****

**Initial Teacher Education Primary Partnership**

**Programme: PGCE Primary School Direct**

**School Experience 1 Handbook**

**Autumn 23**

Contents

[Key Dates & Information 3](#_Toc109294399)

[Detailed Expectations Diary for Early Years Foundation Stage 5](#_Toc109294400)

[Detailed Expectations Diary for Key Stages 1 and 2 9](#_Toc109294401)

[Rationale and Aims 15](#_Toc109294402)

[The module aims to provide opportunities for student teachers to: 15](#_Toc109294403)

[Summary Information 16](#_Toc109294404)

[Essential Features 16](#_Toc109294405)

[Teaching Responsibility 16](#_Toc109294406)

[Appraisals 16](#_Toc109294407)

[Non-contact Time for Student Teachers 17](#_Toc109294408)

[Professional Development Time (not PPA time) 17](#_Toc109294409)

[PPA Time 17](#_Toc109294410)

[Other Expectations 17](#_Toc109294411)

[Overview of Student Teachers’ Programme 18](#_Toc109294412)

[Planning and Assessment Requirements 21](#_Toc109294413)

[Early Years Foundation Stage Planning 21](#_Toc109294414)

[Key Stage 1 & 2 Planning 21](#_Toc109294415)

[Assessment Requirements 22](#_Toc109294416)

[Frequently Asked Questions 23](#_Toc109294417)

[Absence 23](#_Toc109294418)

[Non-teaching time 23](#_Toc109294419)

[Solo teaching 23](#_Toc109294420)

[Insurance 23](#_Toc109294421)

[Planning and Teaching 23](#_Toc109294422)

[Monitoring and Assessment 24](#_Toc109294423)

[School-based Tasks 25](#_Toc109294424)

[SE1 School-based Tasks 26](#_Toc109294425)

[Trackers 28](#_Toc109294426)

[CPD Tracker 33](#_Toc109294427)

[Tracker: BAME Pupils 38](#_Toc109294428)

[Tracker: EAL learners 39](#_Toc109294429)

[Tracker: SEND 41](#_Toc109294430)

[Tracker: Other Vulnerable Groups 42](#_Toc109294431)

[Contact List 44](#_Toc109294432)

# Key Dates & Information

|  |  |
| --- | --- |
| Placement Dates | Induction Period: 4th September – 13th October 2023  Assessed Period: 16th October – 1st December 2023  Half term – WB 30th October (independent study & academic tutor meetings) |
| Planning checked by mentor  The following must be in place for the student teacher to begin the school experience block: | Planning for the assessed period should be in place and checked by the mentor. The deadline for planning for the assessed block is Friday 13th October.  Please refer to the Planning and Assessment Guidance information for more information. |
| Medium Term Plans | **The school’s existing medium-term plans should be used as a basis, but may be annotated and enhanced as appropriate** |
| **Key documentation to be in place prior to starting the assessed period** | |
| EYFS | Key Stage 1 or 2 |
| * Audit of all provision areas * Children’s prior learning notes * Observations of children * Overview of key events, curricular resources and key intentions * Weekly timetable for week 1 * Weekly phonics plan if appropriate * Correctly organised teaching file | * Children’s prior learning notes * Medium term plans for subjects taught by student teacher * Weekly plan for English and Maths for week 1 * Lesson plans for the first two days of teaching * Correctly organised teaching file |
| Interim Report | Reported via PebblePad by 10th Nov |
| SE1 Final Report | Reported via Pebblepad by 1st Dec |
| Link Tutor contact | Contact will be made from the link tutor/alliance lead prior to the interim report. This will be done by email/ telephone or remote platform. A shared appraisal will then take following the interim report. |
| Placement Information | **The SE1 Placement**   * Observe teachers and children; including experienced teachers other than the class teacher if possible. * Be involved in playground and other duties * Get involved in wider aspects of school life, e.g. sports clubs/parent consultations. * Attend staff meetings (and training days) unless school staff deem the content inappropriate. * Work on school-based gap tasks provided by your alliance and university. |
| Files | **The student teacher should begin putting together two files at the outset of the SE1 Placement**  **Weekly Planning File** (usually a transportable A4 file for all needed in one week)  **Planning/Archive File** (usually Lever-arch file to archive past sessions/plans etc.)  **Online PebblePad Portfolio –** used to record lesson observations, student teacher weekly reflection & weekly mentor meetings |
| Teaching Commitment During Assessed Block (used as guidance when timetabling) | **Week 1 – 30-50% Week 4 – 50%  Week 2 – 30-50% Week 5 – 50%  Week 3 – 50% Week 6 – 50%** |
| Weekly Progression Meeting | **This should be a weekly opportunity to meet with the mentor to discuss targets, engagement with the School Experience Formative Continuum and strategies to address these. These will then be reviewed following the next appraisal. Class teachers would also be welcome to carry out informal, formative appraisals which may contribute to discussions at the meeting.** |

# Detailed Expectations Diary for Early Years Foundation Stage

|  |  |  |
| --- | --- | --- |
| This guidance is to ensure that student teachers are able to meet the expectations for this school experience outlined in the **School Experience Formative Continuum**. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources. | | |
| Before the School Experience begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| The SE1 Placement Induction Period begins when the student teacher starts the programme and is to enable the them to: | | |
| * become familiar with the school/setting, its policies, procedures and available resources. * observe and make notes on the setting’s use of provision and evaluate how this supports learning within a play-based curriculum * observe the class teacher and other experienced practitioners; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children. * begin to know the children they will be teaching in terms of their abilities and make notes on behaviour and learning so that lessons can be matched appropriately to their needs. * Gather information relating to the children’s prior knowledge/starting points and complete the proformas provided. * have opportunities to teach/lead whole classes or smaller groups in order to identify strengths and areas to develop in their teaching; (for example: story time, register) * complete a number of school-based induction tasks which will link their own learning in university with experience in school. Please see the Induction Task Booklet given to the student teacher at induction. * gather necessary information for their planning for the Introductory experience * Complete a 500 word written reflection (recorded on Pebblepad) that outlines your initial starting point and confidence level. | | * share essential school policies/routines with the student teacher * support the student teacher’s understanding of provision use within the setting * ensure time is allocated to allow the student teacher to observe experienced staff * support the student teacher by sharing essential assessment information/data relating to specific needs * timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities. * ensure that time is allocated to enable the student teacher to undertake induction/gap tasks * ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time. * review the student teacher’s reflection during weekly progress meetings. It is expected that two progress meeting will be undertaken in this induction period. |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * Reflect on your practice and schoolp0based tasks (SBTs) using the progression meeting template. * Get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings * Discuss with the mentor their plans for completing school-based gap tasks * Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File (and Planning Archive File) | | |
| Week | Role of Student Teacher | Role of Mentor (and Class Teacher) |
| **1** | * Teach the whole class/ groups up to 50% of the time. * Observe a PE lesson. * Complete school-based tasks (SBT) 1. * Prepare weekly overview and plans for week 2. * Appraisal 1- an area of own choice. * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning. Make sure you have written your first reflection on Pebblepad. | * Provide support for student teacher during teaching and planning. * Plan appraisals and weekly meetings for the assessed block if possible * Enable student teacher to observe a PE lesson. * Conduct Appraisal 1 (record on PebblePad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad). Use the continuum to discuss expectations and read the student teachers’ first reflection. * Discuss plans for week 2 |
| **2** | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Complete school-based tasks (SBT) 2. * Observe the teaching of phonics and complete a retrospective plan of the observed lesson. * Prepare weekly overview and plans for week 3. * Appraisal 2 – literacy focus Review engagement with expecatation during weekly progression meeting. * Update all trackers (CPD/individual needs/curriculum) | * Provide support for student teacher during teaching and planning. * Discuss planning for week 3. * Conduct Appraisal 2 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad) * Review progress in the weekly meeting and set target for the following week. Check school-based task 1 has been completed. * Arrange for the student to observe the teaching of phonics and check that retrospective planning has been completed. * Check student teachers are tracking their use of CPD time and experience of individual needs. |
| **3** | * Teach the class 50% of the time including all or as much as possible of the numeracy focused lessons/activities. * Complete school-based task 3 * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review engagement with continuum in weekly progression meeting   Check that the interim report has been completed on Pebblepad and you are aware of your grades and targets | * Provide support for student teacher during teaching and planning. * Read and comment upon student teacher’s reflective on SBT 2 * Discuss targets and strategies to address these. * Discuss planning for week 4. * Conduct Appraisal 3 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad)   Complete interim report via Pebblepad, share content with the student teacher |
| **4** | * Teach whole class 50% of the time including literacy, numeracy and science. * Complete school-based tasks (SBT) 4. * Prepare weekly overview and plans for week 5 * Appraisal 4 – KUW focus. * Review engagement with standards in weekly progression meeting providing evidence of learning and your own progress. * Prepare for link tutor/alliance lead shared appraisal | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 5 * Conduct Appraisal 4 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad) * Undertake shared appraisal with alliance lead/link tutor |
| **5** | * Teach whole class 50% of the time incorporating a good range of subject areas * Complete SBT 5 and reflect on this in weekly mentor meeting * Prepare weekly overview and plans for week 6 * Appraisal 5 – PE * Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 6 * Conduct Appraisal 5 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad) |
| **6** | * Teach whole class 50% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an alternative specific area or RE * Ensure all resources used on placement are returned to appropriate places * Review progress by engaging with the School Experience Formative Continuum. * Ensure all triangulation paperwork is completed & targets are set for your next placement. Complete end of SE1 500 word reflection on Pebblepad. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Conduct Appraisal 6 (record on Pebblepad) * Ensure that mentor’s final report is completed on Pebblepad. * Review engagement guidance with the student teacher. * Prepare for and lead the Student Teacher Profile Triangulation meeting. * Complete final report, targets and mentor’s final report on Pebblepad |

# Detailed Expectations Diary for Key Stages 1 and 2

|  |  |  |
| --- | --- | --- |
| This guidance is to ensure that student teachers are able to meet the expectations for this school experience outlined in the **School Experience Formative Continuum**. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources. | | |
| Before the School Experience begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| The SE1 Placement Induction Period begins when the student teacher starts the programme and is to enable the them to:   * become familiar with the school, its policies, procedures and available resources. * observe the class teacher and other experienced teachers; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children. * begin to know the children they will be teaching in terms of their abilities and make notes on behaviour and learning so that lessons can be matched appropriately to their needs. * have opportunities to teach/lead whole classes or smaller groups in order to identify strengths and areas to develop in their teaching; (for example: story time, register) * complete a number of school-based induction tasks which will link their own learning in university with experience in school. Please see the Induction Task Booklet given to the student teacher at induction. * gather necessary information for their planning for the Introductory experience. * Write an initial 500 word reflection that illustrates your startling point and level of confidence. Record this on Pebblepad. | | * share essential school policies/routines with the student teacher * ensure time is allocated to allow the student teacher to observe experienced staff * support the student teacher by sharing essential assessment information/data relating to specific needs * timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities. * ensure that time is allocated to enable the student teacher to undertake induction tasks * ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time. * review the student teacher’s reflection during weekly progress meetings. |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * Reflect on your practice and schoolp0based tasks (SBTs) using the progression meeting template. * Get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings * Discuss with the mentor their plans for completing school-based tasks * Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File (and Planning Archive File) | | |
| Week | Role of Student Teacher | Role of Mentor (and Class Teacher) |
| **1** | * Teach the whole class/ groups up to 50% of the time. * Observe a PE lesson. * Complete school-based tasks (SBT) 1. * Prepare weekly overview and plans for week 2. * Appraisal 1- an area of own choice. * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning | * Provide support for student teacher during teaching and planning. * Plan appraisals and weekly meetings for the assessed block if possible * Enable student teacher to observe a PE lesson. * Conduct Appraisal 1 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad) * Discuss plans for week 2 |
|  | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Complete school-based tasks (SBT) 2. * All students to observe the teaching of phonics and complete a retrospective plan of the observed lesson. * Prepare weekly overview and plans for week 3. * Appraisal 2 – English focus Review engagement with standards during weekly progression meeting. * Update all trackers | * Provide support for student teacher during teaching and planning. * Discuss planning for week 3. * Conduct Appraisal 2 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad). Check SBT has been completed. * Review progress in the weekly meeting and set target for the following week * Arrange for the student to observe the teaching of phonics and check that retrospective planning has been completed. * Check student teachers are tracking use of CPD time and understanding of individual needs. |
| **3** | * Teach the class 50% of the time including all or as much as possible of the numeracy focused lessons/activities. * Complete school-based tasks (SBT) 3. * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review engagement with standards in weekly progression meeting   Check that the interim report has been completed on Pebblepad and you are aware of your grades and targets | * Provide support for student teacher during teaching and planning. * Read and comment upon student teacher’s reflective learning journal for week 2 * Discuss targets and strategies to address these. * Discuss planning for week 4. * Conduct Appraisal 3 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad). Check SBT has been completed. * Review engagement with Teachers’ Standards in weekly progression meeting   Complete interim report via Pebblepad, share content with the student teacher |
| **4** | * Teach whole class 50% of the time including literacy, numeracy and science. * Complete school-based tasks (SBT) 4. * Prepare weekly overview and plans for week 5 * Appraisal 4 – science focus. * Review engagement with School Experience Formative Continuum in weekly progression meeting providing evidence of learning and your own progress.   Prepare for link tutor/alliance lead shared appraisal | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 5 * Conduct Appraisal 4 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad). Check SBT has been completed * Undertake shared appraisal with alliance lead/link tutor |
| **5** | * Teach whole class 50% of the time incorporating a good range of subject areas * Complete school-based tasks (SBT) 5. * Prepare weekly overview and plans for week 6 * Appraisal 5 – PE * Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Discuss planning for Week 6 * Conduct Appraisal 5 (record on Pebblepad) * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad). Check SBT has been completed. |
| **6** | * Teach whole class 50% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an alternative foundation subject or RE * Ensure all resources used on placement are returned to appropriate places * Review engagement guidance by highlighting each standard * Ensure all triangulation paperwork is completed, PebblePad is up to date & targets are set for your next placement. Complete enbd of SE1 500 word reflection on Pebblepad. | * Provide support for student teacher during teaching and planning. * Discuss targets and strategies to address these. * Conduct Appraisal 6 (record on Pebblepad) * Ensure that mentor’s final report is completed on Pebblepad. * Review engagement guidance with the student teacher. * Prepare for and lead the Triangulation meeting.   Complete mentor’s final report on Pebblepad |

**School Experience Assessment Continuum**

This document has been developed with Partnership colleagues over time to imagine the summative ITE grading process as constructive feedback dialogue between the student teacher and their mentor. As such, it seeks to enhance self-regulatory practice for emergent teachers. We have taken account of research literature around assessment, grading and self-regulation which has been aligned to the Core Content Framework [CCF], Teachers’ Standards [TS] and also draws upon work by the influential Danielson Framework in the US. It seeks to offer a staged expectation specifically linked to the curriculum and is viewed as a developmental tool to promote ownership and independence in developing as a reflective classroom practitioner.

The recognition of the effect of formative feedback outperforming ‘grade’ judgements has a long record in educational research and practice. In being guided by the extant literature in this area over nearly 40 years, the Partnership is focusing on replacing school experience judgements with dialogic instrumental feedback emphasising self-regulatory habits in the student teachers, and more knowledgeable self-assessment on their part.

Higher Education students on an Initial Teacher Education Programme find themselves in the unique position of being both donors of feedback (to their students in school) as well as recipients of feedback (from their host teachers and mentors). Ideally, this should position them to act upon the feedback they receive so that they move from obtaining *executive* help (seeking answers; Hattie & Timperley, 2007) to *instrumental* help (seeking hints on how to work something out). Along this journey, they also engage with feedback literature and practical school experience that enables them to also become better donors of feedback.

Hattie and Timperley (2007) describe seeking help as a learner proficiency and discuss the distinction between *instrumental* help versus *executive* help. In their opinion, task feedback becomes most effective when combined with self-regulation feedback, so that it is instrumental, and not executive.

Self-regulation feedback can be described as comment or advice which is intended to support or enhance skills in using such learning functions, even such as helping students recognise, seek, and accept feedback. It is intended to enhance student teacher confidence and willingness to expend effort in and practise the learning.

**Using the School Experience Assessment Continuum**

|  |  |
| --- | --- |
| **How student teachers should use this** | **How school mentors should use this** |
| This is your living document so please refer to it and self-assess on an ongoing basis | This document is intended to be owned by the student teacher and it is their responsibility to keep it updated |
| Focus on a particular area(s) each week as outlined or suggested by the SE Director’s communications as well as areas identified by you and your mentor | Support the student teacher in identifying a suitable area of development for discussion |
| Focus on the core criteria and identify the aspects you have met and those that you feel can be developed further | The level of support is likely to change across the continua. SE1 might be characterised as co-construction, SE2 by support and SE3 by independence. |
| In consultation with your mentor or host teacher, co-construct actionable targets and identify actions to further improve your current stage. | In consultation, and according to the point within the continuum, decide actionable targets and identify actions to further improve the current stage. |
| Self-review movement against targets through lesson evaluations and reflection before your next mentor meeting. Identify what you think are your next steps. | Ensure that the student teacher’s self-review movement against targets through lesson evaluations and reflections are realistic. |
| Bring evidence to discuss these during your next mentor meeting or discussion with host teacher. Discuss strategies to be able to meet your SMART targets | Through dialogue, agree the next steps that have been identified and ensure that these are SMART targets. Use the mentor support booklet ‘**Giving feedback & setting targets using the Assessment Continuum’** to support your target setting. |

# Rationale and Aims

This module is the first school placement and so begins scaffolding student teachers into the role of teacher. The module is concerned with student teachers developing a broader understanding of the role of the teacher (including the professional responsibilities and duties) as well as a practical introduction to the planning, teaching and assessment cycle.

## The module aims to provide opportunities for student teachers to:

* meet the expectations as outlined in the School Experience Formative Continuum
* establish their professional skills/ attributes and fulfil wider professional responsibilities;
* engage critically with their own continuing professional development as teachers and learners;
* develop understanding and apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to reflect on outcomes;
* begin to develop knowledge and skills in learning, teaching and assessment within the appropriate curriculum and begin to take some responsibility for doing so in consultation with the class teacher;
* apply subject specific pedagogies to practice.

***This module reflects the current Core Content Framework.***

* The Developing Professional
* Learning and Teaching in the Curriculum/Subject Studies

The module also provides further opportunities to critically engage in theories and related practices involved in learning and teaching as well as developing curriculum knowledge and pedagogical skills relevant to the chosen age range.

# Summary Information

## Essential Features

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

## Teaching Responsibility

Teaching expectations and responsibilities are outlined in the weekly overview. However, mentors and class teachers should take time to scaffold the student teachers’ development and support understand through co-constructing planning and using the School Experience Formative continuum to guide progress.

## Appraisals

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

# Non-contact Time for Student Teachers

## Professional Development Time (not PPA time)

The following is a list of suggestions but not definitive:

* Focussed observation of skilled teachers and other professionals which will help to address targets from appraisals, or observe curriculum areas not taught in this placement, or become more familiar with other Key Stages
* Team teaching alongside an experienced teacher
* Meetings and discussions with key staff in school, such as the SENCO, Safeguarding Lead, Assessment Leader, Key Stage or Phase Leader

## PPA Time

The student teacher should have access to, and the same opportunities for, planning, preparation and assessment in line with expectations for all qualified teachers. Where possible, it would be helpful for student teachers to have the same PPA time as the class teacher as this will support the co-construction of planning. This will facilitate support for the student teacher and help them understand the needs of the children in the class.

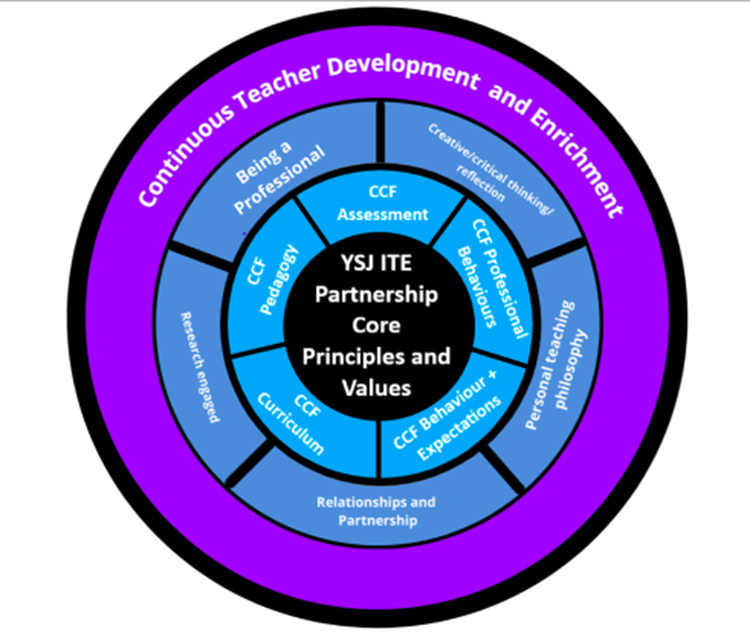
## Other Expectations

Student teachers should follow the expectations set out by the school. They have been told that they must be in school at an agreed and appropriate time before the school day begins. They must stay after the end of the school day and engage in meetings, plan and prepare for the following day and ensure they are fully prepared.

**Student teachers are not allowed to cover for any member of staff at short notice.**

# Overview of Student Teachers’ Programme

All student teachers at York St John University follow an ambitious and contemporary curriculum so they develop into strong, adaptable, knowledgeable and reflective Early Career Teachers. The YSJ Initial Teacher Education curriculum is underpinned by the DfE Core Content Framework and provides them with a wide range of contexts, settings and research.



|  |  |  |
| --- | --- | --- |
| **YSJ Programme So Far** | | |
| **Student teachers learn that:** | **Student teachers learn how to:** | |
| Experience in school: | | |
| Learning is based upon prior knowledge.  Learn that specific approaches to practice are underpinned by school policy.  To become aware of age-related expectations for the pupils in your class.  Lesson planning must be managed as part of teacher workload. | | Student teachers learn to gather evidence to illustrate pupils’ prior knowledge  Access and follow school policy relating to behaviour, Teaching & learning, marking & assessment and safeguarding  To apply age related expectations when planning lessons.  Work with experienced colleagues to sequence and plan lessons. |
| Professional Module 1: | | |
| Know what a LT, MT and lesson plan looks like and how this supports curriculum design and sequence of learning.  Understand how AFL informs future planning. Learn that planned and clear assessment provides evidence of progression. Understand the value of both written and verbal feedback and how this supports intervention and leads to progress  Core knowledge relating to learning theory. Memory is a significant factor in pupils’ learning and begin to understand the importance of short term and long term memory.  Begin to understand the significance of meta cognition and this supports self-regulated learning, encouraged independence and has an impact on progression.  Consider the place of mindset theory and how this supports progression and educational values. | | Begin to know how to plan a lesson that is based upon clear objectives that move learning forward.  Begin to plan for formative assessment opportunities and reflect on how this informs future planning, teaching and learning.  Begin to plan lessons that limit cognitive load and are based upon known prior understanding.  Consider the application of cognitive load on the planning process and discuss with expert colleagues how this allows teachers to break learning down into sensible sequential steps |
| Professional Module 2: | | |
| Know what is meant by being a professional. To understand that teachers are role models and so can influence behaviours and values.  Become familiar with recent safeguarding policy and advice. Know how to access specialist help and support.  To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. | | Begin to know how to identify educational/societal values within the school environment.  Know what procedures to follow when raising safeguarding concerns.  To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. |
| English: | | |
| Following participation in English subject knowledge audits, student teachers learn the core subject knowledge focused on phonics, grammar, spelling and punctuation. | | Following participation in subject knowledge audits, student teachers learn the core mathematical subject knowledge identified within the National Curriculum. |
| Maths: | | |
| Following participation in subject knowledge audits, student teachers learn the core mathematical subject knowledge identified within the National Curriculum. | | Student teachers learn that subject knowledge must be continuously developed throughout their career and to access support from more knowledgeable colleagues. |
| Science: | | |
| Following participation in subject knowledge audits, student teachers learn the core mathematical subject knowledge identified within the National Curriculum. | | Student teachers learn that subject knowledge must be continuously developed throughout their career and to access support from more knowledgeable colleagues. |
| Foundation Subjects: | | |

# Planning and Assessment Requirements

Partnership schools are asked to provide student teachers with guidance on curriculum, areas of learning, topics or themes that they will be teaching in this school experience as soon as possible. Student teachers may devise their own pro forma, use the school planning pro forma or use the examples in the university Planning and Assessment Guidance handbook. All student teachers are expected to provide more planning than is required of a qualified teacher so they can rehearse lessons in advance of teaching. However, support should be offered to discuss teaching strategies in advance and co-construct planning in shared PPA time.

## Early Years Foundation Stage Planning

Early Years Foundation Stage settings have varied approaches to planning and in order for student teachers to work effectively in their setting, it is appropriate for them to use the planning approach and documents of the setting.

Planning pro forma are available if required in the Planning and Assessment Guidance handbook. Student teachers may complete planning from the list below. Please seek guidance from the Link Tutor or Alliance Lead as necessary.

* A ‘Continuous provision area plan’ for every area of continuous provision in the setting. (This should be done on the school’s format).
* One ‘Overview of key events, curricular intentions and resources’ to cover each of the assessed weeks.
* A ‘Weekly Overview’ and a ‘Phonics Weekly Plan’ (if appropriate) for each of the assessed weeks.
* A ‘Daily Reflective Planning Sheet’ for each day of the assessed block.
* A ‘Small or Large Group Focus Sheet’ for every taught activity. This should be accompanied by a Teacher Assistant Link Sheet.
* Student teachers should provide evidence of how they plan to enhance or create new, temporary provision areas for each provision area during the assessed block and should record information about any subsequent changes they make to the areas.

## Key Stage 1 & 2 Planning

Student teachers should use the school’s MTPs.

Student teachers will need to write:

* Weekly plans for English (including a Phonics Weekly Plan) and Mathematics for each week that they are teaching these subject areas.
* A lesson plan for every lesson taught.

**Checking Planning**

**Any student teacher whose planning or preparation is unsatisfactory will not be allowed to start the block and the link tutor or alliance lead should be informed.**

## Assessment Requirements

Assessment of children’s progress is an essential and integral part of teaching and learning. Student teachers must begin understanding assessment through collecting information on the prior learning of children. This information will then inform their planning and subsequent teaching activities.

During this school experience, student teachers should:

* Become familiar with the formative and summative assessment strategies within the school in line with the assessment policy
* Become familiar with ways of recording assessment information
* Use assessment information formatively as part of teaching and informing lesson plans
* Consider the use of self and peer assessment strategies
* Evaluate fully all of their teaching activities
* Contribute to the teacher’s or school assessment records of the children in the class
* Be introduced to whole school tracking and target-setting systems, with explanation and advice from experienced teachers and Assessment Leaders

# Frequently Asked Questions

## Absence

Q Can a student teacher have a day off for interview, own or partner’s graduation, holiday, etc?

A *Schools should only give a student teacher a day off for circumstances when an employed member of staff would normally be given leave, for example, hospital appointment or interview. If the request seems unreasonable then York St John University advice must be sought and on some extraordinary occasions, a leave of absence can be granted. Student teachers should complete a Leave of Absence form to be sent to the university for monitoring purposes.*

## Non-teaching time

Q Do the student teachers have 20% PPA time?

*A Student teachers will need more PPA time initially in the first week of SE1 and SE2. They should have 10% PPA time for the rest of the time as well as additional non-teaching time for professional development activities, which does not include planning, preparation and assessment. They should also assist the class teacher in the day to day running of the classroom. Please refer to the detailed expectations in this handbook.*

## Solo teaching

Q Can the student teacher be left unsupervised in the classroom?

*A Yes, once the class teacher/mentor/headteacher are satisfied that they are competent to do this. It is important, where possible, that student teachers have the opportunity to be on their own with the class at times but it is vital that the school is happy with the student teacher’s level of competence before this happens.*

## Insurance

Q Are student teachers insured to undertake a PE session alone?

*A No, a member of the teaching staff must be present.*

Q Are student teachers insured to supervise children on a climbing frame in an area of

outside provision?

*A No, a member of the teaching staff must be present.*

## Planning and Teaching

Q Can student teachers use the teacher’s medium term plans?

*A They can use these as a starting point but should develop their own ideas and use the most appropriate pro forma to record this information.*

Q Do student teachers teach all subjects/areas of learning?

*A Teachers and student teachers should negotiate teaching responsibility as appropriate but should experience as wide a range as possible. They will then focus on any limited opportunities in their final SE.*

Q How much responsibility should the student teacher have?

*A Initially, student teachers will experience teaching groups, then a series of lessons or learning activities to understand how to plan for progression. Student teachers will need to build up their stamina and lead whole days in succession towards the end of the SE1, with more whole days during SE2 as the teaching responsibility increases.*

Q What will the student teacher need to plan and teach?

*A In the Early Years Foundation Stage, student teachers will need to plan for and teach small and large focus groups, as well as plan and enhance areas of provision. They will need to have whole group or class management opportunities and be observed in the various roles as an Early Years practitioner.*

*In Key Stages 1 and 2, the student teacher needs to develop their skills by teaching across the primary curriculum. They will have had some experience of planning thematic learning in training sessions, as well as how to write weekly and daily plans for English and Mathematics.*

## Monitoring and Assessment

Q What are the requirements for student teachers?

*A Student teachers must consider the planning, learning, teaching and assessing cycle and put this into practice. They should use a range of strategies and pro forma to build a picture of progression of learning and also contribute to the school policy for assessment. They are not expected to enter data into whole school systems but should pass information to the class teacher about the progress pupils have made. It is likely that student teachers will need guidance and support from experienced teachers in this area.*

# School-based Tasks

**Induction Tasks**

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

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

Please see the Induction Handbook for detailed information.

**Gap Tasks**

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

**School-based Tasks**

The following pages outline 5 core school-based tasks that must be undertaken during SE1. Each task is matched to an area of the continuum and should be the focus for the student teachers’ CPD time and non-teaching time. These tasks should be reflected on in the weekly mentor meeting and it is the mentors’ responsibility to check that these are being undertaken.

**Preparation for academic assessment**

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

Please see the Assessment Handbook for detailed information

# SE1 School-based Tasks

These school-based tasks reinforce taught/academic sessions and support your progression towards QTS as well as providing opportunities to link theory to practice.  They are aligned to both the curriculum offer at YSJ (including the CCF) and the formative assessment continuum which you will use to inform your own development alongside your mentor.

**Behaviour and High Expectations**

**Observe and record** how expert colleagues**:**

* Create a safe and stimulating learning environment;
* Model, set and maintain high expectations;
* Promote positive behaviour and learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.

**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful

**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this).  Consider targets for future development.

**Pedagogy**

**Observe and record** how expert colleagues**:**

* Break down learning into smaller, incremental steps;
* Encourage pupils to reflect on their own learning;
* Structure lessons to support learning;
* Make use of resources and strategies to bring about a change in long term memory/ learning.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.

**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful

**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this).  Consider targets for future development.

**Curriculum**

**Observe and record** how expert colleagues**:**

* Use subject knowledge to inform their teaching;
* Plan and teach discrete SSP lessons, modelling the skills of segmenting and blending within the broader curriculum;
* Teach a number of National Curriculum subjects /EYFS areas.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.

**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful

**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this).  Consider targets for future development.

**Assessment**

**Observe and record** how expert colleagues use hinge questioning\* and activities to:

* deepen understanding;
* identify and address misconceptions;
* assess progress.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.

**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful

**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this).  Consider targets for future development.

\*Hinge questions are a check for understanding at a ‘hinge-point’ in a lesson, i.e. the point where you move from one key idea/activity/point on to another and understanding the content is needed for the next chunk of learning. (<https://improvingteaching.co.uk/2013/08/17/do-they-understand-this-well-enough-to-move-on-introducing-hinge-questions/>) See also <https://www.youtube.com/watch?v=Mh5SZZt207k>

**Professional Behaviours**

**Observe and record** how expert colleagues:

* apply the school’s safeguarding policy (make sure you read the policy too);
* manage work life balance through the use of effective time management strategies;
* maintain positive professional relationships with all colleagues.

**Discuss** your observations, and questions you have identified, with your mentor with a view to application to your own practice.

**Practise** using these strategies in your next lesson and identify elements that weresuccessful or unsuccessful

**Reflect** on your learning in this area in your reflective space on Pebblepad (make sure you date stamp this).  Consider targets for future development.

# Trackers

Trackers are for the student to use to track their experiences during school placements. Mentors can discuss these during the weekly progression meeting to inform the planning of CPD time and other opportunities the student may be able to plan within the wider school. It is the student’s responsibility to ensure these are kept up to date although mentors will need to sign off some of them.

At the end of a placement, student teachers will refer to all trackers during their Academic Tutor meeting and therefore should ensure they are complete at the end of a placement.

Trackers only need to be printed out once (for SE1) and placed in the Teaching File. They will be added to during the following SE2 and SE3 placements.

The trackers are:

* **Individual Needs Curriculum Tracker**: to identify gaps in the curriculum where the student has not observed an experienced teacher teaching this subject, or has not taught a subject themselves. This can then be used to decide areas of the curriculum that they can take responsibility for. It’s not expected that they teach everything across all placements as this just isn’t possible.
* **CPD Overview and Tracker**: this is a suggested list of activities the student can undertake during their allotted CPD time. It is not expected that they cover everything in one placement. Where a student has been set a particular target for development, a related CPD experience would support them in working towards this.
* **Children from BAME**: this and the following trackers are used to help the student teacher reflect upon their experiences of working with specific groups of learners. It is hoped that across the whole programme and placements, they will have had some experience of working with these identified groups.
* **Children as EAL learners**
* **Children with SEND**
* **Children from other vulnerable groups**

**Individual Needs**

**Curriculum Tracker Sheet Core Subjects (Part 1)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ AT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **SE1** | | **SE2** | | **SE3** | | **Other** | |
| **Core subjects** | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** |
| **English** | | | | | | | | |
| Spoken language |  |  |  |  |  |  |  |  |
| Reading  Word reading  Phonics  Comprehension |  |  |  |  |  |  |  |  |
| Writing  Spelling  Handwriting  Composition  Vocabulary  Punctuation  Grammar |  |  |  |  |  |  |  |  |
| Fiction |  |  |  |  |  |  |  |  |
| Non Fiction [state text type] |  |  |  |  |  |  |  |  |
| Poetry |  |  |  |  |  |  |  |  |
| **Mathematics** | | | | | | | | |
| Number and place value |  |  |  |  |  |  |  |  |
| Addition and subtraction |  |  |  |  |  |  |  |  |
| Multiplication and division |  |  |  |  |  |  |  |  |
| Fractions, Decimals, Percentages, Ratio, Ration and proportion, Algebra |  |  |  |  |  |  |  |  |
| Measurement |  |  |  |  |  |  |  |  |
| Geometry; Properties of Shape; Position and direction |  |  |  |  |  |  |  |  |
| Statistics |  |  |  |  |  |  |  |  |
| **Science** | | | | | | | | |
| Working scientifically |  |  |  |  |  |  |  |  |
| Plants (Yr 1,2, 3) |  |  |  |  |  |  |  |  |
| Animals , including humans  Living things and their habitats Yr 2,4, 5,6) |  |  |  |  |  |  |  |  |
| Electricity (Yr 4, 6) |  |  |  |  |  |  |  |  |
| Earth and Space (Yr 5) |  |  |  |  |  |  |  |  |
| Everyday materials (Yr 1,2) |  |  |  |  |  |  |  |  |
| Evolution and inheritance (Yr 6) |  |  |  |  |  |  |  |  |
| Forces and magnets (Yr 3, 5, |  |  |  |  |  |  |  |  |
| Light (Yr 3, 6) |  |  |  |  |  |  |  |  |
| Properties and changes of materials (Yr 5) |  |  |  |  |  |  |  |  |
| Rocks (Yr 3) |  |  |  |  |  |  |  |  |
| Seasonal changes (Yr 1) |  |  |  |  |  |  |  |  |
| States of matter (Yr 4) |  |  |  |  |  |  |  |  |
| Sounds (Yr 4) |  |  |  |  |  |  |  |  |

**Student teacher’s Individual Curriculum Needs Tracker sheet – Foundation Subjects (Part 2)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Area** | **SE1** | | **SE2** | | **SE3** | | **Other** | |
|  | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** | **Taught** | **Observed** |
| **Physical Education [possible areas]** |  | | | | | | | |
| Dance |  |  |  |  |  |  |  |  |
| Gymnastics |  |  |  |  |  |  |  |  |
| Games |  |  |  |  |  |  |  |  |
| Swimming and water safety |  |  |  |  |  |  |  |  |
| Athletics |  |  |  |  |  |  |  |  |
| Outdoor and adventurous  activities |  |  |  |  |  |  |  |  |
| **Please record topic covered** | | | | | | | | |
| **Art & Design** |  |  |  |  |  |  |  |  |
| **Computing** |  |  |  |  |  |  |  |  |
| **Design & Technology** |  |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |  |  |
| **Languages** |  |  |  |  |  |  |  |  |
| **Music** |  |  |  |  |  |  |  |  |
| **Religious Education** |  |  |  |  |  |  |  |  |
| **PSHE** |  |  |  |  |  |  |  |  |

# CPD Tracker

Mentors should date and sign off when students have had the opportunity to carry out the CPD foci below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SE1 (10% of each week)** | **School:** | | **Yr Group:** | |
| **CPD Focus KS1 and 2** | **Date** | **EYFS Focus** | **Date** |
| Observation of skilled teachers in Music/P.E./  History/Geography/R.E./Art/D&T/MFL  *Please highlight and date for each subject* |  | Observe provision areas – how are they used |  |
| Team Teach alongside an experienced teacher in subject areas or phase where opportunities for access have been limited or non-existent |  | Set up and begin to develop a Key Person Role Portfolio taking into account the following:   * Identify Key person for Target Children * What does the Key Person do? Identify Roles and Responsibilities * Be aware of what a Key person **does not do** * Relationship of key person to parents and how to create the effective relational triangle: child — parent — practitioner |  |
| Observation of good practice in, and familiarity with, digital technologies (ICT) including software and apps |  | Observe Outdoor Learning and Play across year groups |  |
|  | In-depth observation of child/children to enhance knowledge of personalised teaching and learning for AEN |  |  |  |
|  | Ensure opportunities are taken to observe phonics teaching across KS1 |  | Ensure opportunities are taken to observe phonics teaching across KS1 |  |
| Further CPD activities identified through mentor feedback, student’s own foci |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SE2 (10% of each week)** | **School:** | | **Year Group:** | |
| **CPD Focus KS1 and 2** | **Date** | **EYFS Focus** | **Date** |
| * Focused observation of skilled teachers and/or other professionals, e.g. cross phase, addressing targets from appraisals e.g. behaviour management strategies and observing curriculum areas not to be taught in SE2. |  | * Look at and develop understanding of assessment approach within school (e.g. Tapestry, Jigsaw – online learning journey) |  |
| * Team teaching, e.g. to gain experience of a subject or phase that they have not had the opportunity to access. |  | * Who contributes to EYFSP in setting? Make notes and develop/compare from SE1 |  |
| * Observation of good practice in, and familiarity with, digital technologies (ICT) including software and apps |  | * Observe Provision Areas in setting and identify how they are used across age ranges |  |
| * Look at assessment approach in school |  | * Identify Key Person – how does approach differ from SE1; identify any similarities. Add to Portfolio |  |
| * Develop understanding of SEN provision within school and, if appropriate, in SE2 class; have discussions with SENCO; observe interventions |  | * Take opportunities to be with children in different social contexts across age ranges (Play; Playground; Eating) |  |
| * Observation of skilled teachers:   Music/P.E./  History/Geography/R.E./Art/D&T/MFL  *Please highlight and date for each subject* |  | * Undertake observations in Year 3 to gain understanding of Transition KS1/KS2 and how/if children are prepared |  |
| * In preparation for Year 3 engage with Subject Specialism Subject Leader – where possible use CPD time to shadow and observe, look at resources, monitoring and assessment |  | * Further observations of Outdoor Learning and Play in Setting across age ranges – identify comparisons and similarities from SE1 |  |
| * Observe and engage in parental exchanges and discussions |  | * Observe and engage in parental exchanges and discussions |  |
|  | * Ensure opportunities are taken to further observe phonics (teach where possible) and develop understanding of KS1 practice |  | * Ensure as many opportunities as possible are taken to observe/teach phonics and develop understanding of KS1 practice |  |
| Further CPD activities identified through mentor feedback, student’s own foci |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SE3 (10% of each week)** | **School:** | | **Year Group:** | |
| **CPD Focus KS1 and 2** | **Date** | **EYFS Focus** | **Date** |
| * Focused observation of skilled teachers and/or other professionals, e.g. cross phase, **addressing targets from appraisals** e.g. behaviour management strategies and observing curriculum areas not taught in SE2. |  | * Continue development of Key Person Portfolio |  |
| * Team teaching, e.g. to gain experience of a subject or phase that they have not had the opportunity to access |  | * Understand ‘in the moment planning’ – is this carried out in settings or was it in previous SE’s? |  |
| * Observation of good practice in, and familiarity with, digital technologies (ICT) including software and apps |  | * Engage in and observe parental discussions; develop understanding of engaging parents in children’s learning |  |
| * Familiarise with assessment approach in school – compare with SE2 and SE1 |  | * Consider Values and Early Years in Setting |  |
|  | * Familiarise with Statutory assessment carried out in school |  | * Child development and communication – emphasis in setting and understanding the teachers’ perspective of the child |  |
|  | * Engage with Subject Specialism Subject Leader – where possible use CPD time to shadow and observe, look at resources, monitoring and assessment |  | * Further observations of Outdoor Learning and Play in Setting across age ranges – identify comparisons and similarities from SE1 and SE2 |  |
|  | * Continue to develop understanding of teaching phonics and KS1 practice |  | * Continue to develop understanding of teaching phonics and KS1 practice |  |
| Further CPD activities identified through mentor feedback, student’s own foci |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Tracker: BAME Pupils

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
|  | **SE1** | **SE2** | **SE3** | **Diversity/Enrichment** | **Other Enrichment** |
| What range of backgrounds have you encountered? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils from BAME backgrounds have you observed? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils from BAME backgrounds have you used? |  |  |  |  |  |
| What worked well in terms of meeting the needs of pupils from BAME backgrounds? |  |  |  |  |  |
| What worked less well? |  |  |  |  |  |
| **Reflection** | | | | | |
| What lessons have I learned for my future practice? |  |  |  |  |  |
| What actions do I now need to take to develop my knowledge and understanding and skills? |  |  |  |  |  |

## Tracker: EAL learners

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
|  | **SE1** | **SE2** | **SE3** | **Diversity/Enrichment** | **Other Enrichment** |
| What specific teaching and learning strategies to support pupils with EAL have you observed? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils with EAL have you used? |  |  |  |  |  |
| What worked well in terms of meeting the needs of pupils with EAL? |  |  |  |  |  |
| What worked less well? |  |  |  |  |  |
| **Reflection** | | | | | |
| What lessons have I learned for my future practice? |  |  |  |  |  |
| What actions do I now need to take to develop my knowledge and understanding and skills? |  |  |  |  |  |

## Tracker: SEND

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
|  | **SE1** | **SE2** | **SE3** | **Diversity/Enrichment** | **Other Enrichment** |
| What range of SEND have you encountered? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils with SEND have you observed? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils with SEND have you used? |  |  |  |  |  |
| What worked well in terms of meeting the needs of pupils with SEND |  |  |  |  |  |
| What worked less well? |  |  |  |  |  |
| **Reflection** | | | | | |
| What lessons have I learned for my future practice? |  |  |  |  |  |
| What actions do I now need to take to develop my knowledge and understanding and skills? |  |  |  |  |  |

## Tracker: Other Vulnerable Groups

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
|  | **SE1** | **SE2** | **SE3** | **Diversity/Enrichment** | **Other Enrichment** |
| What range of other vulnerable pupils have you encountered? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils from other vulnerable groups have you observed? |  |  |  |  |  |
| What specific teaching and learning strategies to support pupils from other vulnerable groups have you used? |  |  |  |  |  |
| What worked well in terms of meeting the needs of pupils from other vulnerable groups? |  |  |  |  |  |
| What worked less well? |  |  |  |  |  |
| **Reflection** | | | | | |
| What lessons have I learned for my future practice? |  |  |  |  |  |
| What actions do I now need to take to develop my knowledge and understanding and skills? |  |  |  |  |  |

# Contact List

|  |  |
| --- | --- |
| School Experience Director | David Scott  PGCE primary School Direct programme lead  Email – [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) |
| Link Tutor | TBC |
| Alliance Lead | Campus TeesTeaching Alliance (CSTA) Kyle Porritt & Helen Weldon [kporritt@bewleyprimary.org.uk](mailto:kporritt@bewleyprimary.org.uk)  & [jfhweldon@junctionfarm.org.uk](mailto:jfhweldon@junctionfarm.org.uk)  T: 01642 781586 – Junction Farm Primary School  T. 01642 371647 – Bewley Primary School  Esk Valley Alliance (EVA)  Liz Orland  E: [headteacher@egton.n-yorks.sch.uk](mailto:headteacher@egton.n-yorks.sch.uk)  T: 01947 895369  Middlesbrough Schools’ Teaching Alliance (MSTA) Jane Thackstone  E: [jane.thackstone@greenlandmiddlesbrough.co.uk](mailto:jane.thackstone@greenlandmiddlesbrough.co.uk) T: 01642 27740  Polaris Teaching School Alliance  Lisa Duffield - [lduffield@smm.smccat.org.uk](mailto:lduffield@smm.smccat.org.uk)  Hope Sentamu  Chloe Dolphin - [c.dolphin@hslt.academy](mailto:c.dolphin@hslt.academy)  Scarborough Coast and Vale  Claire Head - [c.head@sc.coastandvale.academy](mailto:c.head@sc.coastandvale.academy) |
| Mentor |  |
| Careers, Placements and Student Opportunities Team Manager | Simon Ganderton  [s.ganderton@yorksj.ac.uk](mailto:s.ganderton@yorksj.ac.uk)  01904 876549 |
| Associate Head: ITE | Keither Parker  [k.parker@yorksj.ac.uk](mailto:k.parker@yorksj.ac.uk)  01904 876341 |
| Head of School Education, Language & Psychology | Rachel Wicaksono  [r.wicaksono@yorksj.ac.uk](mailto:r.wicaksono@yorksj.ac.uk) |