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**Initial Teacher Education Primary Partnership**

**Programme: PGCE Primary School Direct**

**School Experience 2 Handbook for**

**Student Teachers and Mentors**

**‘Teaching the Breadth of the Curriculum’**

**Spring 2024**

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# Key Dates

|  |  |
| --- | --- |
| Placement Dates | Induction: 17th January - 26th January 2024  Assessed Period: 29th January – 13th March 2024. |
| Planning and files 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. Please refer to the Planning and Assessment Guidance information for more information. |
| EYFS | Key Stage 1 or 2 |
| * Audit of all provision areas * 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 | The interim report is completed on Pebblepad by 23rd Feb**.** |
| SE1 Final Report | The final report is recorded on Pebblepad during the final week and should be completed by 13th March. |
| Weekly progression meetings | This should be a weekly opportunity to meet with the mentor to discuss targets and strategies to address these. These will then be reviewed in the following week. Class teachers would also be welcome to carry out informal, formative appraisals which may contribute to discussions at the meeting. Please use the School Experience Formative Assessment Continuum to inform weekly meetings and targets. |
| Link Tutor contact | Link tutors/alliance leads will make early contact to ensure everything is in place and a shared appraisal will be undertaken later in the placement as part of our quality assurance procedures. |
| Placement Information | * Student teachers must be given opportunities to teach and be appraised across the whole curriculum during SE2 and focus should be given to those subjects that have not already been experienced. **This includes an early reading appraisal for all students.** * Student teachers will develop their skills as beginning teachers by focusing on strengths and areas for development identified in the 6 week placement in the autumn term (SE1). * They will develop further their planning, teaching and assessing skills across the whole curriculum. * They will trial various monitoring and assessment strategies with guidance from experienced teachers, evaluating the effectiveness and management of these. * They will collect data relating to their research project, which forms part of their assessed university work at Master’s Level. * Student teachers must have the opportunity to teach and be appraised across a range of curriculum subjects/ areas of learning. * Generally, a focus on appropriate classroom management, quickly establishing “presence” and effective teaching and learning across the curriculum. |
| 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 – 50% Week 4 – 60%  Week 2 – 50% Week 5 – 70%  Week 3 – 60% Week 6 – 70% |

# Detailed Expectations Diary for Early Years Foundation Stage

|  |  |  |
| --- | --- | --- |
| This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources. | | |
| Before the assessed block begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| • become familiar with the school/setting, its policies, procedures and available resources and complete induction check list. Ensure your mentor has your transition document.  • observe and make notes on the setting’s use of provision and evaluate how this supports learning within a play-based curriculum  • observe the class teacher and other experienced practitioners; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children.  • begin to know the children they will be teaching in terms of their abilities and make notes on behaviour and learning so that lessons can be matched appropriately to their needs.  • gather information relating to the children’s prior knowledge/starting points and complete the proformas provided.  • have opportunities to teach/lead whole classes or smaller groups in order to identify strengths and areas to develop in their teaching; (for example: story time, register)  • begin to organise your research project and share expectations relating to this with your class teacher, mentor and headteacher. Ensure the research letter is shared with the headteacher and gain ethical consent. (please see letter, school based task and ethics form contained within this handbook).  • gather necessary information for their planning  Documentation check   * Prior learning documents completed. One each for prime areas and one covering specific (see planning and assessment guidance handbook). | | • share essential school policies/routines with the student teacher  • support the student teacher’s understanding of provision use within the setting  • ensure time is allocated to allow the student teacher to observe experienced staff  • support the student teacher by sharing essential assessment information/data relating to specific needs  • timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities.  • ensure that time is allocated to enable the student teacher to undertake research project.  • ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time.  Documentation check   * Prior learning documents completed. One each for prime areas and one covering specific (see planning guidance handbook) * Check planning is in place |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings; * 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); * discuss with the mentor their plans for completing school-based tasks & the research project; * track their curriculum experience and prioritise gaps within their experience. | | |
| 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 as appropriate. * Prepare weekly overview and plans for week 2. * Appraisal 1- **an area that has not yet been taught, e.g., expressive arts and design** * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning   **Documentation check:**   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) | * 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). Ensure targets are informed by the School Experience Formative Assessment Continuum. * Discuss plans for week 2   **Documentation check:**   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) |
| 2 | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Complete school-based tasks as appropriate. * Observe the teaching of phonics and complete a retrospective plan of the observed lesson. * Prepare weekly overview and plans for week 3. * Appraisal 2 – literacy focus - review progress towards placement expectations.   **Documentation check:**   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) * Update all trackers (CPD/diversity/EYFS) | * 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 student teachers are tracking their use of CPD time, curriculum experience and experience of diversity   **Documentation check:**   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) * Update all trackers (CPD/diversity/EYFS) |
| 3 | * Teach the class 60% of the time including all or as much as possible of the numeracy focused lessons/activities. * Complete school based tasks as appropriate * Prepare weekly overview and plans for week 4 * Teaching whole class PE session. * Appraisal 3 – area of mathematics. * Review the School Experience Formative Assessment Continuum and in conjunction with your mentor, highlight areas where expectations have been met on Pebblepad. * Check that the interim report has been completed on Pebblepad and you are aware of your target   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) * Interim report on Pebblepad | * 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) * In conjunction with the student, highlight the placement expectations on Pebblepad to show current progress towards meeting these.   Complete interim report via Pebblepad, Discuss content with the student teacher  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision(in teaching file) * Interim report on Pebblepad |
| 4 | * Teach whole class 60% of the time including English, mathematics and UtW. * Gather research data and complete school-based tasks * Prepare weekly overview and plans for week 5 * Appraisal 4 – UtW focus. * Review engagement with expectations in weekly progression meeting providing evidence of learning and your own progress. * Prepare for link tutor/alliance lead QA meeting   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) | * 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   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) |
| 5 | * Teach whole class 70% of the time incorporating a good range of subject areas * Gather research data and complete school-based tasks * Prepare weekly overview and plans for week 6 * Appraisal 5 – phonics * Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets.   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) | * 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)   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) |
|  | * Teach whole class 70% of the time incorporating a good range of subject areas * Complete all school-based tasks and ensure research data has been gathered * Appraisal 6 - a chosen subject that you have not been appraised in before, e.g. RE * Ensure all resources used on placement are returned to appropriate places * Review engagement guidance by highlighting each standard * Ensure all final paperwork is completed & targets are set for your next placement.   Write end of SE2 500-word reflection  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & prpvision (in teaching file) * Write 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. * Highlight the School Experience Formative Assessment Continuum on Pebblepad to show final progress. * Prepare for and lead the Student Teacher Profile Triangulation meeting.   Complete final report and targets on Pebblepad and check that the student teacher’s 500-word reflection has been written  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Planning for small/large group & provision (in teaching file) * Complete final report on Pebblepad |

# Detailed Expectations Diary for Key Stages 1 and 2

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| --- | --- | --- |
| This guidance is to ensure that student teachers are able to meet the expectations for this school experience. There will be times when dates need to be flexible in order to fit around the organisation of the school and its resources. | | |
| Before the School Experience begins | | |
| Role of Student Teacher | | Role of Mentor (and Class Teacher) |
| * become familiar with the school, its policies, procedures and available resources. Complete induction checklist for SE2 school and give transition document to your mentor * 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 in order to identify strengths and areas to develop in their teaching; (for example: story time, register) * begin to organise your research project. Share the focus with your class teacher and mentor. Speak to the headteacher and gain ethical consent (please see letter and school-based task) * gather necessary information for planning   Documentation check   * Prior learning documents completed. One each English, mathematics & science and one for foundation subjects (see planning guidance handbook). * Headteacher research ethics form signed | | * share essential school policies/routines with the student teacher * ensure time is allocated to allow the student teacher to observe experienced staff * support the student teacher by sharing essential assessment information/data relating to specific needs * timetable opportunities for the student teacher to begin to take responsibility for whole class/small group activities. * ensure that time is allocated to support the student’s research project. * ensure that relevant MTP/weekly planning is shared with the student teacher to enable adaptations to be made in time.   Documentation check   * Prior learning documents completed. One each English, mathematics & science and one for foundation subjects (see planning guidance handbook). * Check planning is in place |
| SE1 – 6 weeks | | |
| Throughout the school experience, the student teacher should:   * 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 as appropriate. * Prepare weekly overview and plans for week 2. * Appraisal 1- in a subject that has not been taught yet, e.g. MFL or music. * Fully engage in weekly progression meeting and be prepared to take evidence to his meeting of children’s learning   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) | * Provide support for student teacher during teaching and planning. * Plan appraisals and weekly meetings for the assessed block * Enable student teacher to observe a PE lesson. * Conduct Appraisal 1 (record on Pebblepad) and help to prioritise areas of the curriculum where experience is limited, e.g., MFL/music * Discuss targets and strategies to address these within the weekly progress meeting (record on Pebblepad) * Discuss plans for week 2   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) |
| 2 | * Teach the class up to 50% of the time including all literacy focused lessons/activities. * Begin to gather your research data and completed school-based tasks * 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 – Art/DT focus   Update all trackers  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) | * 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 * 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, curriculum experience and understanding of adaptive approaches for individual needs   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) |
| 3 | * Teach the class 60% of the time including all or as much as possible of the numeracy focused lessons/activities. * Gather research data * Prepare weekly overview and plans for week 4 * Experience teaching whole class PE session. * Appraisal 3 – history/geography * In conjunction with your mentor, highlight the School Experience Formative Assessment Continuum on Pebblepad to show progress. * Check that the interim report has been completed on Pebblepad and you are aware of your grades and targets   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) * Interim report completed on Pebblepad | * Provide support for student teacher during teaching and planning. * 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) * Review School Experience Formative Assessment Continuum in weekly progression meeting   Complete interim report via Pebblepad, Discuss content with the student teacher  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) * Interim report completed on Pebblepad |
| **4** | * Teach whole class 60% of the time including literacy, numeracy and science. * Complete school-based tasks as appropriate * Prepare weekly overview and plans for week 5 * Appraisal 4 – science focus. * Review engagement with continuum in weekly progression meeting providing evidence of learning and your own progress. * Prepare for link tutor/alliance lead QA meeting   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) | * 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   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) |
| **5** | * Teach whole class 70% of the time incorporating a good range of subject areas * Complete school-based tasks as appropriate and gather data for your research project * Prepare weekly overview and plans for week 6 * Appraisal 5 – phonics (all students teachers will need to be appraised in phonics during SE2 – please see later information regarding this). * Ensure you fully participate in the weekly progress meeting and provide evidence of you meeting your targets.   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) | * 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)   Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) |
| **6** | * Teach whole class 70% of the time incorporating a good range of subject areas * Appraisal 6 - a chosen an alternative foundation subject that you have not yet been appraised in * Ensure all resources used on placement are returned to appropriate places * Highlight the School Experience Formative Assessment Continuum on Pebblepad   Ensure final report is completed & targets are set for your next placement. Complete 500-word reflection on Pebblepad.  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) * Final report is on Pebblepad * 500 word reflection is on Pebblpead | * 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. * In conjunction with the student, highlight the School Experience Formative Assessment Continuum on Pebblepad * Prepare for and lead the Student Teacher Profile Triangulation meeting.   Complete final report and targets on Pebblepad and report the student teacher’s 500-word reflection  Documentation check:   * Lesson appraisal template completed on Pebblepad * Weekly progress meeting completed on Pebblepad * Weekly planning for English, mathematics and phonics & lessons plans for taught lessons (in teaching file) * Final report is on Pebblepad * 500 word reflection is on Pebblpead |

# Rationale and Aims

This module is the second placement and builds upon the first placement to ensure students teachers have deeper understanding of the role of teacher. Student teachers must gain as much experience as possible in teaching the entire breadth of the curriculum and therefore must be supported when timetables are planned. Please give priority to those subjects not taught yet and to those subjects normally covered during PPA time, e.g. music and MFL

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

* meet the placement expectations set out within the School Experience Formative Assessment 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;
* engage in a small research project which will offer opportunities to focus on a specific aspect of teaching and learning and develop the skill of critical reflection.

***This school experience module reflects the current standards for teachers and aligns with the following modules on the programme:***

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

These modules provide 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: SE2

As student teachers grow in confidence and build upon the skills and knowledge gained at the beginning of the programme, priority must be given to extending experience and allowing them to gain experience in teaching the breadth of the curriculum. Therefore, the focus for SE2 is the wider curriculum and this includes the teaching of early reading and phonics. Information to support the phonics appraisal can be found below.

## Teaching Responsibility

Teaching expectations and responsibilities are outlined in the Detailed Diary Expectations.

## 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. The use of the School Experience Formative Assessment Continuum will support this dialogic approach and ensures that expectations are clearly communicated.

## Early Reading Appraisal

Following Ofsted’s recommendation that all student teachers should be appraised teaching early reading, there must be an early reading appraisal for all students including those placed in a KS2 class. All students should also be given the opportunity to observe and teach the application of word reading skills through guided or whole class reading activities.

* In Nursery classes, an early reading appraisal is not appropriate except for Letters and Sounds Aspect 7 activities (oral blending and segmenting) with children about to move into Reception.
* In Reception and Year 1 classes, the students should be teaching phonics as part of their teaching expectations. Therefore, the early reading appraisal should be undertaken during a session of discrete phonics teaching.
* In Year 2 to Year 6 classes, the early reading appraisal should be undertaken in a KS1 class. Students should be given the opportunity to observe the teaching of phonics prior to the early reading appraisal. Following a period of observation, the student teacher is required to teach a minimum of 3 consecutive phonic sessions and the early reading appraisal should be undertaken towards the end of this series of lessons.

Where it is not possible to undertake the early reading appraisal in the student teacher's own class e.g., a Nursery class which has not yet been introduced to Aspect 7/KS2 class, the student teacher should make arrangements to undertake this appraisal in a different class.

# Non-contact Time for Student Teachers

## Professional Development Time (not PPA time)

The following is a list of suggestions but not definitive:

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

## PPA Time

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

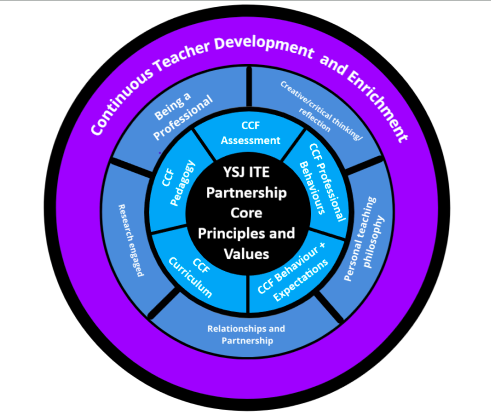
## Other Expectations

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

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

# Overview of Student Teachers’ Programme

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.  planning in medium & weekly term supports progression and continuous formative assessment is needed to monitor progress.  the role of the teacher requires the highest of professional standards.  reflection on practice is a fundamental skill for all teachers | | gather evidence to illustrate pupils’ prior knowledge  access and follow school policy relating to behaviour, Teaching & learning, marking & assessment and safeguarding  apply age related expectations when planning lessons.  work with experienced colleagues to sequence and plan lessons.  apply the principles of effective planning within the school context.  engage in the whole life of the school and contribute professionally.  Engage on their own practice and evidence their own progression. |
| 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.  Understand the value of curriculum design and Ofsted requirements | | 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  reflect on a settings curriculum and understand the sequence of learning within specific subjects. |
| 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.  know recent safeguarding policy and advice. Know how to access specialist help and support.  become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel value  begin to understand the importance of research engaged practice and how to structure an independent research project. | | begin to know how to identify educational/societal values within the school environment.  know what procedures to follow when raising safeguarding concerns.  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 use the school context to frame a research project and gather data that enables conclusions to be made. |
| English: | | |
| secure subject knowledge in phonics, grammar, punctuation and spelling is essential. | | apply secure knowledge to inform planning and assessment and to address children’s misconceptions. |
| 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 scientific 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: | | |
| learning in the foundation subjects is set within secure foundations that are underpinned by subject specific research and policy | | Apply key research and policy to own teaching within the foundation subjects. |

# Planning and Assessment Requirements

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

## Early Years Foundation Stage Planning

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

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

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

## Key Stage 1 & 2 Planning

Student teachers will need to write:

* Their own medium term plans to cover the curriculum areas that they will be teaching, based on the current medium term plans for the class. This can be adapted from examples in school.
* 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. Student should continue to use the proforma set out in the Planning & Assessment Guidance Handbook but again, these can be adapted to match the setting

**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

## School Experience Formative Assessment Continuum

Q When should the Continuum be used?

A *It should be used as part of the discussions in every weekly progression meeting with the mentor. Students may highlight areas at interim and towards the end of the placement to show what they have achieved or demonstrated.*

Q Do the students need to meet all the statements listed in the column for that placement?

A *The statements in bold must be met in order for the student to reach the expectations for that placement, otherwise they will not be prepared to move to the next stage of their programme.*

Q What if a student on SE1 is showing competence in some of the SE2 statement expectations?

A *Some students can exceed the expectations of a placement and this should be recognised as key strengths of their practice. The aspects of the Continuum can be highlighted and discussed during weekly progression meetings as usual.*

## Absence

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

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

## Non-teaching time

Q Do the student teachers have 20% PPA time?

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

## Solo teaching

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

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

## Insurance

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

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

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

outside provision?

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

## Planning and Teaching

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

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

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

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

Q How much responsibility should the student teacher have?

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

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

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

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

## Assessment of Pupils

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

**Final SE2 Reflection**

Student teachers are required to write a final 500-word reflection and post this on their Pebblepad workbooks upon completion of this placement. To ensure these are focuses on valuable areas of practice, targets and aspects of the School Experience Formative Assessment Continuum, a range of short reflective school-based tasks have been designed (see page 27). Student teachers should focus on different areas each week and ensure their reflections match their needs and targeted areas.

**School-based Tasks**

These school-based tasks reinforce taught/academic sessions and supports 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 school experience formative assessment continuum which you will use to inform your own development alongside your mentor.

**Behaviour and High Expectations**

**Observe/reflect and record on the behaviour audit how you and expert colleagues:**

* Consistently use strategies to promote positive behaviour;
* Respond to inappropriate behaviour,
* Make use of the learning space, resources, transition strategies and school policy to support behaviour.

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

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

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

**Pedagogy**

**Observe/reflect and record** how you and expert colleagues**:**

* Plan (daily, weekly, medium-term) for pupils’ learning to be focused on key concepts /big ideas in the subject and consider how these could be modelled;
* Use open questions / talk to address misconceptions and break down learning;
* Plan for addition learning needs and adapt teaching to progress is supported.

**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 weekly mentor meeting on Pebblepad (make sure you date stamp this). Consider targets for future development.

**Curriculum**

**Observe/reflect and record** how you and expert colleagues**:**

* Promote literacy and mathematical skills across the curriculum including spoken English;
* Mitigate and remedy misconceptions in the subject;
* Engage with and apply CPD opportunities;
* Teach an increased range 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 weekly mentor meeting on Pebblepad (make sure you date stamp this). Consider targets for future development.

**Assessment**

**Observe/reflect and record how you and expert colleagues:**

* Use assessment information to inform future plans;
* Provide constructive and timely feedback which supports progress;
* Keep accurate records to monitor 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 weekly mentor meeting on Pebblepad (make sure you date stamp this). Consider targets for future development.

**Professional Behaviours**

**Observe/reflect and record how you and expert colleagues:**

* Build and maintain positive relationships with parents;
* Work collaboratively with teaching assistants and other colleagues to promote pupil progress;
* Apply the school’s safeguarding policy (make sure you read the policy too)
* Manage time efficiently and effectively to meet deadlines and manage workload.

**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 weekly mentor meeting on Pebblepad (make sure you date stamp this). Consider targets for future development.

**York St John University**

**Behaviour Management (BM) for Learning: Tracking Tool for School Experiences**

**Date: Class/Year: No. in class: (Boys\_\_\_\_/Girls\_\_\_\_)**

**Subject/Focus of lesson:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Questions:** | **Observation notes:** | **Links to theory:** | **Reflections/notes -**  **Impact on own practice and on the development of personal style for BM:** |
| How are expectations for behaviour communicated?  (e.g. verbal/display) |  |  |  |
| What strategies are used for positive BM?  Proactive (e.g. praise, rewards, routines)  Reactive (e.g. strategies for intervention) |  |  |  |
| How is voice used to support BM? (e.g. tone, volume) |  |  |  |
| How does teacher use body language to support BM? (e.g. use of space, eye contact, position in room |  |  |  |
| Is the general atmosphere in the room supporting learning?  (e.g. 10 point scale) |  |  |  |
| What teaching and learning strategies are being used? How do these support BM? |  |  |  |
| How are pupils with SEND supported for learning and behaviour? |  |  |  |
| Other issues observed: |  |  |  |

# 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 record how CPD time is organmised and log this on the CPD tracker.

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 or on Pebblepad (curriculum tracker). They will be added to during the following SE2 and SE3 placements.

The trackers are:

* **Curriculum Tracker/EYFS (on Pebblepad)**: 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**

**School-based Task**

York St John University

School of Education

**Research Project: SE2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student teacher:** | | **School:** | **Mentor:** | |
| **Module Title: Developing Professional** | | | **Code: PGC7004M** | |
| **Description of task:**   1. The student teacher should have a plan for how they will collect the data during the placement. 2. At the beginning of SE2, discuss the plan for collecting data with the headteacher and any ethical issues that have been identified. 3. The plan may need to be amended in the light of the discussion and the context of the school. Once the plan has been agreed by the headteacher, a Headteacher Ethics Consent form should be signed by the student teacher and headteacher, a copy to be retained by both parties. 4. The data should then be collected during the placement. 5. The student teacher can provide the school with an A4 summary of their findings once they have completed the project. | | | | |
| **Areas of the ITE curriculum: Professional Expectations, Being a Professional & Being Research Engaged.** | | | | |
| **Task Requirements**  **Could the mentor / class teacher please:**   1. Ensure the student teacher has explained the nature of their research project to you and outlined the time they need to collect the data. 2. Enable the student teacher to have time to collect the data. This may mean they have to spend time in another class. 3. Provide the student teacher with any contextual information about the school or children.   **Could the student teacher please:**   1. Refer to the assessment handbook and share key content with the mentor and class teacher 2. Reflect upon module content 3. Negotiate effectively with peers and other professionals 4. Carry out the tasks and systematically record evidence 5. Include the Ethics Consent Form in the Appendix of the 3000 word paper. | | | | |
| **Evidence Source:**   * 1, 2, 3, 4: data to be used to inform the Master’s level presentation at the PGCE conference. Date and further information available in the Assessment Handbook. | | | | |
| **Mentor – Please date / comment / sign below once task has been completed:** | | | | |
| **Date completed** | **Comment** | | | **Signature** |

December 2023

Dear Headteacher

**Re: Primary PGCE Research Project**

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

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

This important piece of work will take place whilst the student is on placement at your school and I am writing to reassure you that all necessary ethical considerations for this project will be addressed. A copy of the research ethics form can be provided by your student teacher if you require confirmation of this. Our student teachers will also present you with a school ethics consent form and this gives you details of their research project to ensure you are fully aware of what they want to research whilst they are on placement. Please do sign this form and return it to your student teacher.

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

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

Many thanks for your continued support with our student teachers

Yours sincerely

A picture containing shape

Description automatically generated

*David Scott*

*PGCE Primary School Direct programme lead*

*York St John University*

**PGC7004M: The Emerging Professional**

**Ethics Consent Form**

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

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

Contact List

|  |  |
| --- | --- |
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| Link Tutor | TBC |
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