ student teachers **must** offer a lesson plan for all activities / lessons that he or she is to teach;
- ◆ lesson plans should always be available for inspection by the class teacher, school-based tutor and other relevant people;
- ◆ each plan should be constructed so that it effectively communicates the scope, quality and relevance of the session.

Lesson plans should contain the following elements:

Data such as subject topic/or theme; teaching group/s and date.

1. Key issues brought forward from the previous lesson or teaching session.
2. Learning Objectives.
3. Considerations relating to effective teaching and learning, including, where appropriate, key questions, vocabulary, assessment, differentiation, health and safety, homework, links with the national curriculum, links across the curriculum, particular pupil needs and pupil progression.
4. Lesson structure, lesson progression and lesson development and timing.
5. Organisation/management issues relating to pupils and adults.
6. Materials, resources, equipment and preparation requirements.
7. How the lesson is to be concluded.

When planning lessons student teachers are engaged in important activities which are covered by all major sections of the relevant Teachers' Standards and it is in the interests of all concerned that links with individual or groups of standards should be made clear for all planning material at all stages.

Lesson Planning Format

During SE1 all individual lessons **must** be planned using the University planning sheets. Our lesson planning proforma ensures that all relevant information needed for an effective lesson is considered. Templates for all planning are to be found on Canvas. It is envisaged these will be word processed. Formative assessment and annotations may be handwritten.

Prior to teaching the lesson, student teachers must record: Aspects of their practice that they are aiming to improve during the lesson (including Teachers' Standards) on the planning sheet.

| Planning and preparation checklist | |
|------------------------------------|--|
| <input type="checkbox"/> | Do you know exactly what you want pupils to learn in each part of the lesson/activity? |
| <input type="checkbox"/> | Does your planning show what and how learning will be assessed? |
| <input type="checkbox"/> | Have you thought about how you will make sure pupils know and understand the learning objectives? |
| <input type="checkbox"/> | Have you considered the kind of questions the pupils may ask and the misunderstandings they may have? |
| <input type="checkbox"/> | Have you thought about the key vocabulary/information you need to teach and the key questions you need to ask? |
| <input type="checkbox"/> | Have you thought about key points you need to make? |
| <input type="checkbox"/> | Do you know what the pupils will DO in each part of the lesson/activity? |
| <input type="checkbox"/> | Do you know how you will manage transitions between sections of the lesson? |
| <input type="checkbox"/> | Do you know how you will make the success criteria clear to the pupils, if appropriate? |
| <input type="checkbox"/> | Have you thought about where and with whom the pupils will work? |
| <input type="checkbox"/> | Have you checked the resources/ICT needed to support your teaching? |
| <input type="checkbox"/> | Have you thought about how you will ensure that all pupils are involved? |
| <input type="checkbox"/> | Have you considered how you will support and challenge learners? |
| <input type="checkbox"/> | Have you thought what your role will be during each part of the lesson/activity? |
| <input type="checkbox"/> | Do you know how you will use any adult support? |
| <input type="checkbox"/> | Do you know how you will make your expectations clear to the pupils? |
| <input type="checkbox"/> | Do you have strategies planned to both consolidate and extend learning? |
| <input type="checkbox"/> | Do you have strategies planned to introduce new learning? |
| <input type="checkbox"/> | Do you know how you will measure children's progress? |

| Activity/Lesson Plan Subject: | Year Group: | Date: | Lesson number in sequence | |
|---|---|-------|---|-----------|
| Analysis of learning needs, based upon assessment of pupil progress in prior lesson(s) | | | | |
| <u>Teachers' Standards</u> Aspects of your personal practice that you are aiming to improve during this lesson (Reference specific Teacher Standards) <i>To be completed before the lesson</i> | | | | |
| Rationale (What are the short- and long-term reasons for learning this?) | | | | |
| <p>Key Question(s) (in child speak)</p> <p>Learning Objectives (Make reference to NC where appropriate)</p> <p>Success Criteria</p> <p>Assessment strategies to show what and how learning will be assessed</p> <p>Are there any specific Health and Safety issues?</p> | | | | |
| Lesson Structure and Timings | Activity (including Key Language & Questions) <i>Highlight how you will adapt the lesson to meet the differing needs of learners, e.g. in terms of content, process and product.</i> | | Organisation/Managing Pupils & Adults/Transition for each phase of the lesson | Resources |
| | <p>Vocabulary</p> <p>Outline of Activities, Key Questions and Main Teaching Points</p> | | | |

Pupil Assessment

Over the course of the placement student teacher should assess children's achievement, record progress and set targets. Assessment should not be separate to teaching and learning but an integral part of the process and therefore the results of assessment should appear in lesson planning.

After **EACH** lesson the student teachers need to complete the Formative Assessment sections of the planning sheet (see below) by considering the following questions:

- To what extent were the learning objectives met? How do you know?
- Were any of the learning objectives not met? Why?
- What other learning took place?
- How will the learning outcomes of this lesson inform the teaching and learning of the next lesson?

It is envisaged that the many children will succeed in meeting the objective. The names of children exceeding objectives and those children not meeting objectives should be recorded.

During the placement student teachers should gather evidence and produce formal summative records for three 'focus' children, representative of the range of attainment in English and mathematics in the class, (one child reflecting each of the following levels of attainment: high, average, and low, if appropriate).

In the week beginning 7th December, carry out a scrutiny of children's workbooks alongside your school-based mentor, following your lesson observation, to assess the impact of your teaching on pupils' performance, over time.

Formative Assessment

To what extent were the learning objectives met? How do you know?

Were any of the learning objectives not met? Why?

While it is envisaged that the majority of children will succeed in meeting the objective, please record here the names of any children who struggled and did not meet the objectives of this lesson:

Please record here the names of any children who exceeded the objectives of this lesson:

What other learning took place?

How will the learning outcomes of this lesson inform the teaching and learning of the next lesson

Teachers' Standards Evidence of improvement in your personal practice / future targets to discuss at review meeting. *To be completed after the lesson*

Recording Reflections on Teaching

Student teachers will assess and evaluate the children's learning and annotate their lesson plans, outlining points for future action for their teaching. In addition, to completing the formative assessment section of lesson plans, **during each school-based week, student teachers must write a minimum of one in-depth evaluation of a lesson that they have taught.** Student teachers complete this evaluation, in their **Learning Journal**. This should focus on a subject area or an aspect of teaching e.g. assessment, inclusion, behaviour, etc. It should be written analytically and be an evaluative reflection of the teaching week. This evaluation should not be a description of the lesson/ activities taught.

Reflections and evaluations are:

- Expected to highlight pointers for future action and to make clearly evident contributions to relevant future plans, where appropriate.
- Expected to focus upon outcomes of previously proposed strategies, where appropriate.

An evaluation should always involve analysis of an aspect of the teaching situation. This could relate to a number of things such as:

- Personal professional next steps set by the student teacher and/or school-based tutor/training coordinator;
- The approach to, and development of, differentiation;
- Pupils' learning and their work;
- Achievement of learning outcomes;
- Organisation and management of the whole lesson;
- Organisation and management of a particular phase within the lesson;
- Use and effectiveness of resources;
- Use of teaching methods;
- Discipline and control of class or groups;
- Relationships;
- Management of or behaviour of individual pupils;
- Aspects of delivery, such as pace of lesson;
- Aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs;
- Introductions and conclusions to teaching episodes;
- Work with teachers, with and within teams;
- Work and relationships with other adults in the classroom / in the school;
- Use of questioning, explaining, discussion, instruction;
- Awareness and use of the learning environment;
- The use of time - the student teacher's and the pupils'.

The evaluations are:

- are expected to cover a minimum of *one lesson in a different subject each week*;
- expected to focus on issues that are significant to the training;
- expected to be specific rather than general;
- expected to include analysis of positive issues as well as negative issues;
- expected to refer back to previous evaluations in that, for example, they are relevant for demonstrating progression;
- expected to look forward and plan for future action for both self and pupils;
- expected to draw on a number of sources of evidence - on observations, on pupils' work, on teacher / tutor / child comments, etc. and, importantly, the student teacher's own professional sense and judgement;
- not expected to cover every aspect of every lesson, every day;
- not expected to include value judgements or blame of pupils for shortcomings
- expected to eventually help the student teacher do justice to herself/himself and to the associated thinking;

Recording Professional Development

During the placement student teachers will complete directed tasks as part of their professional development. In addition it is vital that student teachers benefit from the teachers' expertise in school. It is expected that each week the student teacher will have time for Professional Development. Each time the student teacher engages in Professional Development she/he should record evidence in the **Learning Journal**.

Professional Development may include any of the following:

- completing directed tasks;
- tutorials;
- reading and research;
- discussing teaching and learning with school-based tutors, training coordinators, subject leaders;
- observing teaching and learning;
- attending staff meetings or formal training, e.g. INSET events;
- assignment preparation.

Schools should consider approaches for how student teachers will be accommodated in the school when they are engaged in Professional Development including:

- Release time for staff e.g. the Assessment Coordinator, to support Professional Development as appropriate;
- Student teacher access to IT facilities as required;
- Professional Development opportunities from other year groups, other colleagues across the school.

Part B
Placement
Enquiries and
Professional
Development
Activities

Checklist of Part B Placement Enquiries & Professional Development Activities

| SE1 (Part B) Placement Enquiries and Professional Development Directed Activities | Page Number | Completed ✓ |
|--|--------------------|------------------------|
| The Pupil Premium | | |
| Differentiation | | |
| Playtimes | | |
| Tasks for English: The teaching of SSP | | |
| Tasks for English: Teaching Guided Reading | | |
| Tasks for English: Closing the vocabulary gap. Book' choices for SE1 placement | | |
| The Shadow Study | | |

The Pupil Premium

(You will present data and discuss your outcomes of this task in the twilight session timetabled on 9th December)

The Pupil Premium is a government funding measure to help schools support children from disadvantaged families and 'close the attainment gap'. This year schools receive £1,320 for any pupils in Reception to Year 6 who has been registered for Free School Meals within the last six years. For further information see <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

You will gather views on the Pupil Premium and its possible impact on pupils in your SE1 school, by exploring questions with the school leadership such as...

- For what percentage of its pupils does the school receive the Pupil Premium?
- How does the school spend the money allocated?
- How effective is this in reaching disadvantaged children?
- What is the impact of Pupil Premium?
- What does the school do to limit the potential stigmatisation of pupils for whom it receives the Pupil Premium? How effective is this?
- What measures does the school take to support children who come from disadvantaged backgrounds, apart from its use of the Pupil Premium?
- What are views at the school about the Pupil Premium?
- How do school leaders view the Pupil Premium?

To gather this information, you will need to carry out an interview with the Head Teacher or the Deputy Head. Please prepare carefully for this meeting by thinking about the questions you want to ask, and how you will record the answers. Of course, you can also ask other colleagues for their views, but it is important to obtain the views of the senior management of the school.

You will present the data in the Professional Studies twilight session **on 9th December** and present a clear verbal overview of the situation at your SE1 School. We will draw on the information gathered to get an understanding of the impact of and views on the Pupil Premium across partnership schools, and begin to discuss issues related to socio-economic disadvantage. These will be explored further during the Reflective Practitioner module.

Differentiation

Choose either maths or English as a subject. Choose **3 children** with varied learning needs, interests and responses to this subject area (e.g. a pupil may be able to write English to the level expected for her age, but prefers instead to draw as she is anxious about writing). These may be the 3 focus children, for your formal summative records assessment activity.

Over a series of 3 or 4 consecutive lessons, based on your developing knowledge of the pupils through formative assessment, conversations and observations, investigate how to differentiate for these pupils in terms of content, process and product (although not necessarily all at the same time!). Show evidence of this through your lesson planning, resources and conversations with your class teacher/mentor. Evaluate the appropriateness of this after each lesson and use this to plan your next lesson.

Record this evidence using the following chart (see a completed example of this in the differentiation workshop PowerPoint), which you may also use as a scaffold for reflection.

| Year group | Pupil Name | Curriculum focus | Interests | Response to the subject |
|--|---|--|--|--|
| Formative assessment | Content - <i>the media and methods teachers use teach/model.</i> | Process - <i>the activities pupils undertake and the resources for support.</i> | Product – <i>the materials students produce, e.g. story, poster, recording.</i> | Evaluation/forward formative assessment |
| Part 1 – previous formative assessment | | | | |
| Part 2 – formative assessment | | | | |

Part 3 – formative
assessment

Part 4 – formative
assessment

Playtimes

Playtimes afford the pupils different opportunities from classroom based sessions. In term 2 we will be considering the purpose and value of playtime as part of the Reflective Practitioner module and you will be drawing on your experiences from SE1, so do keep all of the notes and annotated plans.

The purpose of the playground focus is to:

- Encourage you to think about what playtimes mean to children and to their teachers;
- Discover how playtimes are managed – what is and is not deemed appropriate;
- Find out how playtimes might contribute to the social and emotional development of children
- Enable you to have a sense of how your class feels about playtimes and
- Consider playtimes from the perspective of a child who struggles with this aspect of the school day.

Tasks

These are in order of priority but ideally completing at least the first three would best support your learning in the term 2 Reflective Practitioner modules.

1a Discussion with class teacher: purposes, challenges and benefits of playtimes.

Task 1b Children who struggle at playtime

2. Complete one playtime observation and one dinnertime observation (You will need to liaise with your host teacher so that you can go out and come in at the same time as the children to have the full play experience.)

Reflect on the playtime experience using form 1 AS SOON AS POSSIBLE DURING /AFTER the observation.)

3. Critical incidents at play / lunchtimes

4. Draw an annotated plan on A3 paper (**or use a google earth picture of your school**)

Task 1a – I have provided some prompts which you could give to your class teacher in advance of the discussion but the intention is that this will be a professional discussion about an aspect of the children's school day *so it should feel more like a conversation than an inquisition!*

Talk to your class teacher about what they regard as the purposes of playtimes and the benefits and challenges playtimes present (ask if there are any differences between lunchtime play and a.m. and p.m. play).

Does the school have particular policies or activities or training in place to ensure that playtimes are:

1. enjoyable for all children
2. an opportunity to learn how to socialise – how does playtime contribute to the social and emotional development of children?

Have a specific discussion about **playground rules**; who decides, how they are agreed upon and what are the rewards and sanctions associated with playtimes (again are there differences between playtimes and lunchtimes)

How do play and lunchtimes interact with the rest of the school day?

- If the teacher supervises playtimes what is his/ her view of this part of their job – benefits and disadvantages?
- If the teacher does not supervise playtimes what is his/ her view of this– benefits and disadvantages

Task 1b Children who struggle at playtime- is there a **particular child/** children who regularly seem to find playtimes difficult? How does the teacher know about children who may be struggling at playtime? Focusing on a discussion about one child

- Summarise what the issue is and how long the situation has been seen as a problem
- Who raised the initial concern; the child, other children, parents, teacher or other staff members?
- the teacher's and others' perceptions of why this is happening

- and what is currently in place to try to address this.

(For example the child could struggle to be included in play, and / or be regularly in trouble at playtimes/ not attempt to play and instead wander around alone).

How does the child appear in class- settled, part of a friendship group/ comfortable with peers in a classroom learning situation? etc.

With your teacher's permission you could (subtly) focus on this child whilst carrying out playtime observations to add to the 'picture' and with advice perhaps subtly intervene to support the child. * ***This needs to be discussed with your class teacher and acted on with very careful consideration - children who are regularly 'in trouble' at playtimes may already have various mechanisms in place to support them, children who are sad and temporarily or routinely 'friendless' may find their situation more difficult if singled out for 'help'.***

Summarise the situation at the end of the placement –

- Positive changes (please explain)
- Negative changes (please explain)
- No change
- Additional avenues explored to support child (e.g. opportunities to talk to class teacher if upset, buddy bench or other buddy system), class (e.g. SEAL – (social and emotional aspects of learning) type activities conducted in class, circle time, school (friendship policy, assemblies, buddy system).

Task 1b additional notes

Task 2 Playtime/ lunchtime observation sheet (continue on blank sheet opposite)

| | | |
|--|--|----------------|
| Date Time | Remarks e.g. wet/icy/ extra long play/ new equipment, new staff etc./ 'no field today' | |
| Play space | | |
| How are children in your class sent out to play? | | |
| What sort of things does the adult sending your class out to play say to the children? | | |
| Number of adults (exclude self) in play space | | |
| Notes on one chosen adult – how time is spent outside (this is an impression –just note down every five or so minutes what the adult seems to be doing) e.g. Talks to adult, talks to children, plays with children, disciplines children, walks around. | | |
| | Area | Age and gender |
| Use of space – note down what the key areas are e.g. grassed area/ seating area/ climbing frames. Note as a 'one off' impression the approximate age and gender of pupils in each those areas e.g. mixed 7-11 year olds mostly boys 10-11 etc. all boys 8-9 mostly girls 5-6 all girls 10-11 | 1. 2. 3. 4. | |
| What do the children in your class do at playtime? Put the most popular activity as 1 and the least popular as 3 | 1. 2. 3. | |
| Did you notice any children from your class who are alone at playtime? Did they appear to be alone by choice or not? What did a lone child do to make contact? | | |
| What did others (adults and children) do to make contact? | | |
| How do children return from outside play (e.g. line up/drift in etc?) | | |
| What sorts of things does your CT/ other adult say as the children return from play? | | |
| How many children (if any) want to talk about problems at playtime after play? | | |
| How is this managed in a busy classroom? | | |

Playtime/ lunchtime observation additional notes

Task 2 Playtime/ lunchtime observation sheet (continue on blank sheet opposite)

| | | |
|--|--|----------------|
| Date Time | Remarks e.g. wet/icy/ extra long play/ new equipment, new staff etc./ 'no field today' | |
| Play space | | |
| How are children in your class sent out to play? | | |
| What sort of things does the adult sending your class out to play say to the children? | | |
| Number of adults (exclude self) in play space | | |
| Notes on one chosen adult – how time is spent outside (this is an impression –just note down every five or so minutes what the adult seems to be doing) e.g. Talks to adult, talks to children, plays with children, disciplines children, walks around. | | |
| | Area | Age and gender |
| Use of space – note down what the key areas are e.g. grassed area/ seating area/ climbing frames. Note as a 'one off' impression the approximate age and gender of pupils in each those areas e.g. mixed 7-11 year olds mostly boys 10-11 etc. all boys 8-9 mostly girls 5-6 all girls 10-11 | 1. 2. 3. 4. | |
| What do the children in your class do at playtime? Put the most popular activity as 1 and the least popular as 3 | 1. 2. 3. | |
| Did you notice any children from your class who are alone at playtime? Did they appear to be alone by choice or not? What did a lone child do to make contact? | | |
| What did others (adults and children) do to make contact? | | |
| How do children return from outside play (e.g. line up/drift in etc?) | | |
| What sorts of things does your CT/ other adult say as the children return from play? | | |
| How many children (if any) want to talk about problems at playtime after play? | | |
| How is this managed in a busy classroom? | | |

Playtime/ lunchtime observation additional notes

Task 3 Critical incidents at play / lunchtimes

Whilst on placement there may be particular playtimes that **are memorable in an enjoyable way** – because something particularly **interesting** took place e.g. most of the class were involved in a game that perhaps arose from shared programme watching/ a PE game etc. Make notes about the issue, analyse what you have seen and discuss it, ideally with your class teacher. We will reflect on these occasions in Term 2.

Antecedent, behaviour, outcome i.e. what came before / led up to the **interesting or enjoyable** playtime, **what then happened at playtime** and what **was the effect on the class or children** who played (these can be impressions of emotional response).

Positive playtime experience.

| Antecedent | behaviour | outcome |
|------------|-----------|---------|
| | | |

Alternatively there may have been occasions when playtimes **were particularly difficult for the children and staff**. Make notes about the issue, analyse what you have seen and discuss it, ideally with your class teacher. We will reflect on these occasions in Term 2.

Antecedent, behaviour, outcome i.e. what came before / led up to the **difficult** playtime, what then happened at playtime and what was the effect on the class or children who played (these can be impressions of emotional response).

Negative playtime experience.

| Antecedent | behaviour | outcome |
|------------|-----------|---------|
| | | |

Tasks for English

There are 4 tasks: the teaching of SSP, the teaching of guided reading, 'Closing the vocabulary gap' and introducing new texts and reading aloud to the children

Teaching of SSP. Please can all students complete this task in SE1-

I appreciate you may need to work in another year group in order to gain valuable experience which will build on the sessions already taught in the University and thus maximise your ability to apply your learning in situ.

As part of the expectation to **meet Teachers' Standard 3** students will need to carry out some teaching of SSP for reading or spelling in each of the phonic phases 2-6 (or equivalent).

| | | |
|--|--|--|
| Observe a phonics session (use form 1 to record and discuss this teaching with the class teacher) | | |
| Plan to teach a phonics session using the teacher's plans (but create your own lesson plan on a University lesson plan) | | |
| Be observed teaching phonics (provide form 2 to your class teacher) | | |
| Explore the scheme used to teach phonics and complete form 3 | | |
| Teach a subsequent phonics session using the feedback from your observation | | |
| Teach phonics over the course of the placement where this is usual practice - It will be important to have a further observation of you teaching SSP as part of a literacy focused observation at a later point in the placement. | | |
| Record (note form) the teaching of phonics you have completed using SSP record form in your English handbook, workbook, phonics section. | | |

Form 1 Phonics: discrete teaching and application observation

Student**Teacher**.....**Phonic phase**.....

Adapted NU from Roehampton University from: The National Strategies / Primary: Developing literacy in ITT

This form can be used by the student-teacher to observe the teaching of SSP for reading (and spelling).

| Section Prompts | Questions; areas of strength and for development |
|---|--|
| <p>Revisit and review</p> <ul style="list-style-type: none"> • Can all children see/hear the teaching input? • Does the teacher recap on previously learned grapheme-phoneme correspondences, blending and segmenting etc.? • Does the trainee give feedback on previous learning? • Can you hear how the trainee articulates phonemes correctly? | |
| <p>Teach</p> <ul style="list-style-type: none"> • Does the teacher make the new learning objective clear? • Does the teacher introduce a new sound? • Does the teacher model blending/segmenting? • Does the teacher introduce/revisit any tricky words? • Is the learning contextualised, i.e. linked to a theme/unit of work/pupil experiences? • Are all children actively involved in speaking and listening? | |
| <p>Practice</p> <ul style="list-style-type: none"> • Is the session made as fully interactive as possible? • Are all the children engaged? • Is any form of differentiation evident? • Do the children articulate phonemes correctly? • Are the children blending/segmenting? • Is the learning multi-sensory? • Does the teacher give feedback? • Are additional adults contributing to the learning and/or assessment? | |
| <p>Apply</p> <ul style="list-style-type: none"> • Are children given the opportunity to apply their phonic knowledge to reading and/or writing? • Are the activities differentiated? • Are children supported by peers/additional adults/resources? | |
| <p>Assessment</p> <ul style="list-style-type: none"> • Are criteria used for assessment? • Does assessment take place? • Is it clear that the assessment will help inform future planning? | |

The following form may be used when you are observed teaching SSP.

Form 2 School Based Training Improving Phonics Teaching

Prior to observing the student teaching the school based tutor and the student need to have agreed what the session is intended to demonstrate re: development in the student's teaching, in the context of the student's training programme. This will support further training and provide evidence of the impact of training. There also needs to be agreed an intended impact on pupil's learning for group and for individuals.

| | |
|--|--|
| Intended impact for student: Stage: | |
| Recorded impact for student: | |
| Intended impact on pupils: Age/phase: | |
| Recorded impact on pupils: | |

| Section Prompts | Questions; areas of strength and for development |
|---|--|
| <p>Revisit and review</p> <ul style="list-style-type: none"> • Can all children see/hear the teaching input? • Does the trainee recap on previously learned grapheme-phoneme correspondences, blending and segmenting etc.? • Does the trainee give feedback on previous learning? • Can you hear how the trainee articulates phonemes correctly? | |
| <p>Teach</p> <ul style="list-style-type: none"> • Does the trainee make the new learning objective clear? • Does the trainee introduce a new sound? • Does the trainee model blending/segmenting? • Does the trainee introduce/revisit any tricky words? • Is the learning contextualised, i.e. linked to a theme/unit of work/pupil experiences? • Are all children actively involved in speaking and listening? | |
| <p>Practice</p> <ul style="list-style-type: none"> • Is the session made as fully interactive as possible? • Are all the children engaged? • Is any form of differentiation evident? • Do the children articulate phonemes correctly? • Are the children blending/segmenting? • Is the learning multi-sensory? • Does the trainee give feedback? • Are additional adults contributing to the learning and/or assessment? | |
| <p>Apply</p> <ul style="list-style-type: none"> • Are children given the opportunity to apply their phonic knowledge to reading and/or writing? • Are the activities differentiated? • Are children supported by peers/additional adults/resources? | |
| <p>Assessment</p> <ul style="list-style-type: none"> • Are criteria used for assessment? • Does assessment take place? • Is it clear that the assessment will help inform future planning? | |

| | |
|---|--|
| Evaluation | |
| Summary of main points | |
| Agreed next steps for improving phonics teaching | |

School based tutor: _____

Student teacher: _____

Date: _____

Form 3 Resources for teaching phonics

Student teachers will interrogate programmes for teaching systematic synthetic phonics using this checklist in order to draw out how they meet the key features of effective phonics provision.

| Name of programme: | | |
|---|-----------------------------------|---------------------------------------|
| Key aspect | Note how defined in the programme | Specific teaching methods/ approaches |
| Is it clear that it uses phonics as the prime approach to word recognition | | |
| Are grapheme-phoneme correspondences taught in a clearly defined, incremental sequence? | | |
| Does it teach the skill of blending phonemes from the outset in order, all through a word, to decode (read) it? | | |
| Does it teach the skill of segmenting words into their constituent phonemes to encode (spell) from the outset? | | |
| Does it demonstrate that blending and segmenting are reversible processes? | | |
| <p>Other specific features of the programme, including: Discrete, daily sessions progressing from simple to more complex phonic knowledge and skills, and including learning new learning every day</p> <p>Use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities</p> <p>Ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills</p> | | |

Reproduced from PNS Literacy Systematic synthetic phonics – Student teachers' Subject Knowledge for Teaching Portfolio

Teaching Guided Reading (All students)

| Activity | Completed Y/N | Comment by student/ teacher/ cross ref to Learning Journal / Training Plan and Observations Booklet |
|--|--------------------------|--|
| Observe an experienced teacher teaching guided reading – discuss the teaching before and after the teaching | | |
| Teach guided reading on at least 3 other occasions where possible | | |
| Arrange to be observed teaching guided reading on the second of the three occasions | | |
| Complete the reflection sheet on the teaching of guided reading | | |

OBSERVING GUIDED READING: A PROMPT SHEET FOR TUTORS/ STUDENTS

Student name.....Teacher name.....Date.....Year group.....

| | PROMPTS | NOTES |
|---|--|-------|
| Plan | <ul style="list-style-type: none"> • Is there a clear focus (i.e. development of reading comprehension strategies)? • Is the focus informed by learning needs of the children (AfL)? • Is there evidence that the choice of text has been considered and that the level is appropriate? | |
| Teaching sequence | General: does the student support the children e.g. through key questions, constructive comments or teaching at the point of reading. | |
| Book introduction and strategy check | <p>Does the student</p> <ul style="list-style-type: none"> • Activate children’s prior knowledge? • Engage and enthuse the children? • Set a clear purpose for the reading? • Introduce and discuss words / phonemes / affixes that may pose a challenge to the children? • Draw attention to any key features of the text type being studied e.g. tense; key vocabulary • Recap on relevant strategies? | |
| Independent reading | <p>How has the student organised the session?</p> <ul style="list-style-type: none"> • Are the children reading individually, at their own pace (aloud or silently)? <p>Word recognition</p> <ul style="list-style-type: none"> • When appropriate, does the student ensure that children use phonic knowledge as their first strategy in word recognition? • If relevant, does the student articulate phonemes correctly? <p>Language comprehension</p> <ul style="list-style-type: none"> • Do the student’s questions encourage the children to engage in Booktalk? • Does the student make links with other texts and the children’s own experiences? | |
| Returning to the text and response | Note that the points under ‘Language comprehension’ above could be addressed in this section as well as / instead of during the independent reading section. | |

| | | |
|--------------------------------|---|--|
| Assessment for Learning | <ul style="list-style-type: none">• Has the student involved the children in self-evaluation?• How does the student record assessment evidence?• Is there evidence of new learning not just consolidation | |
|--------------------------------|---|--|

Prompts taken from the PNS and Roehampton University and adapted by NU September 2012

For student to observe teacher

OBSERVING GUIDED READING: A PROMPT SHEET FOR TUTORS/ STUDENTS

Student name.....Teacher name.....Date.....Year group.....

| | Prompts | Notes |
|---|--|--------------|
| Plan | <ul style="list-style-type: none"> • Is there a clear focus (i.e. development of reading comprehension strategies)? • Is the focus informed by learning needs of the children (AfL)? • Is there evidence that the choice of text has been considered and that the level is appropriate? | |
| Teaching sequence | General: does the student support the children e.g. through key questions, constructive comments or teaching at the point of reading. | |
| Book introduction and strategy check | <p>Does the student</p> <ul style="list-style-type: none"> • Activate children’s prior knowledge? • Engage and enthuse the children? • Set a clear purpose for the reading? • Introduce and discuss words / phonemes / affixes that may pose a challenge to the children? • Draw attention to any key features of the text type being studied e.g. tense; key vocabulary • Recap on relevant strategies? | |
| Independent reading | <p>How has the student organised the session?</p> <ul style="list-style-type: none"> • Are the children reading individually, at their own pace (aloud or silently)? <p>Word recognition</p> <ul style="list-style-type: none"> • When appropriate, does the student ensure that children use phonic knowledge as their first strategy in word recognition? • If relevant, does the student articulate phonemes correctly? <p>Language comprehension</p> <ul style="list-style-type: none"> • Do the student’s questions encourage the children to engage in Booktalk? • Does the student make links with other texts and the children’s own experiences? | |
| Returning to the text and response | Note that the points under ‘Language comprehension’ above could be addressed in this section as well as / instead of during the independent reading section. | |

| | | |
|--------------------------------|---|--|
| Assessment for Learning | <ul style="list-style-type: none">• Has the student involved the children in self-evaluation?• How does the student record assessment evidence?• Is there evidence of new learning not just consolidation | |
|--------------------------------|---|--|

Prompts taken from the PNS and Roehampton University and adapted by NU September 2012

For teacher to observe student

Form: student teacher reflection on the teaching of guided reading—observation of experienced teacher.

(Complete and append within school-based record of professional development booklet).

DateDiscussion with.....

Age group referred to:

Important points raised prior to the observation of **guided reading**:

Reflections on observation of the teaching of **guided reading** (refer to prior discussion)

Key points for your own teaching of **guided reading**:

Reflections on observation of the assessment opportunities inherent within **guided reading** (refer to prior discussion):

Key points for your own assessment within **guided reading**

Closing the vocabulary gap

Have a discussion with your teacher about how they develop the children's vocabulary both through their planning and through deliberate activities or approaches throughout the school day. Has there been an increased focus recently as a result of school concerns about this issue?

'Book' choices for SE1 placement

Students placed in **KS1 should identify 3 texts** *beyond* those that are being used as part of the curriculum (and that ideally should be new to all or most of the children) that you would like to share with children on this placement. The books could be shared with the whole class, a small group or an individual. Texts can be either paper-based or electronic and could be, for example, a poem, the first chapter of a short story or a whole picture book. You may choose different approaches to presenting the books e.g. enabling a group to access them when carrying out 'quiet reading'; reading the beginning chapter to the class to introduce new authors or genres of books (see information on the range of texts pupils can be introduced to in the workbook section of the English handbook); suggesting a book to an individual for a specific reason e.g. they enjoy adventurous stories/ they are struggling to find books that they want to read.

Complete a brief book review on each of the texts and include the children's responses to the texts (*see later section of the workbook in the English handbook*).

Students placed in **KS2** should share **2 texts and complete two book reviews**.

Shadow Study

Select one child for the study. This should not be the same child used for either the narrative enquiry or for the playtime task (child who is struggling at playtimes). The child chosen needs to be viewed as of **average reading ability** for their class.

You will each need to 'shadow' a child from your host class. You will each need to make three or four observations (15 - 30 minutes each). You need to observe the child at the following times:

- A during an adult initiated activity; - *do this during a mathematics session*
- B at playtime - *do this during morning playtime*
- C at lunchtime; and
- D during a PE lesson or other practical activity

Your descriptive notes should be made on the format provided below. (Make extra copies of the sheet as necessary). BEFORE carrying out the shadow study you should become familiar with the 'Some Things to Think about When Observing Children' prompt sheet below. At the end of each observation you will find it illuminating to ask the child what she or he has been doing and why. Record their response. If possible, also collect copies of the outcomes of the child's activity.

Using the format provided below, write a concise (one side of A4) review of the child observed, identifying what you have learnt about the child under the following headings: physical development, emotional development, social development and intellectual development. (**Do this either after school or in the evening of the day you carry out the shadow study.**)

Shadow Study Observation

Some Things to Think About When Observing Children – Prompt Sheet

Intellectual – Comprehension

- ◆ What is the child's understanding of questions addressed to him/her specifically/ to the class as a whole?
- ◆ Is there evidence of confusion between why /when/ where questions?
- ◆ Is the child able to follow a conversation/discussion in a 1:1 setting, small group, and whole class?
- ◆ What evidence is there that the child does/does not understand, e.g. makes relevant/irrelevant comments, asks appropriate/confusing questions?
- ◆ Are there aspects of the context which help understanding, e.g. visual prompts, repetition, encouragement to say when things are unclear, precise use of language, appropriate volume, use of relevant examples?
- ◆ Are there aspects of the context which may hinder understanding, e.g. absence of visual prompts, lots of new information given in long sentences with complex structures, distractions, background noise?

Intellectual – Expression

- ◆ Is the child able to direct others?
- ◆ Is the child able to share social interaction?
- ◆ Is the child able to ask for information or help?
- ◆ Is the child able to reflect on their learning?
- ◆ Is the child able to solve problems?
- ◆ How does the child's language differ from an adult's use of language in structure, sound production and vocabulary?
- ◆ How precise is the language the child uses?

Intellectual – General observations

- ◆ What appear to be the child's greatest interests and abilities?
- ◆ Does the child appear to engage actively or passively in classroom life?
- ◆ Is there evidence of developing concentration?
- ◆ Which factors affect concentration?
- ◆ Is the child curious? Does she or he explore and investigate the environment?
- ◆ Is the child able to express choices and make decisions?
- ◆ Does the child know how to handle books? Top to bottom/left to right orientation?
- ◆ Does the child read into the pictures of a book?
- ◆ Can she or he recall and sequence a story, or show other evidence of memory retrieval?

Physical

- ◆ Observe gross motor (large body movements) as well as fine motor (manipulative) skills.
- ◆ Does the child show spatial awareness and use space appropriately?
- ◆ Is the child well-coordinated?
- ◆ Is the child confident and capable on climbing apparatus and PE equipment?
- ◆ Is there evidence of hand-eye co-ordination, e.g. bead threading, writing, or throwing a ball?
- ◆ Does the child use construction materials, pencils, crayons, or scissors? Does she/he hold and manipulate these tools safely and with skill?
- ◆ Is the child right or left handed?
- ◆ Look at the classroom from the child's eye level. What do you think the child's view of the world is? (For example, does classroom display take cognisance of this?)
- ◆ Are there opportunities and resources in the classroom to encourage independence and support physical development?
- ◆ Does the child move with imagination in appropriate contexts?

Emotional

- ◆ Is there evidence of the child's fears/anxieties/pleasures? (Observe body language and facial expressions/ tantrums/ tears/ laughter).
- ◆ Does the child's imaginative play reveal anything of his or her previous experiences/ ideas about the world and the people in it?
- ◆ Does the child show pleasure and a positive disposition to learning?
- ◆ Does the child appear confident with positive self-esteem?
- ◆ Is there an air of self-reliance?
- ◆ How does the child relate both to other children and staff? Is there evidence of dependency or independence?
- ◆ Does the child express confidence and self-respect?

Social

- ◆ Are there other children in the family? Where is the target child placed in order of siblings?
- ◆ Is the child able to see to his/her own needs?
- ◆ Has the child developed any friendships?
- ◆ Does she or he play alone/alongside other children/or co-operatively?
- ◆ What strategies does the child use to enter the play of others, solve social conflict?
- ◆ Does the child initiate exchanges either verbally or physically?
- ◆ Does she or he listen, make eye contact, and take turns?
- ◆ Can the child talk confidently to a range of audiences?
- ◆ Is the child able to work effectively with others in a small or large group?
- ◆ What role does the child take in the group, e.g. leader, supporter?
- ◆ Is the child able to express his/her feelings appropriately?
- ◆ Does the child show sensitivity to the feelings of others?
- ◆ Does the child show an understanding of right/wrong and appropriate/inappropriate behaviour?

Shadow Study Observation

Age of child observed _____

| Context/Non-verbal support/ question or statement child is responding to | Working situation (individual, pair, group, class) | Actions observed | Language used (write down as precisely as possible what the child says) |
|--|--|------------------|--|
| | | | |

Analysing the Shadow Study Data

- 1 Try looking at the information gathered during the shadow study from several different aspects.
 - a) The type of pupil organisation being experienced by the child during his or her activities:
 - ◆ pair of children;
 - ◆ individual child;
 - ◆ small group of children;
 - ◆ whole class.
 - b) The type of learning processes being experienced such as:
 - ◆ observation and information seeking;
 - ◆ looking for patterns and deeper understanding;
 - ◆ communicating information and ideas in various ways;
 - ◆ posing questions and solving problems;
 - ◆ applying what has been learned to unfamiliar situations;
 - ◆ evaluating work done.
 - c) The content of the learning being experienced.
- 2 In relation to the child shadowed:
 - ◆ Did she/he seem to have a clear understanding of the purpose of the tasks being undertaken?
 - ◆ Did she/he have a positive attitude towards his or her work?
 - ◆ Did she/he seem to cope adequately with any necessary decision making?
 - ◆ What did she/he do if she/he needed help?
 - ◆ What positive aspects of his/her learning did you notice?
 - ◆ What, if anything, surprised you?
- 3 Identify any major patterns, issues or themes that emerge.

Intellectual development

Emotional development

Social development

Physical development