

**Newcastle**  
University

A Guide to the PGCE  
Placement Reporting  
System

<https://placements.ncl.ac.uk>

This Website is for placement supervisors & University students currently on placement. School-based mentors (PGCE) and placement supervisors (of participating programmes) should use the External Login below.



See the [Careers Service Website](#) for information on placement opportunities and how to apply for placements.

### External Login

Username

Password

Login

[Forgot password?](#)

### University Login

Login

**School-Based Staff** should log-in here.

**NB. Your username is a 4-character code, NOT your email address.**

If you do not know your username or password, please click on “Forgot password” and follow the instructions to initiate a password reset email chain. This will also confirm your username in the “Placement account confirmed” email that you get sent. You **MUST** use your work email address, the one which we should have on our system. If this fails, please send an email asking for access to the Online Placement Reporting System to [pripgce@newcastle.ac.uk](mailto:pripgce@newcastle.ac.uk) clearly stating your school name and student teacher’s name.

**University Staff and Students** should log in here.

Clicking on “Login” will redirect you to the standard University Login page. Your login details are the same as logging in to your normal University account.

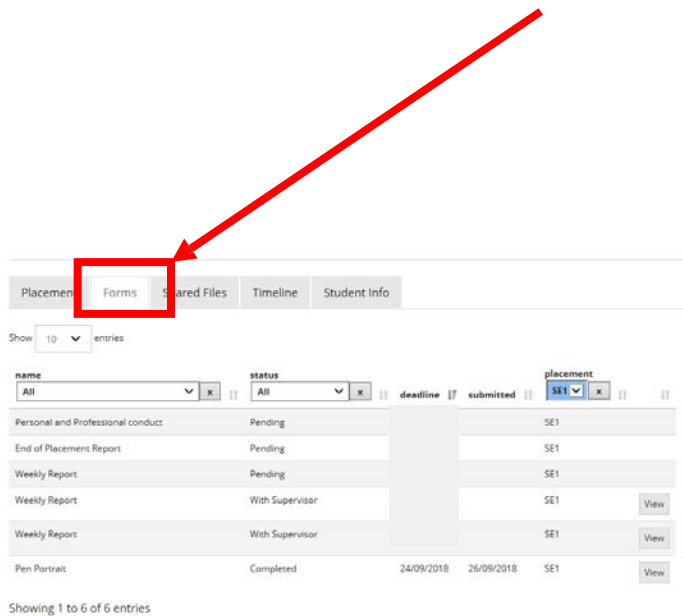
NB. In some placement schools, Student access to the web might be restricted by a local Firewall... if you appear to be unable to log-in, send an email to your IT team asking if they can unblock <https://placements.ncl.ac.uk/> and any subfolders/URLs and then try again. If you have been able to log-in from home/Uni but not in school, this is almost certainly the cause of the problem.

# Items in the Online Reporting System

| <b>Item</b>   | <b>Who should write this and how often?</b>   |
|---|---|
| <b>Pen Portrait</b>                                   | The Student Teacher completes this.   |
| <b>Weekly Report</b>                                  | The School-Based Tutor alongside the Student Teacher. It should provide an accurate record of the discussion held, record strengths and targets, including specific actions for the following week. These should be completed throughout the placement. |
| <b>End of Placement Report</b>                        | The School-Based Tutor. Completed at the end of each teaching placement. This should be shared and discussed with the Student Teacher before the placement ends.  |
| <b>Personal and Professional Conduct (PPC) Report</b> | The School-Based Tutor. Completed at the end of each teaching placement. This should be shared and discussed with the Student Teacher before the placement ends.  |

# For Student Teachers:

- You can use the online reporting system for the following:
  - Completing your Pen Portrait
    - Please ensure that you complete this as soon as possible, it is a simple summary document viewable by University Tutors and staff at your placement schools.
  - Completing your Weekly Report
    - We suggest that you and your School-Based Tutor record this together. These are viewable by you, your placement school and University Tutors.
  - To view any of the above as well as your End of Placement Report and your Personal and Professional Conduct (PPC) Report, completed by your placement school, select the **'Forms Tab'**. These are also viewable by your University Tutors and Placement School Tutors.



Placement **Forms** Shared Files Timeline Student Info

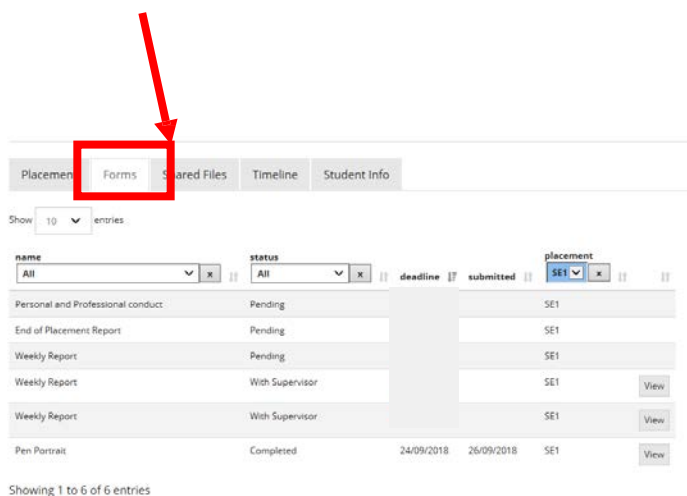
Show 10 entries

| name                              | status          | deadline   | submitted  | placement                |
|-----------------------------------|-----------------|------------|------------|--------------------------|
| Personal and Professional conduct | Pending         |            |            | SE1                      |
| End of Placement Report           | Pending         |            |            | SE1                      |
| Weekly Report                     | Pending         |            |            | SE1                      |
| Weekly Report                     | With Supervisor |            |            | SE1 <a href="#">View</a> |
| Weekly Report                     | With Supervisor |            |            | SE1 <a href="#">View</a> |
| Pen Portrait                      | Completed       | 24/09/2018 | 26/09/2018 | SE1 <a href="#">View</a> |

Showing 1 to 6 of 6 entries

# For School-Based Tutors:

- You can use the online reporting system for the following:
  - Weekly report.
  - When you enter the system please **click on the surname hyperlink (in blue)** to access your students' forms. (**Note: when completing the weekly reports you can use the save as draft until you wish to submit**).
  - We suggest that you complete these alongside the student teacher. These are viewable by you, the student teacher and university tutors.
- Completing the Personal and Professional Conduct (PPC) report and the End of Placement Report (indicating progress towards the Teachers' Standards, strengths and areas for development). (**Note: this form saves automatically and you can close and come back to it until it's ready to complete, once complete please submit**).
- To view any of the above as well as records/reports completed by the School-Based Tutor at the previous placement school, select the **'Forms Tab'**. These are also viewable by your University Tutors and Placement School Tutors.



| name                              | status          | deadline   | submitted  | placement                |
|-----------------------------------|-----------------|------------|------------|--------------------------|
| Personal and Professional conduct | Pending         |            |            | SE1                      |
| End of Placement Report           | Pending         |            |            | SE1                      |
| Weekly Report                     | Pending         |            |            | SE1                      |
| Weekly Report                     | With Supervisor |            |            | SE1 <a href="#">View</a> |
| Weekly Report                     | With Supervisor |            |            | SE1 <a href="#">View</a> |
| Pen Portrait                      | Completed       | 24/09/2018 | 26/09/2018 | SE1 <a href="#">View</a> |

Showing 1 to 6 of 6 entries

# For School-Based Tutors:

## • Writing the End of Placement Report – an overview:

- Towards the end of the term, you will complete the report based on your professional judgement of the student teacher’s progress against the Teachers’ Standards, with reference made to the student teacher’s Training Plan, Weekly Reports, Lesson Observations and dialogue between you and the student teacher.
- Based upon the evidence above, you record the student teacher’s outcomes against each the Teachers’ Standards. You record a summary of their specific strengths and target areas for their development, for each of the Teachers’ Standards, 1 through 8.
- This is done by clicking on the appropriate statement (using criteria descriptors at four levels of achievement: ‘Developing’, ‘Achieving’, ‘Good Level of Achievement’, ‘High Level of Achievement’) which best describes the student teacher’s current level, for each subcategory; This is followed by selecting an “Overall” Level/Grade and writing a statement to illustrate/indicate the student teacher’s particular strengths and areas for development for each Standard.
- Pressing “Next” saves your progress and comments automatically.

View End of Placement / Term Report

Download



Set high expectations which inspire, motivate and challenge pupils:

|  | High Level of achievement   | Good Level of Achievement   | Achieving  | Developing   |
|--|---|---|--|--|
| Establishes a safe and stimulating environment for pupils, rooted in mutual respect.                 | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. |   | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.          | Is unable to establish a safe and stimulating environment for pupils.  |
| Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.         |   | Sets goals that stretch, challenge and motivate pupils<br>Use strategies to support the learning and progress of under-performing groups. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.         |
| Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.   | Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.                           |  | Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

Overall the student teacher has demonstrated the skills within this standard to the following level.\*

Please note any specific strengths and achievements in respect to the standard\*

Please provide clear/S.M.A.R.T targets/areas to prioritise for this standard, where appropriate\*

Next