**ITE Partnership Handbook**

**PGCE Primary School Centred  
School Experience 1**

**2024-2025**

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# Key Dates & Information

|  |  |
| --- | --- |
| Placement Dates | **SE1 Induction Period**: 4th September – 11th October 2024  **Routines and transitions ITAP** – 16th Sept -20th Sept  **Automaticity in the decoding process ITAP** – 14th Oct – 18th Oct  **Formal appraisals begin**: 21st October – 6th December 2024  **Half term** – WB 28th 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 18th Oct.  Please refer to the Planning and Assessment Guidance information for more information. |
| Medium Term Plans | **The school’s existing medium-term plans and schemes of work 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 * Pupils’ prior learning notes * Observations of pupils * Overview of key events, curricular resources and key intentions * Weekly timetable for week 1 * Weekly phonics plan if appropriate * Correctly organised teaching file | * Pupils’ 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 15th Nov |
| SE1 Final Report | Reported via Pebblepad by 6th Dec |
| Quality assurance | Contact will be made from the lead mentor 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. **Please note that the school-based General Mentor must be undertake the shared appraisal with the lead mentor**. |
| Placement Information | The SE1 Placement   * Observe teachers and pupils; 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 | **Electronic folders should be organised to show:**  **Planning Folder**   * Contextual information to support planning, e.g., groups/class list/class profile * LTP/MTP * Timetables & weekly planning * Lesson planning and TA link sheets   **Assessment Folder**   * Overviews of pupils’ prior learning * Examples of pupils’ learning from taught lessons * Class/group trackers   **Online PebblePad Portfolio –** used to record lesson observations, student teacher reflections (one 500-word reflection at the beginning of the programme and another at the end of SE1) & weekly mentor progression 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 General 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. | | |
| Induction Period | | |
| Role of Student Teacher | | Role of General 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 pupils 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 pupils’ 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. * Engage in both ITAPs and record evidence on Pebblepad. | | * 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. * Support student teachers to meet ITAP expectations and tasks |
| Formal lesson appraisals begin WB 21st October | | |
| Throughout the school experience, the student teacher should:   * Reflect on your practice and school-based tasks (SBTs) using the progression meeting template to record impact * 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 pupils’ assessment are in line with the school policy and located in the Teaching File (and Planning Archive File)   **Pebblepad documentation check list:**   * **Weekly lesson appraisal template added in advance** * **Weekly progression meeting template added and reflection completed prior to meeting mentor** * **Upload evidence towards targets to the weekly progression meeting weekly** * **Interim and final reports completed by mentor by deadline** * **500 word student teacher reflection uploaded at beginning of SE1 and at the end** * **School experience formative assessment continuum used formatively to set targets and highlighted when SE1 expectations have been met** * **Trackers updated regularly** | | |
| Week | Role of Student Teacher | Role of General 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 pupils’ 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 expectations during weekly progression meeting. * Update trackers (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 early 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 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 – understanding the world focus. * Review engagement with standards in weekly progression meeting providing evidence of learning and your own progress. * Prepare for 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 lead mentor and discuss any further training needs required |
| **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 /physical development * 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 specific area not taught yet e.g, RE or be appraised in your use of provision * Ensure all resources used on placement are returned to appropriate places * Review progress by engaging with the School Experience Formative Continuum. * Ensure all final documentation 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. * Prepare for and lead the Student Teacher meeting, highlight continuum to show where expectations have been met. * 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. | | |
| Induction Period | | |
| Role of Student Teacher | | Role of General Mentor (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 pupils. * begin to know the pupils 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. |
| Formal lesson appraisals begin WB 21st October | | |
| 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 pupils’ assessment are in line with the school policy and located in the Teaching File (and Planning Archive File)   **Pebblepad documentation check list:**   * **Weekly lesson appraisal template added in advance** * **Weekly progression meeting template added and reflection completed prior to meeting mentor** * **Upload evidence towards targets to the weekly progression meeting weekly** * **Interim and final reports completed by mentor by deadline** * **500-word student teacher reflection uploaded at beginning of SE1 and at the end** * **School experience formative assessment continuum used formatively to set targets and highlighted when SE1 expectations have been met** | | |
| 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 pupils’ 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 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 lead mentor and discuss and further training needs |
| **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 continuum with mentor to show where expectations have been met * 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 continuum with the student teacher. * Prepare for and lead the final 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 [ITTECF], 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 General 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. |

A detailed breakdown of the School Experience Formative Assessment Continuum can be found in the General Mentor Handbook and in your student teacher’s Pebblepad workbook. The student teacher and General Mentor should work collaboratively and use the continuum to formatively identify areas of strength and development.

# 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 staged expectations set out in the course documentation;
  + 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 ITTECF 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 and mentor progression 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. Please ensure that the School Experience Formative Assessment Continuum is used to set appropriate targets.

# 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
* Undertake specific school-based tasks

## 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 pupils in the class. If shared PPA time is not available, additional time must be used to support the student teacher in the planning process.

## 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.

## Example of a week

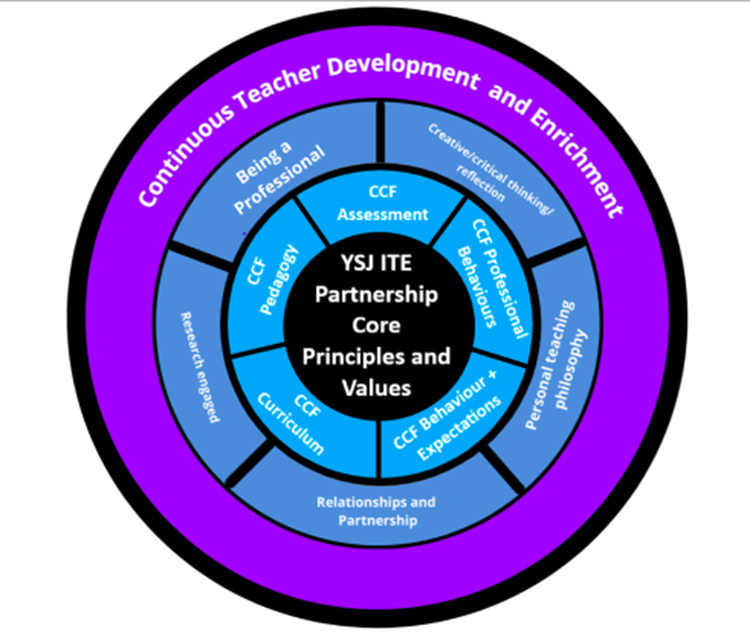
The following timetable illustrates a basic outline of a 50% teaching commitment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| AM | Teach English | Teach English | Out of school to attend training | Teach English  (appraisal) | Teach English |
| Observe mathematics | Observe mathematics | Teach mathematics | Teach mathematics |
| PM | Teach RE | Teach PE | PPA time with class teacher | CPD time |
| Observe art | Observe history |

**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 CCITT Framework and provides them with a wide range of contexts, settings and research.



A detailed breakdown of training delivered until this point can be found in appendix 1 and is also available in Module 2E of the General Mentor Pebblepad workspace.

# 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

## Student teacher requirements during SE1

Assessment of pupils’ 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 pupils. 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
* Gain a detailed understanding of the pupils’ prior understanding and use this to inform future planning
* Use class/group formative assessment trackers to record progress in taught lessons
* Ensure all additional adults are given opportunities to record progress (TA link Sheets)
* 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 pupils in the class
* Be introduced to whole school tracking and target-setting systems, with explanation and advice from experienced teachers and Assessment Leaders

## General Mentor requirements during SE1

During SE1, it is the mentor’s role to ensure student teachers are given opportunities to make progress. This requires both clear formative feedback and weekly targets setting. The School Experience Formative Assessment Continuum is used to highlight staged expectations throughout the PGCE and should be used to support feedback and target setting.

During this school experience, student teachers should:

* Become familiar with the SE1 expectations set out in the School Experience Formative Assessment Continuum
* Within weekly progression meetings, use the continuum to drive both feedback and targets
* Support the student teacher to identify areas of strength and improvement guided by the SE1 expectations
* Support the student teacher to accurately highlight the SE1 expectations within the School Experience Formative Assessment Continuum
* Complete the interim and final report and share these with the student teacher

# 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 pupils 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 or schemes of work?

*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. Where schemes o0f work are used by the school and form part of the school’s curriculum, student teachers should use and be given access to scheme resources.*

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 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.

**1.1 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 on Pebblepad.  Consider targets for future development.

**1.2 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 on Pebblepad.  Consider targets for future development.

**1.3 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 on Pebblepad.  Consider targets for future development.

**1.4 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 on Pebblepad.  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>

**1.5 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 on Pebblepad.  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 are now on Pebblepad and must be updated once every two weeks.

The trackers are:

* **Curriculum tracker (core, foundation & EYFS if appropriate)**: 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.
* **Diversity**: 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.

# 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) |
| Lead mentor | TBC |
| Lead Partners | Campus Tees Teaching 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  E: [lduffield@smm.smccat.org.uk](mailto:lduffield@smm.smccat.org.uk)  Wonder Learning Partnership  Kirsten Russell  E: Miss [KRussell@wlp.education](mailto:KRussell@wlp.education) |
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| 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) |

## Appendix 1 – Programme Curriculum

|  |  |
| --- | --- |
| Programme of Study | PGCE Primary School-centred |
| School Experience | SE1 |
| Programme Lead | David Scott |
| School Experience Director | David Scott |
| Lead Partner |  |

University Taught Module Information (please add relevant module titles and dates)

|  |  |
| --- | --- |
| Dates | Module Title |
| Sept 24 – July 25 | Learning & Teaching in the Primary Curriculum |
| The Developing Professional |

University Learning **prior to placement**

|  |  |  |
| --- | --- | --- |
| Month | Learn how to | Key Reading |
| Sept | Meet the professional expectations of the programme  Begin to know how to identify educational/societal values within the school environment. | Please add 3 key research/CCF links  [‘Keeping Children Safe in Education’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)  Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. <https://doi.org/10.3102/0034654318759268> |
| Sept | Know what procedures to follow when raising safeguarding concerns.  Use strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued.  Access and understand school policy re4lating to E-safety |

Taught university sessions **during placement**

|  |  |  |
| --- | --- | --- |
| Month | Learn how to | Key Reading |
| Sept | Apply core learning theory to practice to support lesson planning and the learning environment.  Begin to plan lesson that limit cognitive load and utilise prior knowledge | Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Available at: <http://bit.ly/2OvmvKO>  Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. [*Psychological Science in the Public Interest, Supplement*, *14*(1), 4–58.](https://journals.sagepub.com/doi/full/10.1177/1529100612453266)  Read [Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice. *Theory Into Practice*, *41*(2), 64–70](https://www.jstor.org/stable/1477457?seq=1#page_scan_tab_contents.). |
| Sept | Use Pebblepad to evidence progression within the programme and record mentor interactions. |
| Sept | Subject knowledge focus in all core subjects  (English, mathematics and science core concepts and curriculum expectations). |
| Sept | Planning  Use LTP. MTP and lesson planning to sequence learning and structure lessons.  Begin to know how to plan a lesson that is based upon clear objectives that move learning forward. |
| Sept | Begin to plan for formative assessment opportunities and reflect on how this informs future planning, teaching and learning. |
| Oct | Learn how to adapt your own practice to meet the needs of specific pupils in your class.  Know how to identify specific need and access support from the SenCo. |

Taught lead partner sessions **during placement**

|  |  |  |
| --- | --- | --- |
| Month | Learn how to | Key Reading |
| Sept |  |  |
| Sept |  |
| Sept |  |
| Sept |  |
| Sept |  |
| Oct |  |

ITAPS (past, future or during that placement)

|  |  |
| --- | --- |
| Date | Foundational Concept |
| Sept | Managing routines and transitions |
| October | Developing automaticity in the decoding process |