

PGCE Early Years and Primary Education

SCHOOL EXPERIENCE HANDBOOK

2011-12

Student name.....



Contents

| | |
|---------------------------------|----|
| Staff | 3 |
| Introduction | 4 |
| Standards | 4 |
| Roles and responsibilities | 5 |
| Dates | 8 |
| Observation & feedback schedule | 9 |
| Partnership procedures | 10 |
| School Experience 1 | 12 |
| Additional School Experience | 16 |
| School Experience 2 | 17 |
| Assessment | 20 |
| Assessment of SE1 | 23 |
| Assessment of SE2 | 23 |

Appendices

| | | |
|-----------|---|----|
| 1 | Placement dates | 25 |
| 2 | SE1 file | 26 |
| 3 | What you need for SE1 File Check 11/11/11. | 32 |
| 4 | SE2 file | 33 |
| 5 | What you need for SE2 File Check 20/4/12. | 35 |
| 6 | Essential information for class teachers: SE1 | 36 |
| 7 | Essential information for class teachers: SE2 | 38 |
| 8 | Equal Opportunities Guidelines | 40 |
| 9 | Plan for the day | 42 |
| 10 | Session plan (Foundation Stage and KS1/KS2) | 43 |
| 11 | Observation forms | 49 |
| 12 | Child Profile Observation form | 54 |
| 13 | The Standards for obtaining QTS | 56 |
| 14 | Professional Standards (clustered) | 59 |
| 15 | School attendance form | 61 |
| 16 | Additional School Experience attendance form | 62 |
| 17 | Indicative Criteria for end of SE1 | 63 |
| 18 | Indicative Criteria for end of SE2 | 70 |
| 19 | Assessment Criteria SE2 | 77 |
| 20 | Cause for Concern form | 79 |

A note for students in Early Years settings

The language of this handbook reflects the fact that the majority of our students are placed in KS1/KS2. Those placed in Early Years settings should substitute appropriate terms where the vocabulary used is specific to the school classroom, and consult the person responsible for ITT in adapting guidance for classroom-based practice to their placement.

KEY STAFF FOR SCHOOL EXPERIENCE

| | |
|----------------------------------|-----------------------------------|
| Dean of Faculty: | John Gabriel |
| Academic Leader: | Suzanne Burley |
| Primary Programme Director: | Alayne Öztürk |
| Course Tutor: | Patrick Eve |
| Group Tutors, Early Years (3-7): | Jon Daveney Cedra Dyer |
| Group Tutors, Primary (5-11): | Alastair Daniel Ranjana McLean |
| Partnership Administrator: | Annie Rock |

Introduction

This handbook is intended for students and sets out the expectations and requirements of school experience and provides guidance as to how best to meet them.

School experience is a vital part of your course, bringing together your own knowledge of children and their learning, of urban schools and different educational settings as they are currently organised, and the knowledge you will have gained during the taught course. In the taught course you will be following either the Professional route (H level) or the Post Graduate route (M level). When the course is successfully completed you will be awarded the Professional Graduate Certificate of Education or the Post Graduate Certificate of Education, and be recommended for Qualified Teacher Status. While you are on your placements in schools or early years settings, the expectation is that you will show yourself to be as hard-working and committed to teaching and children's learning as the practitioners you work alongside.

During the PGCE, you will follow a developmental path through the year, moving from working with small groups to taking increasing responsibility for planning for, teaching and managing large groups or the whole class. Your planning becomes increasingly more detailed and your evaluations correspondingly more analytical, reflective and critical. By the end of the course you should be able to demonstrate that you have met all the professional standards for qualified teacher status, have considerable potential as a newly qualified teacher and are committed to implementing principles of equality in your teaching.

Standards

To achieve recommendation for Qualified Teacher Status (QTS) you will need to meet the Standards (TDA 2008). You will be asked to complete the standards booklet, where you will compile evidence of achieving each Standard, most of which will derive from school experience.

At the end of SE1 you will be required to produce evidence that you have met the vast majority of the Standards. During SE2 further, more in-depth, evidence will be required for each Standard, and at the end of the placement clear documentary evidence must be presented to show you have met every Standard.

In general, we require at least two pieces of evidence for every Standard met on each practice.

The Standards for QTS are in **Appendix 13**.

ROLES AND RESPONSIBILITIES

The Student Role: We expect students to:

- be professional (see Code below)
- have documentary evidence that they have completed CRB clearance with them when visiting the school, should the school request it
- fit in with the teacher's normal organisation and within this negotiate a teaching timetable
- join in all class activities, including swimming, library visits, singing, assemblies (you have the right to withdraw from collective worship on religious grounds); check with the teacher if in doubt
- take responsibility for class management when timetabled to do so, and show initiative in this area when working with the class teacher
- look for opportunities to work with individual children, to get to know them and how they learn
- gain experience alongside the class teacher in supervising children in the playground
- keep files up to date; NB ensure planning and assessment documentation is always fully up-to-date and available in school
- join in with school activities (assemblies, staff meetings, INSET sessions) wherever possible

Professional Code for Students

- remember the principles of equal opportunities and implement them with respect to everyone you work with
- be willing to learn from all the professionals you work with in schools and settings, and act upon advice given
- organise thoroughly for all your teaching by ensuring resources and session plans are prepared in advance and in consultation with the class teacher as appropriate and are available for scrutiny
- always notify the school as early as possible on the day if you are unable to come in during school placement, for example, due to illness
- ensure your school attendance sheet (**Appendix 15**) is signed at the end of every week, normally by the class teacher (a senior member of staff would be acceptable)
- be punctual; you should be in school at least half an hour before the children and remain long enough at the end of the day to clear up, review the day with the teacher if s/he is available, and make provisional plans for your next day/visit
- remember you are not just assigned to a class; involve yourself in the wider life of the school
- dress appropriately in accordance with the dress codes operating in the school
- do not leave the school premises during school time, unless it is essential, in which case seek permission and let a senior member of staff know
- offer, and be available to attend, informal and formal meetings, which may be before or after school, with your teacher and staff members
- attend school on the days specified - this is compulsory and is a requirement of the TDA

The Class Teacher's Role

The class teacher is the most important mentor as they have regular contact with you. Normally they have availed themselves of the free Stage 1 mentor training at the University (or elsewhere) as per the London Providers Mentor Training Framework.

Feedback (both informal and on the forms provided) to you on your development is crucial, as is verbal feedback from the supervising tutor and Stage 2 mentor, where applicable. The expectation is that you will act upon the advice that you are given, and work on targets that you are set.

Class teachers should facilitate students' experience by:

- introducing you to children and other staff as a trainee teacher; you would not normally be introduced to children by your first name, unless this is normal practice for staff in the school. You should not be introduced as a student
- helping you negotiate your teaching timetable
- giving constructive feedback on your planning and taught sessions, particularly regarding the setting of realistic learning outcomes, and evaluating your practice
- carrying out two arranged observations (using the 'Record of Supervision' forms provided), followed by formal feedback sessions with you
- sharing professional expertise and knowledge of the children (including IEPs), which you will require in order to understand the children's needs and to plan and teach effectively
- wherever possible, modelling effective teaching strategies
- involving you in planning meetings
- sharing any forward planning which will impact on your performance
- supporting you in maintaining systematic assessment records
- indicating resources that are available in the school
- introducing you to key staff and subject co-ordinators who you might need to consult
- taking an active part in the feedback after the final joint observation
- initialling the school attendance sheet for the trainee at the end of every week (see **Appendix 15**)

A separate A4 sheet which summarises the students' course and the expectations of support from the class teacher will be made available to class teachers at the start of each placement (see Essential Information for Class Teachers SE1 and SE2 in **Appendices 6 & 7**).

The Stage 2 Mentor's Role

In some partnership schools there will be a trained Stage 2 mentor who shares with the University supervising tutor the observation and feedback responsibilities. Together they agree the timings of these.

A Stage 2 mentor who has this role with a student is asked to:

- make themselves known to the student
- make sure everything is going well by liaising regularly with the class teacher and the student
- discuss and agree with the supervising tutor on their first visit who is to carry out which and how many of the student's remaining entitlement to formal observations and feedback.
- ensure formal observations are at an agreed time that also allows for prompt feedback afterwards when the observation form can be completed in full
- ensure that there is time each week to discuss with the student what you have observed when they have been teaching, and support her/him with their planning. It will be helpful for you to have access to their two School Experience files.
- complete the three-page observation forms for the number of agreed times s/he formally observes and give feedback to the trainee
- regularly check the student's files are being well maintained and include all the required information
- regularly check that the standards evidence is being collected
- maintain close links with the supervising tutor

The Supervising Tutor's Role

The key role of the supervising tutor is supporting the student, plus assessing them and maintaining a positive professional link by liaising with the partnership school.

Supervising tutors are asked to:

- make contact by phone with their students and explain the purpose of the preliminary visit and suggest to the student(s) an exact date or dates when this might take place
- confirm with the student (or, if necessary, with the school), the date of the preliminary visit
- after each visit agree the date of the next visit with the student and confirm with the school (or request the student to do so if the class teacher or mentor are unable to confirm at the end of the visit)
- during each visit, spend up to an hour observing the student teach a small/large/key group or the class, complete an observation form and give feedback immediately afterwards, including targets for development
- leave copies of the observation form with the student and class teacher, and aim to discuss the student's progress with the class teacher on each visit
- check the student's files and Standards evidence
- check that the student is gaining some opportunities to carry out the requirements for the school placement as listed in this handbook (including any school based tasks set by subject tutors)
- check that the student is taking a full and active role in school life
- monitor the quality of the support and training provided by the school, and work in liaison with relevant school staff

Suggested Observation and feedback schedule

Primary PG SE1:

| | |
|-------------|---------------------|
| Preliminary | 7/11/11 – 14/11/11 |
| 1 | 15/11/11 – 25/11/11 |
| 2 | 28/11/11 – 5/12/11 |
| 3 (joint) | 6/12/11 – 15/12/11 |

Primary PG SE2:

| | |
|--------------|-------------------|
| Preliminary. | 16/4/12 – 25/4/12 |
| 1 | 26/4/12 – 11/5/12 |
| 2 | 12/5/12 – 25/5/12 |
| 3 | 28/5/12 – 8/6/12 |
| 4 (joint) | 11/6/12 – 22/6/12 |

If there is a trained Stage 2 Mentor in the school, they should be involved in mentoring a trainee. The class teacher would not normally be the Stage 2 Mentor. The pattern of supervision would be as follows:

Primary PG SE1:

| | | |
|-------------|--|---------------------|
| Preliminary | University supervising tutor | 7/11/11 – 14/11/11 |
| 1. | University supervising tutor | 15/11/11 – 25/11/11 |
| 2. | Stage 2 Mentor OR University supervising tutor | 28/11/11 – 5/12/11 |
| 3.: Joint. | University supervising tutor PLUS Stage 2 Mentor AND Class teacher | 6/12/11 – 15/12/11 |

Primary PG SE2:

| | | |
|-------------|---|-------------------|
| Preliminary | University supervising tutor | 16/4/12 – 25/4/12 |
| 1. | University supervising tutor | 26/4/12 – 11/5/12 |
| 2. | Stage 2 Mentor OR University supervising tutor | 12/5/12 – 25/5/12 |
| 3. | Stage 2 Mentor OR University supervising tutor | 28/5/12 – 8/6/12 |
| 4.: Joint. | University supervising tutor PLUS Stage 2 Mentor AND/OR Class teacher | 11/6/12 – 22/6/12 |

PARTNERSHIP PROCEDURES

It is the University's responsibility to carry out an enhanced CRB disclosure check for training students. This follows from a government requirement for Initial teacher training R1.4. Schools are not technically required to carry out their own CRB checks or ask to see CRB disclosures. However, some schools do request confirmation from students of completed CRB documentation. **To this end students are advised to carry their CRB form with them when they attend each school placement. The University only contacts the school in advance if the CRB disclosure form shows there are any issues which a school needs to be made aware of.**

The Department's partnership office has established strong contacts with many schools and nurseries/early years centres across London. Where possible, the partnership office allocates placements according to the experiences and perceived training needs of each student; this is the paramount factor in the allocation. As you remember you signed, at interview, a disclaimer form, which explained that you could be sent to any of our partnership schools in London according to our academic judgement of your training needs.

As you know, the course has a strong emphasis on preparing students to teach in multi-cultural, multi-lingual urban nurseries and schools; as far as is possible we place students in such settings, and certainly in at least one of the placements. Please note we cannot use schools for placements where your children or relatives attend or work.

Notification of placements will be on the Board on Level BEUG and on WebLearn. This is done as early as we are able, but is dependent on school availability.

You will have completed, prior to starting the course, a placement form giving details of your term-time address and nearest public transport. **You must bear in mind that a long journey may be expected.** You must make the journey first to ascertain how long it will take. The partnership administrator can give you details of how best to make your journey. If your address changes during the year please make sure you inform the partnership administrator at once.

Placement Difficulties

For the vast majority of students, School Experience weeks are rewarding times, but occasionally a problem will arise. If this is the case, and depending on what the problem is, you should discuss it with your supervising tutor, Group Tutor or your class teacher/ Stage 2 mentor, to see if a solution can be found. In most cases problems are resolved.

Where the problem still persists, your concern must be put in writing and sent to the Course Leader for ITE (Patrick Eve p.eve@londonmet.ac.uk). This is discussed as swiftly as possible with the Primary Programme Director and a decision made. In the unlikely event that a change of placement is required, you must understand that you will inevitably experience delay in being allocated to a different school and will probably not complete the course at the same time as the rest of the students.

In no circumstance should you remove yourself from a placement, as this constitutes failing the school experience.

Special School Placements

Placements on SE1 and ASE will include some special schools. These placements will be offered to those students who either have experience working in special schools, or who express an interest in having such a placement.

Attendance on Placements

The expectation is that there is 100% attendance for all school experience placements across the academic year. If you are ill or unable to attend nursery/early years setting/school at any time you MUST observe the correct procedures as outlined in the 'Roles and Responsibilities' section:

- contact the nursery/early years setting/school/special school as early in the day as possible letting them know how long you think you will be away
- inform your Supervising Tutor, especially if you are likely to be away for more than 3 days (or if they have a visit arranged).

Note that there is a TDA requirement for the course that you attend for 90 days in schools during the year. If you are absent due to a period of illness, for example, you may have to make up the time later. It is, therefore, most important that you keep an accurate record of attendance (see form in **Appendix 15**) and ensure your class teacher initials it. If you miss too many days, these will probably have to be added on to the end of the placement.

Partnership support

Whatever setting you are in, you will have a University supervising tutor to support and advise you. They may be an internal tutor or one of the Department's experienced external, part-time tutors (known as Hourly Paid Lecturers - HPLs).

All placement schools/settings enter into a partnership with us and are asked to sign a Collaborative Training Agreement before they take students for school placements. The contract sets out the agreed terms of support for students on a placement and the respective roles and responsibilities.

Support in school is provided primarily by class teachers, most of whom have been trained as Stage 1 mentors. They will carry out two formal observations, and give you written feedback, when you teach activities or sessions. The class teacher is a key person who will support and advise you throughout your placement.

In some schools there may also be trained Stage 2 mentors. The Stage 2 mentor is a very experienced teacher who plays a significant part in supporting and guiding you throughout your placement. They will share the observation and feedback duties with your supervising tutor.

SCHOOL EXPERIENCE 1

This first school experience gives you the opportunity to work closely with the class teacher to start to understand the way children learn. You will probably start by observing and helping the teacher, and then progress to teaching small groups, working towards being able to teach the whole class (KS1 & KS2) for consecutive lessons by the last couple of weeks.

From day one you will be expected to set up and maintain two school experience files. It is essential that these are kept up to date. Their key purpose is to enable you to keep systematic records of planning, delivery, assessment and evaluation of all your work in the classroom/setting.

These files are the major source of evidence that you are meeting the Standards, and they will be regularly monitored by your supervising tutor and/or Stage Two mentor. **It is essential that you keep these up-to-date, in order to pass the practice.**

The Files

File 1 is the Teaching and Learning file.

File 2 is the Observation, Record-keeping and Assessment file.

Both files should be hard back, lever-arch or ring. Each will need dividers to create the required sections and to help you organise your material, and should have a contents page at the start of each file. Please also ensure your name and contact details are clearly displayed at the front of your file. You must ensure that your school experience files are available in school at all times.

What you will need in your SE Files is listed in the Appendices, together with some explanatory notes about their contents.

You will need to bring your files into University on 11/11/11 in order to have professional dialogue with tutors about the files' contents and suitability for the practice. The checklist for this is in **Appendix 3. Please note, if you file is not seen, or not passed as adequate, you will not be able to start your placement.**

Maintaining your files will support your progress as a reflective practitioner as you develop:

- critical insight into education in urban, multi-lingual, multi-cultural settings and being a learner in such settings
- professional skills in planning suitably exciting and investigative activities which build on and extend present knowledge
- the ability to evaluate what children have learned and what you need to do next to enhance their learning
- your self-analysis, both by identifying and building on your successes and identifying and remedying areas for development
- the links between theory and practice which lead to your becoming an intellectually informed teacher
- your understanding of what constitutes an appropriate curriculum for young children and to match tasks to children

EXPECTATIONS FOR SCHOOL EXPERIENCE 1

Your school experience files are crucial documents. The contents required are listed in **Appendix 2** with accompanying guidance notes.

During SE1 you are required to carry out the following tasks in relation to your files and/or teaching:

- for the first three weeks prepare a plan for the day (see blank Proforma in **Appendix 9**) and include a brief evaluation of sessions for which you have not needed to prepare a session plan
- for each week of the practice, write a weekly review which analyses personal and generic pedagogical issues you have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- In the first week (w/b 7 November) start by observing and helping the teacher; you should also plan and teach at least two activities per day.
- by week two (w/b 14 November) progress to planning for, and teaching, small groups.
- by week three (w/b 21 November) teach the whole class on occasion (KS1 & KS2), aiming for at least one of the core subjects every day
- from week four (w/b 28 November) onwards you will be working towards teaching the whole class for up to 50% of the week by the end of the placement (KS1 & KS2)
- monitor and record in depth the learning progress made by 3 profile children in order that you will be able to write detailed summative reports on each
- set up a class record keeping system from day one to record the achievements of the children you are responsible for teaching (groups and whole class)
- create at least one visually attractive, interactive display based on a classroom/ curriculum topic
- write a final reflective review of the practice, analysing your successes, identifying points for development in ASE/SE2

Additional Expectations:

- evidence of CRB clearance
- illness apart, you are expected to be in school/early years setting/nursery 100% of the week. Ensure your class teacher initials your school attendance sheet at the end of each week
- punctual arrival at school/early years setting/nursery at least half an hour before the school day officially starts and commitment to staying at the end of the day to discuss and finalise plans for the following day/week
- attendance at and contribution to planning meetings and staff meetings/INSET days or sessions, if permitted
- if in KS1 or KS2, join the class teacher on playground duty; if in FS join outdoor preparation and supervision. Note that you should not be on your own in the playground or nursery/Reception outdoor area at any time. This also applies to any Dance/PE involvement on this practice. A qualified teacher must be with you for insurance purposes
- aim to negotiate with your teacher about 20% non-teaching time for each week of

your school placement. You must remain on site for this time and use it purposefully i.e. work on your files, plans, resources, profiles, records, tasks, etc.

- be tactful and diplomatic; teachers are busy people for whom the children are their first concern. Be courteous and professional, negotiating times to meet and discuss matters with teachers and mentors

Standards Evidence Booklets

You should have met virtually all the Standards by the end of School Experience 1. Please ensure that you record evidence on a regular basis, as tutors will be checking that this is happening. The file check and post-practice tutorial at the end of your practice will monitor the quality of your evidence.

Supervising tutor's Preliminary visit

Early in your placement you will be visited by your supervising tutor. They will want to:

- assess your progress in setting up your files and recording your first entries; if there are major concerns about readiness, the University will be alerted immediately
- talk with your class teacher (and Stage 2 mentor where appropriate) about your progress and commitment shown so far and your relationships with children and staff
- talk with you about your first few days and complete the Preliminary Visit Form
- observe you delivering a planned activity with a small group if you are timetabled to do so at the time of the visit (e.g. reading a story, supporting a Numeracy activity, working with children with special needs, etc.)
- agree with the Stage 2 mentor (if there is one) dates for when you will be observed during the practice

Between November 7th and November 10th you should achieve the following:

- have CRB documentation with you in case it is required
- arrive at the time expected or, if possible, a little earlier
- agree with the class teacher how you will be introduced to the children. Some schools will require you to be known by your first name
- behave as a prospective teacher with the children you are going to teach
- find out about classroom procedures
- observe staff room etiquette - note whether staff pay for tea/coffee and contribute if they do
- be quiet and diplomatic in the staff room; staff need their breaks and a chance to talk to each other and get ready for the next session
- be willing to help your receiving teacher in any way necessary. If s/he has a playground duty, ask if you can join them in this
- show initiative and a willingness to be involved
- plan, teach and evaluate **at least 2** activities/sessions (or parts of sessions) each day from Tuesday onwards with different groups of children - (please note there is a generic blank session plan for KS1 & KS2 in **Appendix 10** and a range of session plans on WebLearn)
- gather all the information required for your files (see checklist in **Appendix 3**)
- observe how the nursery/school is organised and managed
- observe how your class teacher manages and organises the children
- find out about daily routines

- note how learning is planned and taught through the use of the Early Years Foundation Stage or the National Curriculum; for those in Key Stages 1 & 2, how the Primary Frameworks are implemented
- establish how the teacher monitors and records children's progress
- decide, with your teacher, which **three** children you will identify for profiling
- teach the Core Subjects and at least one of the Foundation subjects you have covered on the taught course
- start to adopt the role of the class teacher for short periods of time each day (e.g. ask if you may join her/him on playground or other duties, join in setting up for the day, lead the children from one part of the school to another)
- observe how ICT and other technologies are used to support learning
- note the resources available for teaching
- complete plans for the day for Tuesday to Thursday, and evaluate them. Do not repeat activity/session evaluations
- write a reflective review of the whole week (guidance can be found on p30)

From November 14th onwards:

- during week two you should plan, teach and evaluate **at least 3** activities/sessions (or parts of sessions) each day
- by week three teach the whole class on occasion, aiming for at least one of the core subjects every day
- from week four onwards you will be working towards teaching the whole class for up to 50% of the week by the end of the placement

Final tutor visit: post-practice tutorial

Immediately after the final joint observation and feedback, your supervising tutor will check that you have completed all the required documentation:

- your final reflective review of the practice
- the summative reports of the 3 profile children
- up to date class records and assessment evidence
- completed session plans and evaluations
- full weekly reviews
- completed Standards Evidence Booklet
- targets for SE2

Your file will need to be fully up to date. (See **Appendix 2** for the contents of your file). You must have prepared these documents by the time of the final joint observation, as the supervising tutor will expect to assess these after the feedback.

If, during the practice, you were recommended to gain further support for Subject Knowledge and/or Academic Writing/Spelling etc, your supervising tutor will check that you have devised a plan of action, which will help you achieve the improvements needed before School Experience 2.

ADDITIONAL SCHOOL EXPERIENCE: FEBRUARY 6th - MARCH 2nd

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of the relevant Key Stages during their course. **Weaker students may be formally assessed during this practice.** Information about where your placement needs to be can be seen below. We would expect this to take place in an English, multi-cultural, multi-lingual, urban setting.

Please note, with the exception of those students who are having ASE in a special school, students are responsible for finding appropriate placements for ASE; for many students this may well be in their SE1 school. It is important that this information is recorded, as it is a TDA requirement that the university records where all school experience takes place.

The following guidelines set out the general position of where students should find placements:

Early Years (3-7) route:

If SE1 was in a nursery setting (nursery class, Nursery School or Early Years Centre), SE2 will be in a Key Stage 1 class. Therefore your ASE placement must be in a reception class.

If SE1 was in a reception class, SE2 will be in a Key Stage 1 class. Therefore your ASE placement must be in the other half of the Foundation Stage – i.e. an Early Years Centre, nursery school or nursery class; ideally it will be the former where they have children of an even younger age.

If SE1 was in a Key Stage 1 class, SE2 will be in either in a reception class or in a nursery setting. According to which you are allocated (decisions will be made in January), your ASE placement MUST be in the other Foundation Stage setting from SE2.

Primary (5-11) route:

If SE1 was in Key Stage 2, we will be making every endeavour to ensure your SE2 placement will be in a Key Stage 1 class. We do not always have all the KS1 offers we need. To ensure KS1 coverage you MUST do your ASE in English, multi-cultural, multi-lingual, urban KS1 class.

If SE1 was in Key Stage 1, you are free to choose a placement or placements for ASE, as long as the majority of the time is spent in an English, multi-cultural, multi-lingual, urban setting. This could be in Foundation Stage (probably the ideal choice), Key Stage 3, a Special School, a faith school (both in any Key Stage) or in another educational setting.

Requirements for ASE

During ASE you will be expected to familiarize yourself in your new setting, observe the class teacher, complete your **Task Booklet for ASE** and by the second week plan and teach groups or the class every day. In the final week, you should plan and teach up to 50% of the time. This could involve team teaching, class teaching or teaching groups.

You will need to keep a detailed record of what you have done each day; you may find the 'Plan for the Day' format in **Appendix 9** a helpful way to do this. You will also need to keep the usual signed attendance sheet for each of the 15 days (**Appendix 16**). At the end of the three weeks you should write an A4 page of reflective analysis of what you have learnt from your Additional School Experience. This should be placed in your SE2 file, and should be signed off by your supervising tutor during their SE2 preliminary visit.

SCHOOL EXPERIENCE 2

Your second main school placement will normally be in your second Key Stage and will always be in a different school/nursery from SE1.

Supervising tutors are 'linked' to specific schools in order to build up a working relationship and contacts; you should have a different tutor from SE1. However, occasionally a student is placed in a school/nursery which their SE1 supervisor also visits. In this case, the Primary programme Director and Course Leader will discuss whether it might disadvantage you to have the same tutor.

Between 16th and 19th April

You must achieve the following:

- have CRB documentation with you in case it is required
- begin to establish yourself as a teacher, using the experience you have to carry out some aspects of the role (e.g. supervision of children around the site, joining your teacher on playground duty, managing group work etc)
- get to know the children in your class/key group
- start to use your repertoire of classroom management/behaviour management techniques, adapting them to the age range you are with
- set up your two files and start to collect the information you will need to make a successful start to SE2 (see SE2 checklist , **Appendix 5**)
- teach at least twice a day from Wednesday onwards whether with small groups, key groups, half/whole class. You will have to follow the set plans for the week.
- teach, if possible, the Core subjects and a Foundation Subject
- EY students, if new to the teaching of the Primary Strategies/National Curriculum, inform the class teacher of this and ask for additional support/guidance in planning and preparing to teach them both
- EY students, if new to the Foundation Stage, inform the class/lead teacher and ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors
- become familiar with school and classroom routines and ICT provision
- identify the six children you will be profiling; begin observations and add some samples of work if possible
- set up possible formats for whole class/key group record keeping; use those of the setting if helpful

Finally, remember to behave courteously and professionally at all times; be aware of the impact your behaviour may have on your placement.

You will need to bring your files into University on **Friday 20th April 2012** in order to have professional dialogue with tutors about the files' contents and suitability for the practice. The checklist for this is the same as for SE1 (See **Appendix 5**). **Please note, you will not be able to continue with your SE2 until your files have been signed off, by your Group Tutor, as satisfactory.**

Supervising Tutor's Preliminary Visit

As in SE1, you will receive an early visit from your supervising tutor. They will want to:

- assess your progress in setting up your files and recording your first entries; if there are major concerns about readiness, the University will be alerted immediately
- talk with your class teacher (and Stage 2 mentor where appropriate) about your progress and commitment shown so far and your relationships with children and staff
- talk with you about your first few days and complete the Preliminary Visit Form
- observe you delivering a planned activity
- agree with the Stage 2 mentor (if there is one) dates for when you will be observed during the practice
- read and initial your reflective analysis of ASE

From April 23rd onwards:

- during the w/b 23rd April you should plan, teach and evaluate about 50% of the time
- the following week (w/b 30 April) you should increase your teaching time so that by the w/b 7th May you are teaching the whole class (KS1& KS2) at least once per day (teaching about 70% of the time)
- from 21st May onwards you will be working towards teaching the whole class for up to 80% of the week by half term
- after half term you should aim to be teaching 80% of the time

Expectations

During the practice you are required to achieve the following in relation to your teaching and School experience files:

Starting from the first week, write a weekly review which:

- summarises your weekly progress in meeting the Standards, including your coverage of the Core and Foundation subjects.
 - analyses pedagogical and equality issues you are encountering
 - makes links to relevant theory and to relevant aspects of the course
- The review is expected to be a substantial piece of writing in which you demonstrate your capacity to reflect on and analyse your teaching and the children's learning. You should aim to underpin your writing with reference to theory.*

You should also:

- be inventive with planning formats, adapting these where necessary to suit you and your situation
- monitor and record systematically and sympathetically the personal and learning progress made by the 6 profile children and by your key group or the whole class (these records are not expected to be as detailed as those of the Profile children)
- create at least 2 (one each half-term) interactive, visually attractive displays based on the current topic/s; your displays should support children's cross-curricular learning and their languages
- make regular entries about standards achieved in your Standards Booklet. This must be completed by the end of practice
- in preparation for after half-term, aim to lead or take a major part in the planning for the last weeks of the practice
- at the end of the practice write a final review which encapsulates your progress and achievements and will contribute to your completion of your CEDP.

Additional Expectations

- as with SE1, illness apart, you are expected to be in school 100% of the week. Ensure your class teacher/nursery teacher initials your school attendance sheet weekly. If for some reason you are unable to attend, always notify the school as early as possible on the day
- ensure punctual arrival at school/early years setting/nursery at least half an hour before the school day officially starts and commitment to staying at the end of the day to discuss and finalise plans for the following day/week
- you are expected to attend and contribute to planning meetings and staff meetings/inset days or sessions, if permitted.
- you are expected to join staff on playground (KS1 & KS2) or other duties compatible with the role of a student teacher. Please note that you must NOT be on your own in the playground/ outdoor area nor during any PE/Dance sessions you are leading.
- you should aim to negotiate about 20% of the week when you are not required to be teaching. You must spend this time on site and you must use it wisely in preparing sessions, keeping up with paper work, visiting other classrooms, observing other professionals etc.
- you must ensure that your school experience files are available in school at all times. It is particularly important that they are available when you are being observed. Remember your files are open documents and can be read by your class teacher, nursery teacher, Stage 2 mentor and the Deputy or Head teacher as well as your supervising tutor.
- if you have any concerns, you are expected to raise these carefully with the appropriate member of staff to arrive at a solution. You should also consult your University supervising tutor if any concerns continue.

ASSESSMENT

During your school placements you will be assessed by your class teacher and your supervising tutor, and a Stage 2 mentor where there is one involved.

The class teacher completes two Record of Supervision forms in each placement when they observe and feedback to you formally.

Assessment is carried out by your supervising tutor/Stage 2 mentor, using the three-page observation form (**Appendix 11**) and this is discussed with you. At the final joint observation you will be observed by your supervising tutor and your class teacher, and the Stage 2 mentor if they have been involved in your supervision. Advice and feedback will be given to you both informally by the class teacher, and also on the written forms. You are expected to act upon any agreed targets.

If the school or your supervising tutor feel that you are not meeting targets, or that you are at risk of failing, they will complete a **Cause for Concern** form (**Appendix 20**) which will indicate the nature of the concern and agreed action (see further notes below on Cause for Concern). It is essential that this agreed action is carried out satisfactorily. **If these targets are not effectively addressed, you may fail to meet the Standards for the award of QTS and therefore fail the PGCE.**

Failing School Experience

At the end of each school experience the final grade is decided at the time of the final joint observation based on the Standards for QTS. Because of the nature of school experience modules students **do not have an automatic right to re-sit**. This means a fail in any school experience module normally leads to a fail in the PGCE programme and the programme is terminated at the point at which the mark is confirmed by the relevant assessment board.

The Assessment Board will consider an internal statement from the student if you have evidence of extenuating reasons why you should be granted a re-sit. Any such statement operates as an additional mechanism for you to make your case to the Assessment Board and does not affect your rights under other university regulations relating to appeals and complaints. You should ask the Primary Programme Director for information regarding Board dates.

Early failure

Whilst most trainees will receive their school experience assessment at the end of the SE block, there are times when the school experience will be terminated early. Such circumstances may be triggered by a single incident of unprofessional conduct, in which case the school may terminate the placement and withdraw the offer of training. Such a decision may also be made where a student fails to make adequate progress towards targets established as part of a Cause for Concern procedure. In such cases, the decision to terminate the training and withdraw the placement may be related to the school's duty to safeguard the educational well being of their pupils.

Cause for Concern

There may be occasions in school when the performance of a student is such that additional action is required beyond the normal systems of support and assessment. In

such cases mentors and / or tutors are required to set in motion the Cause for Concern process.

A Cause for Concern form should be initiated by the mentor, supervising tutor or a senior member of school staff in cases of:

| | |
|-------------------------|--|
| Lack of progress | A student is considered to be failing, or is judged to be in danger of failing, to meet the required standards for the particular phase of the course. Such cases may be resolvable if action is taken early enough. |
| Lack of professionalism | For example: punctuality, dress, lack of self-critical awareness, unable or unwilling to accept professional criticism, difficult relationships with staff, and so on. |
| Professional misconduct | The student has acted in a way which is professionally unacceptable. |

The purpose of initiating a Cause for Concern Form is to make certain that the student is aware of the concerns at the earliest possible stage in order that an appropriate supportive action plan can be agreed in partnership with the student. The university encourages school staff to err on the side of caution and report a cause for concern, which is then resolved, rather than to wait indefinitely, hoping for an improvement, which does not materialise. In such cases it may be too late to make an effective intervention.

The Cause for Concern is intended to:

- Make everyone aware that the concerns are sufficiently serious to warrant a fail grade if there is not progress.
- To clarify what needs to change in order for a student to pass.

The Cause for Concern should not be seen as the first step to an inevitable fail grade. With appropriate targets and changes to the training (where required) and sufficient effort from the student, we should aim to address the concerns in a positive manner.

The kinds of actions, which may be appropriate, include:

- Ensuring the student receives clear, unambiguous and consistent guidance about action to be taken.
- Ensuring the teaching load is appropriate for the current situation.
- Arranging for the student to work alongside an experienced teacher in a support role.
- Providing extra support in developing the student's subject knowledge.
- Arranging for additional, focused observation in order to develop the student's understanding of good teaching in practice.
- Setting clear and unambiguous short-term achievable targets.

Towards the end of the practice, the External Examiners will visit a sample of students to moderate the assessment process, gain an overall view of the quality of the student group and talk to them about the course.

Other circumstances

Occasionally circumstances arise where a student cannot complete school experience due to personal circumstances. In these cases, you should think carefully through your options, discussing the situation with your Group Tutor. If you feel you might need to defer completing the practice you must inform your class teacher and supervising tutor and then arrange to see the Primary Programme Director, as soon as possible to discuss the matter and decide the way forward. Deferral will be subject to University academic regulations, will require evidence of mitigating circumstances, and may not be approved by the University registry. **Please note, under no circumstances should you withdraw yourself from the placement: this constitutes failing the placement.**

If you have specific personal circumstances, you will be required to complete a mitigating circumstances form, which supports the reasons for deferring the practice. See http://www.londonmet.ac.uk/fms/MRSite/psd/AR/Academic%20Regs/10_3.pdf

If you are ill or are caring for someone who is ill, you will also be required to supply medical evidence. The Primary Programme Director will give you advice about this.

You should note that a deferred practice would mean you would not complete in the academic year you started the course and you may be required to pay further fees. Your bursary payments, if you receive these, will be put on hold but you should consider carefully the financial implications of deferral.

Assessment Boards

Boards are held after each practice at which decisions about success or failure of School Experience are made collectively by the Board, not by individuals. The Board also considers whether students who have been assessed as “fail” should be given a re-sit practice and to set the time for doing this. **There is no automatic right of re-sit;** each case is considered on its merits and resits are only offered “in exceptional circumstances”. **If there are exceptional circumstances and you are granted a resit, you may be asked to arrange a suitable school for this yourself.** In the event of failure and being advised to leave the course, you have the right of appeal within two weeks of the decision. Student Services give advice to those who wish to appeal.

For further information you should visit:

- Student Advice, which offers an opportunity to discuss any concerns you may have regarding your course and assessment:
www.londonmet.ac.uk/student-handbook/student-handbook-0506/studentservices/studentadvice.cfm
- The Student Casework Office deals with appeals against the decisions of assessment boards and with allegations of academic misconduct:
www.londonmet.ac.uk/admin/sco/
- The PGCE regulations differ from the general university academic regulations in some important ways, especially regarding school experience assessment. You should consult these regulations, which are in the course handbook

In all cases the Boards will consider the recommendations made by schools and supervising tutors, via observation forms and any Cause for Concern forms. Any representations made to the Primary Programme Director by the student concerned will

also be considered.

Please note:

If your school terminates the placement, this will normally also result in you failing. They may do this if the staff are not satisfied with aspects of your teaching and/or professional behaviour. While it is expected that students are given verbal and written warning of this (Cause for Concern form), it is in the power of the headteacher to decide that a student is no longer welcome in the school and to ask them to leave. Any final decision on failing the placement is made by the Board.

Assessment of SE1

School experience 1 will be assessed formatively up until the final joint observation, which will be a summative assessment of the practice (**6th December – 15th December**), when you will be graded 1 - very good, 2 - good, 3 - satisfactory, or 4 - at risk of failing. However, the formative assessment will also include an indicative grade at each observation point during the practice.

You will be expected to meet the large majority of the Standards by the end of SE1.

If there are doubts about your suitability to teaching and serious concerns about your lack of progress you will receive written warning, via the observation forms and Cause for Concern form.

Assessment of SE1

The criteria for passing SE1 are based on your meeting the Professional Standards appropriate for this practice, with a particular emphasis on the following:

- appropriate relationships formed with children, all staff, parents and carers
- demonstration of progression from teaching small groups to large groups/whole class with employment of successful management strategies
- growing insight into and understanding of the ways in which children learn and of the role their languages play in this
- progression in monitoring and assessing children's progress, both intellectual and social
- understanding of the importance of reflecting on and implementing equal access to the curriculum, taking into account the issues that may adversely affect learning and progress
- proper maintenance of the files, including all listed requirements
- completion of all tasks required by the taught course
- completion of the 3 profiles to a high professional standard
- the final reflective review, which addresses your own professional development, shows your growing confidence in planning, teaching and assessing and which draws on relevant learning and curriculum theory

Assessment of SE2

Every observation throughout SE2 will be graded on the same 4-point scale. You will be expected to demonstrate that you are meeting the targets, which you have been set, and addressing the Professional Standards throughout your practice. If it is felt that this is not the case, you may be at risk of failing. At the end of the placement you must demonstrate

that you have met all of the Standards for QTS and that you are ready to teach the age ranges for which you trained.

As in SE1 you are supported by your class teacher, your University supervising tutor and probably a Stage 2 mentor. Your class teacher will carry out 2 observations of your teaching using the 'Record of Supervision' form. Stage 2 mentors will share the observations with the University tutor and use the 3-page Observation Forms. You will receive observation visits from your supervising tutor and/or Stage 2 mentor, as listed on page 7 above.

Successful School experience

To be successful on this practice you will need to:

- meet all the Standards for QTS relevant to the practice
- demonstrate commitment to teaching and to children's learning, equal opportunities and inclusion
- understand, support and extend children's linguistic capabilities and potential
- form strong professional relationships with children, colleagues and parents/carers
- teach, as far as possible, all curriculum subjects/areas of learning and experience
- take into account, when planning, the various ways in which children's learning develops, including play and investigation
- plan for integrated learning across the curriculum
- provide and use a range of well-maintained, interactive displays and resources
- use ICT across the curriculum to support children's learning
- demonstrate insight into and appropriate support for, the personal, social and emotional development of all children
- demonstrate the ability to teach subject knowledge, both of Core and Foundation subjects/areas of learning
- make appropriate records and observations of the six profile children
- keep thorough records of the achievements of all of the children in the class/setting
- maintain your files at a professional level, paying due attention to presentation, accurate grammar and spelling.
- keep up-to-date with all of your paperwork
- address all targets set by the supervising tutor, Stage 2 mentor and class teacher

PGCE and BEd (Early Years) Placement Dates 2011/12

Autumn Term: 1 September 2011 – 16 December 2010 (Schools half-term 24 – 28 October)

| Week beginning | 12/9 | 19/9 | 26/9 | 3/10 | 10/10 | 17/10 | 24/10 | 31/10 | 7/11 | 14/11 | 21/11 | 28/11 | 5/12 | 12/12 |
|----------------|------|------|------|------|-------|-------|-------------------|-------|----------------------|-------|-------|-------|------|-------|
| PGCE | | | | | | | Schools half-term | | School Experience 1* | | | | | |

*Students will be back in the University on Fridays 11/11/11 and 16/12/11

Spring Term: 3rd January 2012 – 30 March 2012 (Schools half-term 13 – 17 February)

| Week beginning | 2/1 | 9/1 | 16/1 | 23/1 | 30/1 | 6/2 | 13/2 | 20/2 | 27/2 | 5/3 | 12/3 | 19/3 | 26/3 | |
|----------------|-----|-----|------|------|------|------|-------------------|-------------|------|-----|------|------|------|--|
| PGCE | | | | | | *ASE | Schools half-term | ASE (cont.) | ASE | | | | | |

* Additional School Experience

Summer Term: 16 April 2012 – 20 July 2012 (Schools half-term 4 June – 8 June)

| Week beginning | 16/4 | 23/4 | 30/4 | 7/5 | 14/5 | 21/5 | 28/5 | 4/6 | 11/6 | 18/6 | 25/6 | |
|----------------|----------------------|------|------|-----|------|------|------|------------------|------|------|------|--|
| PGCE | School Experience 2* | | | | | | | School half-term | | | | |

*Students will be back in the University on Friday 20/4/12

Whole weeks in school:



PGCE School Experience



PGCE Additional School Experience

APPENDIX 2 WHAT YOU NEED IN YOUR SE1 FILES
FILE 1 (Teaching and Learning)

| |
|-------------------------|
| Title and contents page |
| School attendance sheet |
| Mini CV |

Section 1 (School Context)

| |
|---|
| 1.1 5 key points from the school/setting's 'Mission Statement' |
| 1.2 Names and responsibilities of all teaching and support staff, including staff representatives on the governing body |
| 1.3 Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area. |

Section 2 (Classroom information)

| |
|---|
| 2.1 List of children in class & key groups you will be working with |
| 2.2 Adults working in the class/setting & their responsibilities |
| 2.3 Plan of classroom/setting including outdoor area where applicable |
| 2.4 Groupings of children |
| 2.5 Lists of children with SEN, EAL and G&T |
| 2.6 Weekly 'timetable'/routines |

Section 3 (Aims & Medium Term Plans)

| |
|--|
| 3.1 Your aims for SE1 |
| 3.2 The school/setting's medium term plans where possible, & cross-curricular teaching |

Section 4,5,6,7,8 &9 (Weekly plans & Evaluations)

| |
|---|
| .1 Weekly plans, clearly showing your responsibilities |
| .2 Daily schedule, your role during each lesson/activity and including daily evaluation |
| .3 Your session plans/activity plans(EY) plus evaluations of the children's and your learning |
| .4 Your weekly evaluations and final reflective review |

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (3 Profile Children)

| |
|--|
| 1.1 General information, samples of work (including PLR/FLR) |
|--|

Section 2 (Formats for assessing, observing and monitoring)

| |
|---|
| 2.1 Individual observation record/s |
| 2.2 Small group observation format/s |
| 2.3 Whole class/key group record keeping format |

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

| |
|--|
| |
|--|

Section 4 (Supervising tutor/Stage 1&2 mentor observations)

| |
|--|
| |
|--|

Section 5 (Standards Evidence notes/samples from web folio)

| |
|--|
| |
|--|

EXPLANATORY NOTES FOR SE1 FILE

File 1 (Teaching and Learning)

Title and contents page: your name and telephone number, name, address and telephone number of school, name and contact numbers of supervising tutor, and table of contents. You will need to provide a Mini CV of your previous experience working with children (e.g. in schools, other educational settings, youth clubs, scouts etc, plus family involvement), your interests and curriculum strengths and areas you need to develop.

Section 1 (The School Context)

Read the school's 'Mission statement' or similar and select 5 key points of the school's philosophy/ethos to include in this section. You must not photocopy school policies - just make sure that you read all available ones and record the principal points from the ones indicated on the list in 1.3.

Section 2 (Classroom Information)

2.3 Classroom. layout: include an aerial drawing of the furniture in the room/s, setting - give some thought to how this is organised to maximise learning and to how you will go about making a display. Outdoor area (Foundation Stage): note the design of this area, the equipment available and how it is organised each day/week.

2.4 Classroom groupings: in FS identify 'your' key group and any other specific groupings (e.g. for story sessions); in KS 1 and KS2 record which group/s children belong to, including children from other classes if there is cross-class grouping for Literacy and Numeracy

Section 3: Aims and medium term plans

Identify and record your professional and personal aims for the placement. These should be linked to the Standards but you should also add your own, particularly in connection with equal opportunities, multilingualism, identity and culture.

Include the year group's medium term plans for Literacy and Numeracy (or their equivalents in Foundation Stage where possible) and all other curriculum areas/areas of learning taught in the period covered by the practice; take ownership of these by including your own additional ideas for display, ICT, cross-curricular links etc.

Sections 4 – 9: Weekly plans and evaluations – one section for each week

A weekly planner which shows which groups and curriculum or learning areas you and the class teacher will be responsible for each day of the week (an example of this is on WebLearn)

A daily planner which outlines your roles and responsibilities for each day (see Appendix 9 and WebLearn)

Include a session/activity plan for **every** session that you teach. Planning formats will be introduced and discussed in the Professional Studies sessions; other subject specific aspects of planning for teaching will also be considered in Core and foundation subject taught sessions; a generic KS1/2 format is in **Appendix 10** and others are on WebLearn.

At the end of each week you must complete a weekly evaluation. This should consist of reflective and analytical comments on your professional practice. Use the Standards to guide you. In the last three weeks of the placement you should begin to make reference to theory and your Professional Studies lecture notes to underpin your comments.

File 2: Observation, Record-keeping and Assessment File

Section 1: Profile children

Identify **3** children for whom you will construct an individual learning and achievement profile throughout your placement. You will keep samples or, (if possible), photos of children's work/products and make formative assessments particularly in English/CLL, Maths and Science/Knowledge and Understanding of the World. You should also record your observations of the children's PSHE development.

During the first week consult with the class teacher about the children to profile:

- ask if parents/carers should be informed of your choice
- select children with differing gender, needs and talents
- select regular attenders
- if in Foundation Stage, consider part and full time attenders as well as age.

Most settings have information and/or profiles already in place; you may be able to use this or it may be confidential. In any case, respect all information as confidential.

Constructing the profiles

The profiles are intended to create a picture of the identified children as learners and as social beings. This picture will be based on:

- your general observations of the children throughout the day, indoors and out
- your specific observations/interactions with them during particular activities or sessions
- your discussions with staff and, if possible, their parents/carers
- your collation and annotation of work samples

Each profile child, identified only by first name or initials should have its own section in File 2 in which you keep:

- your notes and observations of them (see Appendix 12 for an example)
- work (or copies/photos) intelligently annotated
- primary learning records (language) for each child (this is essential for your Language and Literacy assignment)
- records you may be asked to keep of any other subject

Since profiles develop over time, try to start them as soon as you can and ensure you have opportunities to work alongside the children as well as see them working in other situations with other adults and children.

The profiles should identify what the children *can* do, where their strengths lie and where they need further learning support. You should also address their personal, social and emotional growth. Profiles therefore depend on your careful analysis of evidence collected over the practice. From this analysis you should be able, by the time you complete the final profile, to:

- set specific learning objectives across the range of Foundation Stage areas of learning or curriculum subjects in KS 1 and 2.
- address, in careful, non-judgmental language, each child's personal, social and emotional development and your perceptions of this
- write a summative report for each child.

Writing the summative report

The summative report you write for the profile children should be similar to the end of year report that a class teacher might write. In other words imagine you are writing this for the parent/carer, and the next teacher. (Please note that this is not necessarily actually going to be shown to parents, but your class teacher might well want to read it). Think carefully about the language you use, avoid stereotyping and bias and ensure that statements made are evidence-based.

Section 2: Formats for assessing, observing and monitoring

2.1 You will be recording some observations of individual children in the class other than the three profile children. This is likely to be as a result of children's significant achievement or event, and may be planned or unplanned. (For an exemplar see Appendix 12)

2.2 When teaching small groups you must assess the children's progress and keep records of their achievement

2.3 It is essential that records are kept of children's progress in **every** session you plan and teach.

Your session and activity plans should include the following:

For students in Key Stage 1 or 2 (plus refer to Appendix 10):

- clearly focused and specific learning objectives for the session
- suitable activities which enable the learning objective to be achieved by the children
- a clear structure for the activity (e.g. introduction, main part of session with differentiated activities, and plenary)
- timings for each part of the lesson
- groupings of children
- what you will be teaching and doing during all parts of the lesson
- resources needed, including human, and use of ICT to support the children's learning
- referencing to National Curriculum Programmes of Study
- what will be assessed, and how this will be done

For students in Foundation Stage:

- clearly focused and specific learning objectives for the session
- suitable activities which enable the learning objective to be achieved by the children
- timings for each part of the lesson
- groupings of children
- level of practical involvement for the children
- what you will be teaching and doing during all parts of the lesson
- resources needed, including human, and use of ICT (if appropriate) to support children's learning
- indoor and outdoor activities
- referencing to FS Guidelines
- what will be assessed, and how this will be done

Evaluations of sessions/activities

These are an essential aspect of your development as a teacher. Your supervisor will read these especially carefully during their observation visits, since these demonstrate your ability to reflect on and analyse your:

- professional development
- provision of appropriately challenging learning experiences
- sensitivity and insight into children's differing needs and provision for them
- ability to assess the learning in a session/activity you have planned
- ability to handle appropriately a range of behaviours
- ability to meet your objectives
- ability to monitor and assess different children
- ability to record the evidence you have of (selected) children's understanding/progression
- ability to plan on the basis of your evaluations
- setting of further professional targets set for yourself based on your self-assessment (these may or may not relate to the Standards).

As you gain more knowledge of the children's levels of understanding and abilities, your planning will become more precisely geared to trying to meet their needs. Evaluations are crucial in helping you identify these and in identifying aspects of your own development. Make sure your evaluations refer to the sections in your session plan.

Weekly Evaluations:

At the end of each week of the practice you should write a reflective, progressively analytical (posing questions, seeking answers) review, which should address some of the following:

- your progress towards meeting the Standards and your development as a professional practitioner
- your teaching of the Core and Foundation Subjects or Areas of Learning and their subject content
- connections between practice and theory/professional studies
- your progress as a manager and organiser of children (this applies to small groups as well as the whole class/key group) and routines
- your ability to monitor and assess learning and keep appropriate records of progress
- the ways in which you have implemented equal opportunities and addressed issues of inclusion
- the ways in which you incorporated ICT and other resources into your teaching and the effect these had on learning experiences
- your 'targets' for the following week based on your analysis of the above points.

SE1 Final Reflective Review

This review is written near the end of SE1 ready for your post-practice tutorial. It is your opportunity to discuss at length your analysis and ideas about your own professional progress and achievements as well as the areas where you feel you need to improve. In this you demonstrate your growth as a reflective practitioner who is intellectually engaged with teaching and learning.

You should aim to write 3-4 sides of A4 for the review, which should include (not necessarily in this order):

- an overview of your progress throughout SE1
- your development as a teacher in the age range experienced
- your understanding of children's learning in that age range and how you fostered it
- your knowledge and understanding of the curriculum for that age range and how it supports learning
- the ways in which you developed effective management strategies
- how you assessed and recorded children's progress
- how you provided for children's different needs and talents
- your understanding of the ways in which language, gender, culture and identity affect children's learning and achievement
- your knowledge of relevant theory from your reading, Professional Studies and the other Core/Foundation subjects you have encountered so far, and how this relates to the situation you were in
- the impact of your resources, your use of ICT and a display you created, on the children's learning and interests
- the ways in which layout and room organisation affect children's well being and development (include the outdoor area in Foundation Stage and consider the playground space and timings in KS 1 and 2)
- your thoughts on the Standards you have achieved so far
- your reflections on the use of the Primary Strategy/curriculum documentation in your class
- your reflections on inter-agency working
- personal targets for SE2

**APPENDIX 3 WHAT YOU NEED FOR SE1 FILE CHECK (11/11/11)
FILE 1 (Teaching and Learning)**

| | |
|-------------------------|--|
| Title and contents page | |
| School attendance sheet | |
| Mini CV | |

Section 1 (School Context)

| | |
|---|--|
| 5 key points from the school / setting's 'Mission Statement' | |
| Names and responsibilities of all teaching and support staff, including staff representatives on the governing body | |
| Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area. | |

Section 2 (Classroom information)

| | |
|--|--|
| Children in class/setting & key groups you will work with | |
| Adults working in the class/setting & their responsibilities | |
| Plan of classroom/setting (& outdoor area where applicable) | |
| Groupings of children | |
| Lists of children with SEN, EAL and G&T | |
| Weekly 'timetable' / routines | |

Section 3 (Aims, Plans and Evaluations)

| | |
|--|--|
| Your aims for SE1 | |
| The school / setting's medium term plans/examples of planning | |
| An example of the class/setting weekly plan (if possible) | |
| An outline of any plans for cross-curricular teaching (KS1&2) | |
| Plan for week 1 of SE, showing your responsibilities | |
| Your activity/session plans for <i>at least</i> the first 3 days, plus evaluations (for individual, group or class teaching) | |

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (3 Profile Children)

| | |
|---|--|
| Names, general information, samples of work | |
|---|--|

Section 2 (Formats for observing and monitoring)

| | |
|---|--|
| Individual observation record/s (including PLR/FLR) | |
| Small group observation format/s | |
| Key group / whole class record keeping format | |

Section 3 (Additional information from school-e.g. FS profiles/NC levels)

| | |
|--|--|
| | |
|--|--|

Section 4 (Supervising tutor/Stage 1&2 mentor observations)

| | |
|--|--|
| | |
|--|--|

Section 5 (Standards Evidence)

| | |
|--|--|
| | |
|--|--|

APPENDIX 4 WHAT YOU NEED IN YOUR SE2 FILES

FILE 1 (Teaching and Learning)

| |
|-------------------------|
| Title and contents page |
| School attendance sheet |
| Mini CV |
| ASE Reflective Analysis |

Section 1 (School Context)

| |
|---|
| 1.1 5 key points from the school/setting's 'Mission Statement' |
| 1.2 Names and responsibilities of all teaching and support staff, including staff representatives on the governing body |
| 1.3 Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area. |

Section 2 (Classroom information)

| |
|---|
| 2.1 List of children in class & key groups you will be working with |
| 2.2 Adults working in the class & their responsibilities |
| 2.3 Plan of classroom/setting including outdoor area where applicable |
| 2.4 Groupings of children |
| 2.5 Lists of children with SEN, EAL and G&T |
| 2.6 Weekly 'timetable'/routines |

Section 3 (Aims & Medium Term Plans)

| |
|---|
| 3.1 Your targets at the end of SE1 |
| 3.2 Your aims for SE2 |
| 3.3 The school/setting's medium term plans where possible/samples of school planning, including any cross-curricular teaching |

Section 4,5,6,7,8 &9 (Weekly plans & Evaluations)

| |
|--|
| .1 Weekly plans, clearly showing your responsibilities |
| .2 Daily schedule showing your role during each lesson/activity and including daily evaluation |
| .3 Your session plans/activity plans(EY) plus evaluations of the children's and your learning |
| .4 Your weekly evaluations and final reflective review |

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (6 Profile Children)

| |
|--|
| 1.1 General information, samples of work (including PLR/FLR) |
|--|

Section 2 (Formats for assessing, observing and monitoring)

| |
|---|
| 2.1 Individual observation record/s |
| 2.2 Small group observation format/s |
| 2.3 Whole class/key group record keeping format |

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

| |
|--|
| |
|--|

Section 4 (Supervising tutor/Stage 1&2 mentor observations)

| |
|--|
| |
|--|

Section 5 (Standards Evidence)

| |
|--|
| |
|--|

Explanatory notes for SE2 file:

FILE 1:

- look back at the aims you set at the end of SE1 and integrate and/or adjust these for SE2
- make sure you are well-informed about curriculum documentation, PPA and any other expectations currently placed on schools (SEND, phonics, behaviour management etc)
- cross-curricular planning: draw on your experiences of the taught course and elsewhere to give a brief outline of how you would like to integrate children's learning and implement aspects of the PNS, if you are placed in KS1 or KS2. All students should identify how they will aim to embed ICT in teaching both Foundation Stage and National Curriculum.

FILE 2:

In SE2 you are expected to:

- strengthen your capacity to monitor, record and assess the progress of the whole class in Nursery Class, Reception or Key Stage 1 or 2. If you are in an Early Years Centre or Nursery School with two or more classes, you should monitor, record and assess the progress of a Key Group in depth, and of all children whom you teach.
- compile profiles of 6 children
- experiment with the types of observation and record-keeping formats that work best for you, using those of your setting if appropriate.

You are not required to write daily reviews during SE2.

At the end of SE2 you will be expected to have completed the following:

- up-to-date files including the final week's evaluation
- a final reflective evaluation of SE2, in which you also identify strengths and areas for future development. This will inform what you write in your CEDP.
- summative reports for their six profile children
- a draft copy of the CEDP in readiness for being signed off by supervising tutors.
- Standards evidence for SE2; remember that all standards must be met.

APPENDIX 5

WHAT YOU NEED FOR SE2 FILE CHECK (20/4/12)

FILE 1 (Teaching and Learning)

| | |
|-------------------------|--|
| Title and contents page | |
| School attendance sheet | |
| Mini CV | |
| ASE Reflective Analysis | |

Section 1 (School Context)

| | |
|---|--|
| 5 key points from the school / setting's 'Mission Statement' | |
| Names and responsibilities of all teaching and support staff, including staff representatives on the governing body | |
| Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area. | |

Section 2 (Classroom information)

| | |
|--|--|
| Children in class & key groups you will be working with | |
| Adults working in the class/setting & their responsibilities | |
| Plan of classroom/setting, & outdoor area where applicable | |
| Groupings of children | |
| Lists of children with SEN, EAL and G&T | |
| Weekly 'timetable'/routines | |

Section 3 (Aims, Plans and Evaluations)

| | |
|---|--|
| Your targets at the end of SE1 | |
| Your aims for SE2 | |
| The school / setting's medium term plans/examples of planning | |
| An example of the class/setting weekly plan (if possible) | |
| An outline of any plans for cross-curricular teaching (KS1&2) | |
| Plan for week 1 of SE, showing your responsibilities | |
| Your activity/session plans for at least the first 3 days, plus evaluations (for individual, group or class teaching) | |

FILE 2 (Observation, Record-keeping and Assessment)

Section 1 (6 Profile Children)

| | |
|---|--|
| Names, general information, samples of work | |
|---|--|

Section 2 (Formats for observing and monitoring)

| | |
|---|--|
| Individual observation record/s (including PLR/FLR) | |
| Small group observation format/s | |
| Whole class/key group record keeping format | |

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

| | |
|--|--|
| | |
|--|--|

Section 4 (Supervising tutor/Stage 1&2 mentor observations)

| | |
|--|--|
| | |
|--|--|

Section 5 (Standards Evidence notes/samples from web folio)

| | |
|--|--|
| | |
|--|--|

APPENDIX 6

ESSENTIAL INFORMATION FOR CLASS TEACHERS: SE1

- Key staff: Alayne Öztürk Primary Programme Director
 Suzanne Burley Academic Leader for Teaching
 Patrick Eve PGCE Course Tutor
 Annie Rock Partnership Administrator
- This is your student's first placement (although s/he will have done at least two weeks, and in many cases much more, in school prior to the start of the course on September 12th).
- The student starts the practice on 7th November.
- Between Monday 7th November and Thursday 10th November the student needs to find the necessary information about the school/class/setting, including of course getting to know the children (plus identifying 3 to profile). During these four days the student should be observing and helping you with the class/group, plus planning and teaching at least **two** activities per day.
- On Friday 11th November the trainee will be back in the university where a tutor will look at their file and check that there are no problems.
- In the week of 14th November they should progress to planning for and teaching small groups.
- In the week beginning 21st November they must plan for and teach the whole class on occasion, aiming for at least one of the core subjects every day.
- From 28th November onwards they will be working towards teaching the whole class for up to 50% of the week by the end of the placement.
- You as class teacher can facilitate the student's experience by:
 - introducing them to children and other staff (ideally as trainee teachers); students should not be introduced to children by their first names unless this is normal practice for staff in the school
 - helping them negotiate their teaching timetable
 - giving constructive feedback on their planning and taught sessions, particularly with respect to setting realistic learning outcomes and evaluating their practice and children's learning
 - sharing professional expertise and knowledge of the children (including IEPs), which students will require in order to understand the children's needs and to plan and teach effectively
 - wherever possible, showing the student how to teach/ways of teaching and motivating children's learning
 - inviting students to share in planning
 - sharing any forward planning which will impact on their performance
 - inviting the student to share in assessment and record-keeping
 - letting the student know where resources are that they may use, and who the subject co-ordinators are whom they may consult
 -
- By the end of the placement on 15th December, the student must be able to demonstrate that they are capable of teaching and managing the whole class/larger groups over the time of a complete session.

- During the practice, the student should have about 20% non-teaching time which will be expected to be taken on-site, and will be used for planning and preparation, assessment (including some observation of profile children), paperwork (eg maintaining their files, completion of Standards Booklets), observing other age-groups/teachers, etc.
- Your role is crucial in the training of your student. Much of this training will take place informally, discussing what you have observed when your student has been teaching, and supporting her/him with their planning. When you discuss the day with your student, it will be helpful for you to have access to their two School Experience files. You are your student's main contact in the school, so please aid their full involvement in school life.
- We require you to do **two formal observations** and feedback, recorded on our 'Record of Supervision' forms, which will be mailed to you in early November.
- The supervising tutor, besides their preliminary visit 7th – 14th of November, will carry out 3 formal observations during the placement. If you have a trained Stage 2 Mentor in your school, s/he will probably do the second of these observations – this is sorted at the preliminary visit. The final observation will be a joint one between the University supervising tutor plus the class teacher, and the stage 2 mentor where one is involved. You do not need to complete any paperwork – this is left to the supervising tutor/Stage 2 mentor, but you will be asked to attend the feedback for as long as you are able and countersign the observation form with the targets, to show it is an agreed decision.
- Your student will be regularly recording evidence that s/he has met each Standard in his/her Standards Booklet This is their responsibility, but please feel free to support them in this task, and check their entries.
- Every 'lesson/activity' your student is required to plan and teach must be accompanied by an appropriate plan. S/he may choose the format that suits them; these have been discussed and exemplars made available to them. If there is a school format, these may of course be used if they fulfil our requirements.
- If you do have a concern about the progress your student is making, you **must** complete a **Cause for Concern form**. This form is obtainable from our Partnership Administrator Annie Rock (annie.rock@londonmet.ac.uk or 020 7133 2643).
- Please help your student to make imaginative use of all technologies available in your school – most of our students should be proficient with a variety of ICT programs, as they have had opportunities to develop these skills at the University.
- Please initial their school attendance sheet at the end of each week to show they are attending their placement as required.
- At the end of the practice students should have completed their final reflective evaluation of SE1, the summative reports for the three profile children, and have at least two pieces of evidence in their Standards Booklet for addressing as many of the standards as possible on this practice.
- Finally, thank you for taking one of our students into your class. We are very grateful, and aware that the learning that takes place in the placement is crucial in your student's preparation for becoming a teacher. Without you as a quality role model and without your support, this could not happen.

APPENDIX 7

ESSENTIAL INFORMATION FOR CLASS TEACHERS: SE2

- Key staff: Suzanne Burley Academic Leader for Teaching
 Alayne Öztürk Primary Programme Director
 Patrick Eve PGCE Course Tutor
 Annie Rock Partnership Administrator
- Your student has successfully completed 6 weeks in school as part of School Experience 1. Their final report on SE1 (with targets for SE2) will be in their file for them to show you. S/he has also done an additional three weeks school placement in a different setting (as well as a minimum of ten days pre-course experience). This experience in schools has been preceded by 18 weeks training at the University. The Early Years Foundation Stage and National Curriculum will have been addressed, and all of the Foundation subjects and RE will have been covered.
- 16th April - 19th April your student will need to find the necessary information about their new school and class, including of course getting to know the children (and identifying 6 to profile). S/he should also plan, teach and evaluate at least twice a day from Wednesday onwards, whether with small groups, key groups, half/whole class, following the set plans for the week. If possible s/he should teach the core subjects and a foundation subject during that time.
- On Friday 20th April the trainee will be back in the university where a tutor will look at their file and check that there are no problems.
- Please bear in mind that Early Years students whose first practice was in foundation stage may need additional support with planning, particularly with the Primary Framework. If their practice was in KS1 they may need initial support planning with the Foundation Stage documentation.
- The speed at which your student moves towards teaching the whole class will to some extent depend on their individual needs. **Normally, we would expect students to teach and evaluate about 50% of the time in the week beginning 23rd April, moving to about 70% in the next week. By the week of 21st May s/he will be expected to be working towards teaching the whole class (KS1 & KS2) for up to 80% by half term.** During this period s/he will need help and support from you with her/his planning and assessment.
- During the practice, the student should have roughly about 20% non-teaching time which will be expected to be taken on-site, and will be used for planning and preparation, assessment (including some observation of profile children), paperwork (eg maintaining their files, completion of standards evidence, observing other age-groups/teachers, etc.)
- Your role is crucial in the training of your student. Much of this training will take place informally, discussing what you have observed when your student has been teaching, and supporting her/him with their planning. When you discuss the day with your student, it will be helpful for you to have access to their two School Experience files. You are your student's main contact in the school, so please aid their full involvement in school life.
- We ask you to do **two formal observations** and feedback, recorded on our 'Record of Supervision' forms, which will be mailed to you for early May, one to be completed before half term, and one after.

- The supervising tutor, besides their preliminary visit 16th April – 25th April, will carry out 4 formal observations during May/June. If you have a trained Stage 2 Mentor in your school, s/he may well take over one or two of the first 3 of these observations – this is organised at the preliminary visit.
- The final observation will be a joint one between the University supervising tutor and the class teacher, plus the Stage 2 mentor where they have been involved. You do not need to complete any paperwork – this is left to the supervising tutor/Stage 2 mentor, but you will be asked to attend the feedback for as long as you are able and countersign the observation form with the targets, to show it is an agreed verdict.
- Your student will be regularly recording evidence that s/he has met each Standard in his/her Standards Booklet. This is their responsibility, but please feel free to support them in this task and check their entries.
- Every 'lesson/activity' your student is required to plan and teach must be accompanied by an appropriate plan. S/he may choose format that suits them; these have been discussed and exemplars made available to them. If there is a school format, these may of course be used if they fulfil our requirements.
- If you do have a concern about the progress your student is making, you **must** complete a **Cause for Concern form**. This form is obtainable from our Partnership Administrator Annie Rock (annie.rock@londonmet.ac.uk or 020 7133 2643).
- Please help your student to make imaginative use of all technologies available in your school – most of our students should be proficient with a variety of ICT programs, as they have had opportunities to develop these skills at the University.
- Please can you ensure that students are encouraged to develop their own resources to support their teaching, and to create at least two interactive displays.
- Please initial their school attendance sheet weekly to show they are attending their placement as required
- At the end of the practice students will need to have completed their final reflective evaluation of SE2, the summative reports for their six profile children, their evidence of addressing the standards in their Standards Booklet and a draft copy of their CEDP in readiness for being signed off by supervising tutors.
- Finally, thank you for taking one of our students into your class. We are very grateful, and aware that the learning that takes place in this final placement is crucial in your student's preparation for becoming a teacher. Without you as a quality role model and without your support, this could not happen.

APPENDIX 8

EQUAL OPPORTUNITIES GUIDELINES

INTRODUCTION TO GUIDELINES FOR STUDENTS IN THE EVENT OF RACIST INCIDENTS

London Metropolitan University is committed to Equality of Opportunity and compliance with all relevant legislation. The Department of Education is also committed to equality in its practice and procedures and relations with schools and other bodies. While these guidelines are specifically about racist incidents, students should note that all breaches of equal opportunities will be taken seriously.

These guidelines have been developed to encourage students to bring incidents of racism to the notice of staff, so that such problems can be addressed. There are two parts: one refers to racist incidents in the Department of Education, and other to racist incidents on school placement.

These guidelines have been written with the purpose of providing support to students. However, in situations where it is school staff or University staff who wish to report racist incidents, similar steps should be taken in line with the established procedures of the school and/or University, as appropriate.

1. Dealing with racist incidents in the Department of Education

(i) Student reports the incident to a course tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the tutor/s within two weeks (10 working days), student to be given a copy of the report of the incident, the proposed action and be informed of the outcome.

(ii) If the matter has not been resolved within the two week period, then it should be reported by the tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for Initial Teacher Education or Associate Dean of the Faculty. Action to be taken by Programme Director or Associate Dean of the Faculty or Academic Leader within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

2. Dealing with racist incidents on school placement

Please note that where a school has entered into a formal partnership with the University and has signed a Collaborative Training Agreement, the following guidelines should be seen as complementary to that Agreement.

(i) Student tells either mentor, supervising tutor, who will record the incident together with the action to be taken to resolve the situation. The action should be taken by the mentor, supervising tutor within one week (five working days).

(ii) If the student and tutor dealing with the situation feel that the school placement may become untenable, then a visit will be made to the school to discuss the situation with the headteacher and/or the mentor and/or the class teacher. This should normally take place within a week (5 working days) from when the incident was reported. The tutor will write a report on the action to be taken, student to be given a copy and to be informed of the outcome.

(iii) If the situation is so severe that the student and the tutor feel that the placement cannot continue in the current circumstances (it is unlikely that this would happen without a visit to the school by a tutor) then the tutor will consult with the Programme Director or Academic Leader for Initial Teacher Education about discontinuing the placement.

In the event of discontinuation:

(a) an alternative placement will be found as soon as possible so that the student can complete placement requirements within the academic year if possible;

(b) the Programme Director will write to the headteacher informing her/him that the student will not be returning and explaining why this action was taken. The partnership arrangements between the University and the school will be reviewed in the light of the events which have occurred. Students may be accompanied by a friend at any stage in the discussions outlined above.

Further University policies are available on the University website, www.londonmet.ac.uk

APPENDIX 9

PLAN FOR THE DAY

Day..... Date.....

| TIME | CHILDREN'S ACTIVITIES | YOUR ROLE & NOTES | EVALUATIONS |
|--|-----------------------|-------------------|---|
| These 3 columns should be completed in advance, in discussion with the class teacher. | | | This column is completed at the end of the session/day |
| | | | |
| | BREAK | | |
| | | | |
| | LUNCH | | |
| | | | |
| | BREAK | | |
| | | | |

APPENDIX 10 Foundation Stage Session Planner.



Title:

Date:

Time:

| | |
|---|--|
| <p>Focus of activity <i>what the children will do</i></p> | <p>Children involved</p> |
| <p>Learning intentions</p> | <p>Key objectives <i>Links to EYFS & developmental matters</i></p> |
| <p>Developmental Matters <i>PSE; CLL; PSRN; KUW; PD; CD. (circle as appropriate)</i></p> | <p>Resources & preparation, including ICT equipment and software</p> |
| <p>Description of activity & key teaching points</p> | <p>How the activity will support the needs of particular children</p> <p>Role of supporting adults</p> |
| <p>Key questions</p> | <p>Assessment opportunities</p> |
| <p>How will this session help you to meet your own current professional targets (refer to your recent lesson evaluations and reflective reviews).</p> | |

Remember that you need to complete an evaluation sheet for every session (see p48)

Plan for Foundation Stage carpet/ story session



Procedure and timings :

| Timing | Book title Author | Theme Links to current individual interests / curriculum topics/developmental matters |
|--------|---|--|
| | Settling the group (<i>rhymes, other activities to settle the group</i>) | |
| | Introduction to text Props? | |
| | Focus of teaching opportunity: e.g. CLL developmental matters Children's participation | |
| | Key questions | Support for children new to English |
| | Follow-up activities | |

Remember that you need to complete an evaluation sheet for every session (see p48)

Foundation Stage detailed plan



Procedure and timings

| | |
|--------|-----------------------------|
| Timing | Introduction |
| | Development of activity |
| | Links to other activities ? |

Remember that you need to complete an evaluation sheet for every session (see p48)

SESSION PLAN (KS1 & 2)



Session number _____ Date carried out _____

| | | |
|--|---|--|
| <p>Curriculum area:</p> <p>Specific focus from Programme of Study <i>(include ICT component if appropriate)</i>:</p> | | <p>Links to previous session, & to other curricular area <i>(where appropriate)</i>:</p> |
| <p>Whole class?</p> | <p>Group(s)? <i>(give children's name or group name; are the groups differentiated and if so, how?)</i></p> | |
| <p>Learning objectives & success criteria: <i>knowledge, skills and understanding for children to achieve, ie what you want children to gain experience of/learn</i></p> <p>...in focused curriculum area(s)</p> | | <p>...in ICT</p> |
| <p>Preparation for teaching – setting up the activity – <i>for example: resources, spacing, seating (including where you and other adults will be), preparation of teaching area:</i></p> | | |
| <p>Your professional development – <i>consider any previously identified specific target(s) in the areas of classroom management and teaching relevant to the session:</i></p> | | |
| <p>Assessment – <i>how, at what point, with which children?</i></p> | | |

Remember that you need to complete an evaluation sheet for every session (see p48)

SESSION PLAN

Procedure (with timings)



Introduction

Development of session: *what the children are doing (identify group activities, where applicable), your teaching role, and the role of any other adults present*

Conclusion of session

Remember that you need to complete an evaluation sheet for every session (see p48)

SESSION PLAN – Evaluation

1. Learning objectives:

a) Were your learning objective met? What evidence do you have for this?

b) How did the children react and respond to what you wanted them to achieve; what would you have done differently?

c) What do the children need to do next (progression)?

2a) Your learning: what have you learnt about planning/teaching/classroom management/organisation (reflect on your professional development and on equal opportunities)?

2b) Target(s) to be addressed next time:

APPENDIX 11

Lesson Observation Commentary: Formative

Trainee's Name: _____ School: _____ Date: _____

Class/Year Group: _____ Number In Class: _____ Lesson Time: _____

Observer: _____ Lesson Theme: _____

To date your progress is:

- Satisfactory
- Unsatisfactory

Indicative grade:

- 1. Very good
- 2. Good
- 3. Satisfactory
- 4. At risk of failing

You are recommended for further support in English/Maths subject knowledge

Narrative of Lesson Observed:

Trainee's Name: _____ School: _____

Date: _____

Large empty rectangular box for writing the lesson observation commentary.

Lesson Observation Standards Sheet

This form may contribute to the trainee's evidence base when claiming success in achieving the QTS Standard.

Trainee's Name: _____ School: _____ Date: _____

Professional Standards: Please comment under each of the Standards heading as appropriate taking into account the practice observed, documentation, and discussions with the trainee and relevant school staff.

Professional attributes:

Professional Knowledge and Understanding:

Professional Skills:

At this point in the practice your indicative grade is:

1. Very good

3. Satisfactory

2. Good

4. At risk of failing*

Strengths:

***Targets:**

Observer's Signature: _____ **Date:** _____

Trainee's Signature: _____ **Date:** _____

***Failure to meet these targets may put you at risk of failing the placement**

Lesson Observation Commentary: Summative

Trainee's name: _____ School: _____ Date _____

Class/Year Group: _____ Number in Class: _____ Lesson Time: _____

Observer: _____ Lesson Theme: _____

At this point in the practice you are judged:

1. Excellent

3. Satisfactory

2. Good

4. In danger of failing

Narrative of Lesson Observed:

Record Of Supervision (Primary)

To be completed by class teacher (Stage 1 Mentor)



| | | | | | |
|--|------------------------|-------|--------------------|------------------|--|
| Name of Trainee Teacher: | | | | | |
| Course: (circle as appropriate): | PGCE: SE1 SE2 B.Ed RTP | | | | |
| Please comment under each heading below: | Year Group: | Date: | Time observing: | Curriculum area: | |
| | | | Time feeding back: | | |
| Narrative of lesson observed: | | | | | |
| Strengths | | | Agreed Targets | | |

Class teacher (Stage 1 Mentor) Signature: _____ Trainee signature: _____
 White copy: trainee Yellow copy: class teacher Blue copy: University to file Please send University copy on completion of form

APPENDIX 12

Child profile observation form

Child's forename and initial of surname: _____

| <u>Date</u> | <u>Context</u> | <u>Observation</u> | <u>Interpretation</u> | <u>What next</u> |
|-------------|----------------|--------------------|-----------------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Observation of profile children

Choose children for specific and different reasons.

You are gaining a picture of a whole child, but need to concentrate on issues in her / his development.

N.B. "PILES"

P - physical development (large and small motor skills)

I - intellectual development (across a range of curriculum areas)

L - language development (in different contexts, not just the literacy hour)

E - emotional and behavioural development (how is this impacting on his / her learning)

S - social development (with relation to children and adults; consider age, gender, ethnicity, language issues - ability to share, work alone, collaborate)

This child needs...

APPENDIX 13

Professional standards for qualified teacher status

Those recommended for the award of QTS should:

Professional attributes

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2 Professional knowledge and understanding

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3 Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Professional Standards for Qualified Teacher Status (2007)- University of Greenwich

| KNOWLEDGE | | |
|---|------------|---|
| Frameworks | Q3a | Be aware of the professional duties of teachers and the statutory framework within which they work. |
| | Q3b | Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation. |
| Teaching and Learning | Q10 | Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential. |
| Subjects and Curriculum | Q14 | Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained. |
| | Q15 | Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained. |
| Literacy, Numeracy and ICT | Q16 | Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT) |
| | Q17 | Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities. |
| RELATIONSHIPS | | |
| Relationships With Children and Young People | Q1 | Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. |
| | Q2 | Demonstrate the positive values, attitudes and behaviour they expect from children and young people. |
| Communicating and Working With Others | Q4 | Communicate effectively with children, young people, colleagues, parents and carers. |
| | Q5 | Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment. |
| | Q6 | Have a commitment to collaboration and co-operative working. |
| Team Working and Collaboration | Q32 | Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them. |
| | Q33 | Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. |
| REFLECTION | | |
| Personal Professional Development | Q7a | Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs |
| | Q7b | Identify priorities for their early professional development in the context of induction. |
| | Q8 | Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified |
| | Q9 | Act upon advice and feedback and be open to coaching and mentoring. |
| Reviewing Teaching and Learning | Q29 | Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary. |

| ASSESSMENT | | |
|--|-------------|--|
| Assessment and Monitoring | Q11 | Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications |
| | Q12 | Know a range of approaches to assessment, including the importance of formative assessment. |
| | Q13 | Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. |
| Assessing, Monitoring and Giving Feedback | Q26a | Make effective use of a range of assessment, monitoring and recording strategies. |
| | Q26b | Assess the learning needs of those they teach in order to set challenging learning objectives |
| | Q27 | Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development |
| | Q28 | Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs. |
| INCLUSION AND WELL BEING | | |
| Achievement and Diversity | Q18 | Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. |
| | Q19 | Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. |
| | Q20 | Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs. |
| Health and Well-being | Q21a | Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. |
| | Q21b | Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. |
| PLANNING AND TEACHING FOR CHILDREN'S LEARNING | | |
| Planning | Q22 | Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge. |
| | Q23 | Design opportunities for learners to develop their literacy, numeracy and ICT skills. |
| | Q24 | Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning. |
| Teaching | Q25a | Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they: |
| | Q25b | Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion; |
| | Q25c | Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives; |
| | Q25d | Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively; |
| Learning Environment | Q30 | Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts |
| | Q31 | Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence. |

APPENDIX 15 School Experience Attendance Form 2011-12

Name of Trainee _____

In the tables below, insert a tick to indicate attendance, a cross to indicate absence. A cross should be entered for absence whatever the reason. The class teacher should initial the grid at the end of each week.

School Experience 1

Local Authority _____ Year Group _____

School _____

| Week beginning | M | | T | | W | | T | | F | | No of sessions missed | Class teacher initials |
|----------------|----|----|----|----|----|----|----|----|----|----|-----------------------|------------------------|
| | am | pm | am | pm | am | pm | am | pm | am | pm | | |
| 7/11/11 | | | | | | | | | | | | |
| 14/11/11 | | | | | | | | | | | | |
| 21/11/11 | | | | | | | | | | | | |
| 28/11/11 | | | | | | | | | | | | |
| 5/12/11 | | | | | | | | | | | | |
| 12/12/11 | | | | | | | | | | | | |

School Experience 2

Local Authority _____ Year Group _____

School _____

In the table below, insert a tick to indicate attendance, a cross to indicate absence. A cross should be entered for absence whatever the reason. The class teacher should initial the grid at the end of each week.

| Week beginning | M | | T | | W | | T | | F | | No of sessions missed | Class teacher initials |
|----------------|----|----|----|----|----|----|----|----|----|----|-----------------------|------------------------|
| | am | pm | am | pm | am | pm | am | pm | am | pm | | |
| 16/4/12 | | | | | | | | | | | | |
| 23/4/12 | | | | | | | | | | | | |
| 30/4/12 | | | | | | | | | | | | |
| 7/5/12 | | | | | | | | | | | | |
| 14/5/12 | | | | | | | | | | | | |
| 21/5/12 | | | | | | | | | | | | |
| 28/5/12 | | | | | | | | | | | | |
| 11/6/12 | | | | | | | | | | | | |
| 18/6/12 | | | | | | | | | | | | |

APPENDIX 16



**Additional School Experience Attendance Form
2011-12**

Name of Trainee _____

In the table below, insert a tick to indicate attendance, a cross to indicate absence. A cross should be entered for absence whatever the reason. The Head/Deputy Head/ITT Co-ordinator should initial each day attended.

| Date | LA | School | Year Group/ Age-range | am | pm | Initials |
|---------|----|--------|--------------------------|----|----|----------|
| 6/2/12 | | | | | | |
| 7/2/12 | | | | | | |
| 8/2/12 | | | | | | |
| 9/2/12 | | | | | | |
| 10/2/12 | | | | | | |
| 20/2/12 | | | | | | |
| 21/2/12 | | | | | | |
| 22/2/12 | | | | | | |
| 23/2/12 | | | | | | |
| 24/2/12 | | | | | | |
| 27/2/12 | | | | | | |
| 28/2/12 | | | | | | |
| 29/2/12 | | | | | | |
| 1/3/12 | | | | | | |
| 2/3/12 | | | | | | |

Signature of Head Teacher.....

School Stamp:

Please return the bottom copy of this form to our Partnership Administrator (BEU2-05) as soon as possible after your Additional School Experience weeks.

APPENDIX 17

INDICATIVE CRITERIA FOR END OF SE1

Professional Attributes

Unsatisfactory

Relationships

You establish relationships with children that are not as positive as they could be and do not encourage children to develop either personally or intellectually. You have difficulty in creating sound professional relationships with the adults you work with. You fail to take sufficient account of the important role played by the home environment when planning teaching or working with children. While you are able to work individually you find it difficult to collaborate with others. You are unable to maintain your SE file as a useful, professional document and so fail to provide evidence for your own professional development. You seem to demonstrate a lack of commitment to the placement.

Professional Development

You fail to seek advice or act upon it appropriately. You find it difficult to adapt to changing expectations. You have difficulty in accepting responsibility for your own professional development and do not set yourself appropriate targets for development. You do not appear to have understood sufficiently roles and responsibilities held by teachers and how these impact upon professional behaviour.

Satisfactory

Relationships

You are able to develop supportive and constructive relationships with children. Children are keen to work with you and respond well to your authority. You set high standards within the class room and are able to model expectations for personal interactions. You seek to develop the classroom as a stimulating learning resource. You continue to communicate effectively and confidently with both the children and the adults within your class. You continue to build collaborative working relationships with colleagues in the class room. You recognise the importance of parents and carers and the contribution that they make to the development and well being of children in your class and seek to build on this in your teaching. You are also keen to engage professionally with parents and carers of the children in your class. You are keen to develop your SE file as a professional tool, ensuring that you are prepared for role within school. You are able to present yourself in a professional manner at all times in school.

Professional Development

You recognise range of professional responsibilities held by teachers and how these might affect school practice. You have begun to implement a range of school policies. You have begun to take responsibility for your own professional development. You are able to set yourself targets to improve your practice and understanding. You are prepared to accept new ideas and respond thoughtfully and proactively to advice.

Good

Relationships

You are able to develop supportive and constructive relationships with children that promote a positive class room ethos. Children approach the activities that you plan with interest and you are keen to extend their learning. You provide a good role model by setting high standards for yourself and the children within the class. You demonstrate that you are able to use the class room as a rich and stimulating learning environment. You communicate well and are able to build sound collaborative relationships with staff, children and where appropriate their parents. Your teaching makes careful links to the

personal interests and backgrounds of the children. You continue to develop your SE file making increasing use of this as a professional document and tool. You are professional hard working and committed.

Professional Development

You have begun to understand the range of professional responsibilities held by teachers and consider how these might affect school practice. You have begun to implement a range of class room and school policies. You take increasing responsibility for your own professional development. You set yourself appropriate targets to improve your practice and understanding. You are adaptable and actively seek advice on how to develop your own practice.

Very Good

Relationships

You are able to develop very sound supportive and constructive relationships with children that contribute to strong positive class room ethos. You are able to stimulate the children's desire to learning with your own enthusiasm and the interesting activities you develop. Your own high personal standards are communicated thoughtfully to the children. The class room environment is developed as a stimulating and dynamic resource. You communicate with confidence and skill building appropriate collaborative relationships with staff and children and where appropriate their parents. You make thoughtful and appropriate links with children's home environments and reflect this in your teaching. Your SE file is a useful and increasingly effective professional document and tool. You are always professional hard working and committed.

Professional Development

You understand that there are a range of professional responsibilities held by teachers and recognise that these include statutory requirements. You have begun to implement effectively a range of class room and school policies. You take thoughtful responsibility for your own professional development setting yourself increasingly challenging targets. You are adaptable and flexible You are proactive in seeking advice on how to develop your own practice, reflecting on the key areas for improvement.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

You have a restricted understanding of teaching, learning and behaviour management strategies and rely on a very limited range of approaches. You find it difficult to understand what is meant by personalised learning or how this affects children's learning. You make little use of formative assessment techniques. You do not understand the place of statutory assessment requirements such as SATs. You make limited links between children's personal backgrounds or home environments and their achievement. You do not understand how to plan for those with SEN or EAL and do not recognise the role of those who support children with specific needs. You have a restricted understanding of different types of SEN. You have failed to develop your understanding of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have failed to extend your understanding of the Core subjects and ICT. You do not demonstrate increased understanding of your own subject specialist area and a range of Foundation subjects or make effective use of documents such as NC, EYFS and PNS as necessary. Your understanding of the wider professional elements of your role is limited.

Satisfactory

Teaching and Learning

You have developed a range of teaching, learning and behaviour management strategies and begun to put some of these into practice. You understand the concept of personalised learning and how it might be used to help children develop. You know about the use of formative assessment techniques to identify what sort of support children need. You understand that there are statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You understand how children's home environment and personal background affects their learning and how to use this to inform your planning and teaching. You continue to develop your understanding of the role of those who identify and support children with SEN. You have begun to widen your understanding of different types of SEN. You know about how to plan to support children with individual needs including children with EAL. You have increased your own understanding about how colleagues in school support children with difficult personal circumstances. Your planning demonstrates how you value children's diversity. You have begun to further gather information about how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have further developed your understanding of the Core subjects and ICT. You have developed your understanding of your own subject specialist area and a range of Foundation subjects using documents such as NC, EYFS and PNS as necessary. You use your own skills in English, mathematics and ICT to develop your professional role through research into wider aspects of your role.

Good

Teaching and Learning

You have developed a range of useful and appropriate teaching, learning and behaviour management strategies and know how to put some of these into practice. You have a sound understanding the concept and use of personalised learning. You know how formative assessment techniques are used to support children's learning. You understand the purpose of statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You use understanding of children's home environment and personal background and how this affects their learning when

planning. You continue to develop your understanding of the role of those, within the class and school, who identify and support children with SEN. You have begun to develop increased understanding of the range of SEN and how this affects learning. You know about how to plan appropriately to support children with individual needs including children with EAL. You are thoughtful when planning to celebrate children's diversity. You reflect on how different aspects of ECM are considered in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is sound. You also have a sound understanding of your own subject specialist area and a range of Foundation subjects making good use of documents such as NC, EYFS and PNS when planning. Your understanding of the wider professional elements of your role is developing.

Very Good

Teaching and Learning

You have developed a wide range of useful and appropriate teaching, learning and behaviour management strategies and recognise when and how to put some of these into practice. You have a good understanding the concept and personalised learning and how to use this effectively. You understand the purpose of statutory assessment requirements and have begun to investigate how these are used. You are developing your ability to set appropriate targets for children. You are increasingly clear about the importance of taking into account children's home environment and personal background when planning. You continue to develop your understanding of the role of those who identify and support children with SEN both within and beyond the school You have sound understanding of a range of SEN and the way that they affect children's learning. You have begun to develop strategies to meet those differing needs. You know about how to plan to support effectively children with EAL to develop cognitive as well as linguistic ability. You are creative when planning to celebrate children's diversity. You analyse thoughtfully evidence of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is good and you make valid links across the subjects. You also have an assured understanding of your own subject specialist area and a good understanding of an increasing range of Foundation subjects. You continue to extend your understanding of what it means to be a professional both within and beyond the class room.

| |
|---|
| Unsatisfactory |
| <p><i>Planning and teaching</i> You find it difficult to plan for progression over a series of lessons. Your subject knowledge of the different curriculum areas and related pedagogy is limited. This affects your ability to plan and teach effectively in these curriculum areas. You are unable or unwilling to fully utilise the class room as a learning environment through the use stimulating resources or display. You make little use of the out of class context. The homework you devise is pedestrian and fails to engage the children. You find it difficult to plan, teach and manage whole class sessions although you are able to be successful with smaller groups. You find it difficult to stimulate discussions, generate questions or adequately illustrate explanations. Your teaching fails to engage or challenge the children. You make little use of e learning (where available) You continue to be overly reliant on the strategies of the class teacher for behaviour management and fail to establish your own authority.</p> <p><i>Assessment and Monitoring</i> You have a limited range of assessment strategies. You do not use either assessments or the records you keep to move children’s learning forward or inform your practice. While the feedback you give may be positive it fails to suggest ways the child could improve. You find it difficult to maintain an effective record keeping system. You do not adequately engage children in self evaluation or assessment.</p> <p><i>Professional Collaboration</i> While you evaluate your teaching you are unable to assess its impact on the children’s learning or consider how to become more effective. You do not engage with colleagues and find it difficult to plan for the deployment of additional adults in the classroom.</p> |
| Satisfactory |
| <p><i>Planning and teaching</i> You are able to plan both individual lessons and series of lessons in an increasing range of subject areas. You are able to show how you would develop subject specific concepts, skills and vocabulary across an increasing range of subject areas. You are also able to plan for out of school contexts including making use of the local environment. You demonstrate how you could use homework to extend children’s learning. You plan to develop the class room as a learning environment through creating resources or planning a display. You teach a range of lessons some for groups but with an increasing number for whole class. You include e learning where appropriate. Your lessons take account of children’s diversity and promote inclusion through the content of the activity. You use an increasing range of teaching strategies. You are able to adapt language and resources to meet the needs of the children you are teaching. You are able to plan and teach lessons that promote enquiry based learning. You make effective use of explanations, questions and discussions. You develop and use your own strategies for establishing a purposeful learning environment that also encourages children to promote their own self control.</p> <p><i>Assessment and Monitoring</i> You are able to make effective use of an increasing range of assessment strategies. You use these to ensure that children make progress in their learning. You provide constructive feedback that identifies specific areas for development. You are able to use an increasing range of record keeping strategies to monitor children’s achievement and use this data to inform your planning. You have begun to encourage children to reflect upon their own learning and consider how they might progress.</p> <p><i>Professional Collaboration</i> You evaluate your teaching in order to assess its impact and consider how improve your</p> |

practice. You work successfully with other adults in the class room and begin to plan for their involvement with children.

Good

Planning and teaching

You are comfortable in planning for both whole class and group sessions across Core subjects and a good range of Foundation subjects. You identify and plan for a range of teaching strategies dependent on the needs of the subject in order to develop specific skills and concepts. You have thoughtful ideas about how you would use the out of school context including the local environment or school grounds. Homework is used to stimulate further interest in class based teaching. You make good use of a range of interesting resources or a class room display to engage the children's interest. You teach a range of activities with an increasing emphasis on whole class teaching for both Core and Foundation subjects. You use a range of organisational strategies to generate stimulating whole class teaching. You are able to use e learning effectively (where appropriate) and know when not to use it. You select content and strategies carefully to promote inclusion and an appreciation of diversity. You have clear ideas about how you will structure the teaching in order to promote investigative and practical learning and encourage children to become independent learners. You are able to generate and manage discussions and focus language and resources appropriately for the children you teach. You apply effectively a range of behaviour management strategies that promote positive self esteem amongst children and create a purposeful learning environment.

Assessment and Monitoring

You are able to make effective use of an increasing range of assessment strategies selecting the most appropriate depending on the subject or child involved. Assessments are used to help children make effective progress in their learning. Children are also encouraged to be involved in the assessment process through self evaluation and in reflecting on feedback. The feedback you provide, both oral and written, suggests subject specific areas for development. You keep a range of useful records for groups and whole class as well as individuals

Professional Collaboration

Your evaluations of your own practice are increasingly constructive in considering how to be a more effective teacher. You take an increasing role in planning to use support staff or other adults with the children.

Very Good

Planning and teaching

You are able to plan with confidence for both the Core subjects and an increasing range of Foundation subjects in a way that enhances and extends the subject to be taught. You have begun to understand about the boundaries and essences of individual subjects and so plan to develop effectively the concepts and skills particular to the subject. You have some creative ideas to develop the potential of out of school contexts. Homework is selected to extend and enhance classroom activities. You are creative in your use of both resources and display to stimulate interactive learning. You teach effectively a range of activities with an increasing confidence when approaching whole class teaching for both Core and Foundation subjects. You use reflectively an increasing range of organisational and pedagogical strategies to generate challenging whole class teaching. You are discriminating and assured in your use of e learning effectively (where appropriate). You are reflective in how you approach diversity and inclusion within your teaching. You are creative in engaging children in the learning process and developing interactive learning. You make imaginative use of language and discussion to stimulate thinking. You are confident in your ability to promote a calm, positive learning experience for children and engender a secure learning environment.

Assessment and Monitoring

You are able to use a wide range of appropriate assessment strategies to evaluate effectively the progress of children within particular subjects. You use assessments thoughtfully to communicate with children and move their learning forward. You involve children through developing their own ability to comment reflectively on their work by engaging them in increasingly discriminating discussion. You also provide specific and appropriate areas for improvement in your feedback. You keep a range of useful, reflective records for groups and whole class as well as individuals in both Core and some Foundation subjects.

Professional Collaboration

You evaluate your own practice analytically and take the initiative in considering how to improve your practice. You take an increasingly effective role in planning to use other adults to support children's learning.

APPENDIX 18

INDICATIVE CRITERIA FOR END OF SE2

Professional Attributes

| |
|---|
| Unsatisfactory |
| <i>Relationships</i> You have difficulty in establishing a working relationship with a range of people. You fail to understand the importance that parents and carers have for the education and well being of the children in your care. You have difficulty in communicating with parents/carers or children in the class. You find it difficult to work as part of a team either within the classroom or across the school. You have difficulty in demonstrating appropriate expectations for the children in your class and or in creating appropriate relationships. You are inconsistent in your professional behaviour. You are not always punctual and appear to demonstrate a lack of commitment to your placement. |
| <i>Professional Development</i> You do not appear to be aware of the statutory frameworks and professional duties of teachers. You are inconsistent when implementing the shared policies and practices of the school. You have difficulties maintaining professional documentation. You have difficulty in engaging in professional dialogue and do not act upon advice to improve your practice. |
| Satisfactory |
| <i>Relationships</i> You are able to establish a sound working relationship with a range of people. You understand the importance that parents and carers have for the education and well being of the children in your care. You are able to communicate effectively with them and the children. You are able to work as part of a team both within the classroom and across the school. You communicate with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create appropriate relationships. You demonstrate the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed. |
| <i>Professional Development</i> You are aware of the statutory frameworks and professional duties of teachers. You implement the shared policies and practices of the school. You are professional in documenting all aspects of the required paperwork. You seek professional advice and act on it to improve your own practice including setting targets for development. |
| Good |
| <i>Relationships</i> You are able to establish a good working relationship with a range of people. You understand clearly the importance that parents and carers have to the education and well being to the children in your care; making good use of this knowledge to support children. You are able to communicate very effectively with them and the children. You are able to work effectively as part of a team both within the classroom and across the school. You communicate thoughtfully with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create strong trusting relationships. You demonstrate and develop the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed. You demonstrate a flexible and adaptable manner when meeting professional challenges. |
| <i>Professional Development</i> You are aware of and understand the statutory frameworks and professional duties of teachers. You implement carefully the shared policies and practices of the school. You are |

professional and conscientious in documenting all aspects of the required paperwork and use this effectively in your teaching. You are proactive in initiating professional dialogue in order to improve your own practice including setting thoughtful targets for development.

Very Good

Relationships

You are able to establish a dynamic working relationship with a wide range of people. You understand in depth the importance that parents and carers have to the education and well being to the children in your care; making critical use of this knowledge to support children. You are able to communicate effectively and creatively with them and the children. You are able to work professionally as part of a team both within the classroom and across the school. You communicate reflectively with colleagues, both within and outside the school, to contribute creatively to the well being and development of children. You have very high expectations for the children in your class and create strong trusting relationships. You take the initiative in developing the positive behaviour and values you expect from children acting in a critical and professional manner at all times. You are punctual, hard working and committed. You meet professional challenges with creativity and imagination

Professional Development

You are aware of and understand the statutory frameworks and professional duties of teachers. You implement and contribute to the development of the shared policies and practices of the school. You use your professional documentation critically and analytically to extend and develop your professional practice. You continually set yourself challenging professional targets. You initiate dynamic professional dialogue.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

Your knowledge about different teaching and/or behaviour management strategies is limited and you are unsure about how to apply them effectively. You are unsure about the processes involved in formal assessment especially in relation to assessing against national criteria and including statutory assessment tasks. You fail to appreciate the importance of formative assessment in a child's development. You find it difficult to interpret data that will allow you to evaluate learning or have difficulty in appreciating how to use this to raise attainment. You do not understand what is meant by personalised learning. You fail to know how provide sufficiently for children with SEN or EAL. You have difficulty in understanding how a child's learning is affected by their personal circumstances. You do not know about how to consider all aspects of a child's well being in relation to ECM. Your knowledge of your statutory roles and responsibilities is limited.

Subjects and Curriculum

You have a sound knowledge of the some subject areas across the curriculum but limited or inaccurate subject knowledge in others. You fail to distinguish between different curriculum areas and so find it difficult to select appropriate learning targets in particular subject areas. There are areas of the curriculum for which you find it difficult to plan. You fail to develop your own expertise in your subject specialist subject (if appropriate). You have difficulty in matching appropriately subject matter and teaching strategies. A lack of knowledge in your own personal skills in English, mathematics or ICT hampers your ability to plan and teach effectively.

Satisfactory

Teaching and Learning

You know about a range of teaching and behaviour management strategies and how to use them to develop learning. You know how to assess, both formally and informally, against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs. You also know why formative assessment is important. You know how to use data to evaluate learning in order to raise attainment. You know about how to personalise learning to enable all children to achieve including those with SEN or EAL. You know how to take account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances. You know about how to develop aspects relating to ECM to ensure the well being of individual children. You are aware of your statutory roles and responsibilities.

Subjects and Curriculum

You have a sound knowledge of the different subject areas across the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum. You are able to plan for both Core and Foundation subjects. You demonstrate your developing expertise in your subject specialist subject (if appropriate). You know how to match subject matter with teaching and learning techniques. You are able to make use of your own skills in English, mathematics and ICT when preparing for your teaching.

Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and are able to demonstrate how you would use them thoughtfully to develop learning. You demonstrate how you would assess appropriately against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs and understand how these are used to monitor attainment. You also know why formative assessment is important and demonstrate how to record those formative assessments in a variety of ways. You know how to use data to make thoughtful evaluations of children's learning in order to raise attainment. You develop your own understanding of personalised learning in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to take sensitive account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances and how you might consider this knowledge when working with children.

Subjects and Curriculum effective

You have a good knowledge of the different subject areas across the range of the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum and so are able to make viable and useful links within and across subjects. You are able to plan effectively for both Core and Foundation subjects. You are keen to develop and promote your subject specialist subject (if appropriate). You are able to select appropriate and useful teaching strategies that develop and enhance subject matter. Your own skills in English, mathematics and ICT are secure and you make good use of them when preparing for your teaching.

Very Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and consider critically how you would use them most effectively. You demonstrate how you would assess against NC level descriptions or baseline bench marks and consider how to use professional judgement to plan for progression. You are aware of the processes and procedures for SATs and demonstrate how these are used to monitor attainment both within the school and in a national context. You demonstrate how you could make sensitive use of formative assessments and consider how to engage children in peer or self evaluation as part of the assessment process. You know how to use data to make critical evaluations of children's learning in order to raise attainment. You demonstrate the ability to use personalised learning sensitively in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to liaise with other adults and colleagues to support children's learning. You make imaginative links with children's personal backgrounds to engage them and their communities fully in the school experience. You understand the need to reflect the children's experiences in both curriculum content and teaching strategies.

Subjects and Curriculum effective

You have a wide-ranging knowledge of the different subject areas across the range of the full curriculum. You clearly understand about the essential nature of different subjects within the curriculum and so are able to make creative and stimulating links within and across subjects. You are able to plan across both Core and Foundation subjects with rigor and imagination. You actively seek to promote and research your subject specialist subject (if appropriate). You are confident in your ability to select stimulating teaching strategies to develop and enhance subject matter.

| |
|---|
| Unsatisfactory |
| <p><i>Planning and teaching</i> Your planning is fragmented or misdirected and not sustained throughout the placement. You have difficulties in developing learning over the period of time. You have difficulties in making relevant links across and within subjects. Teaching strategies are limited and fail to engage the children adequately. Children's learning does not develop sufficiently through your teaching. You have difficulties in establishing and sustaining a purposeful learning environment. Behaviour management strategies are limited and not always effective. You fail to promote equality and diversity within the classroom and are not able to raise children's self esteem.</p> <p><i>Assessment and monitoring</i> You do not use assessment and record keeping information to move children's learning forward. You make little use of assessment for learning and your record keeping strategies are limited and do not focus on sufficiently on how children learn and what they have achieved. You find it difficult to level children's work. Feedback is not constructive or sufficiently targeted. Records are limited to certain subject areas.</p> <p><i>Professional collaboration</i> Evaluations tend to focus on external factors rather than considering how effective you have been at developing learning. You do not use your evaluation to improve your practice. You find it difficult to work with a range of adults with in the class and school. You do not manage teams within the class room and fail to lead learning.</p> |
| Satisfactory |
| <p><i>Planning and teaching</i> You are able to develop progressive plans that are consciously linked to appropriate documentation making good use of both weekly and medium term plan formats. You are able to plan to develop cross-curricular links and extend children's learning in Literacy, Numeracy and ICT. You have used out-of-class work (including homework or fieldwork) to generate learning. Your teaching makes use of a number of appropriate strategies to engage and stimulate all the children within your class. The teaching strategies that you select promote equality and diversity. You are able to use questioning techniques to promote active learning amongst the children in your class. You promote a purposeful and safe learning environment, establishing and sustaining clear boundaries for acceptable behaviour. You are able to promote independent learning and positive self esteem amongst the children you teach.</p> <p><i>Assessment and monitoring</i> You are able to use a range of record keeping strategies that inform planning and that are useful, manageable and sustainable. You give constructive feedback that helps inform target setting. You are able to use assessment for learning and can use level descriptors or bench marking to assess achievement. You assess across the full range of the curriculum. You keep records for individuals, groups and the whole class.</p> <p><i>Professional collaboration</i> You evaluate your own teaching and adapt planning and teaching where necessary. You work collaboratively with other adults within the class and school to support children's learning, contributing to team meetings. You engage other adults appropriately in the learning process and develop strategies to manage teams within the class.</p> |

Good

Planning and teaching

You are able to create progressive plans that develop and expand ideas from the appropriate documentation within both weekly and medium term plans. You are able to plan valid cross-curricular links that extend children's learning across the different areas incorporating strong links to Literacy, Numeracy and ICT. You make thoughtful use of out-of-class work (including homework or fieldwork) to generate enquiry based learning. Your teaching makes use of an increasing number of appropriate and effective strategies to motivate children and promote independent learning. You have carefully considered how to promote equality and diversity and develop this through thoughtfully matching teaching material and teaching strategies. You are confident in using a range of questioning techniques to promote active learning amongst the children in your class. You manage confidently the learning environment, employing effectively a range of behaviour management strategies. You foster a supportive environment within the class room where high standards of behaviour encourage children to develop self control and independence.

Assessment and monitoring

You are able to use a range of appropriate and effective record keeping strategies to inform planning and that are sustained and developed across the placement. You use informative feedback and assessment to encourage children to begin to reflect upon and identify their own progress and consider how they are meeting individual targets. You make confident use of assessment for learning to move children's learning forward. You record assessment data related to level descriptors or bench marking to assess achievement and suggest areas for development. You assess, using a range of appropriate strategies, across the full range of the curriculum. You keep detailed records for individuals, groups and the whole class.

Professional collaboration

You thoughtfully evaluate your own teaching and use this to improve your planning and teaching. You are proactive in looking for ways to work collaboratively with other adults within the class and school. You contribute to team meetings at class or year group level and occasionally at school level. You seek actively to manage the learning in the class by engaging other adults effectively to develop sound contexts for learning.

Very Good

Planning and teaching

You create imaginative plans, both weekly and over the medium term, that challenge all learners to achieve their potential. You make creative links across and within subjects and areas to motivate learners and stimulate their interest in learning across the full range of the curriculum. You are committed to creating an inspiring learning environment that develops the potential of out of school contexts such as the outside area, local fieldwork, investigative homework tasks and the use of museums, sites and galleries. You are confident in your own teaching skills using a wide range of strategies to challenge and engage children in the learning process while personalising learning to provide interesting and stimulating opportunities for all. You make perceptive and skilful use of language to explain concepts and generate stimulating learning situations. You create a supportive and purposeful learning environment through the assured use of a wide range of behaviour management strategies. You have high expectations for children, both academically and personally, that create a secure and dynamic class room ethos enabling children to reach their potential.

Assessment and monitoring

You make thoughtful and appropriate use of a wide range of strategies to record children's achievement and development. You analyse the data gathered from the range of your records to improve your own planning and engage in focussed target setting. Clear and specific feedback and positive reinforcement identify motivating targets for children to allow them to begin to assess their own progress. Assessment for learning is an important element of your teaching strategies, used creatively to move children's learning forward. You make thoughtful use of assessment data collected in relation to level descriptors or benchmarking to assess achievement both within and across the class room. You apply creative assessment techniques across the full range of the curriculum allowing you to assess children's development in all areas. You develop and use effectively detailed records for individuals, groups and the whole class.

Professional collaboration

You analyse critically your own teaching and use this thoughtfully to improve your planning and teaching. You involve yourself with all aspects of school life and work in close collaboration with other adults within the class and school. You volunteer within and contribute effectively to team meetings at class or year group level and increasingly also at school level. You develop confidence in working with other adults to manage the learning of the class and share good practice.

APPENDIX 19

Assessment Criteria for SE2

| | Outstanding (1) | Good (2) | Satisfactory (3) |
|-----------------|---|---|--|
| overview | An outstanding student teacher is not afraid to take risks when trying to make teaching interesting, and has the flexibility and confidence to deal with the unexpected and 'grab the moment'. A passion for learning, innovation, creativity and lateral thinking are intrinsic facets of their practice. The student teacher is well-respected by staff and pupils and demonstrates a clear capacity for reflecting on what they need to do in order to become an outstanding fully qualified teacher. The student teacher will also: | A good student teacher shows a willingness to try out a range of approaches to teaching and learning, knowing how to learn from success and 'failure', and know when/whom to ask for support both in trying out new approaches and in evaluating how well they work. The student teacher demonstrates a clear capacity to become an outstanding teacher. The student teacher will also: | A satisfactory student teacher demonstrates a limited but adequate range of teaching and assessment strategies. The student teacher will recognise s/he may need some help with aspects of his/her teaching and is willing to seek out and act on advice given to work towards becoming a good teacher. The student teacher will also: |
| a. | Demonstrate and describe a clear and deep understanding of how to plan for progression taking into account stages in learning, different rates of progress and including clear and differentiated learning outcomes that challenge all learners and ensure they make progress. Consistently plan and teach innovative and creative lessons or sequences of lessons- sometimes within the constraints of a scheme of work- which are mostly good and show characteristics of outstanding lessons. | Consistently plan and teach lessons or sequences of lessons which are often good or better with clear and differentiated learning outcomes identified that challenge all learners and allow them to make progress. | Consistently plan and teach satisfactory lessons with clear learning outcomes identified that allow learners to make progress or consolidate their learning. |
| b | Demonstrate a depth of subject knowledge and subject pedagogy through explanation and a range of teaching approaches which are responsive to learners' needs. Articulate in detail why they use particular teaching approaches and why these are likely to be more successful than others. | Demonstrate a depth of subject knowledge through explanation and teaching approaches, taking the needs of individual learners into account. | Have secure subject knowledge which they are able to use to confidently answer learners' questions. |
| c | Manage the learning environment in order to teach flexibly and with adaptability in a way that communicates their enthusiasm for learning and through this capture and engage learners' interest. In response to what learners say and do are able to vary pace, approach and teaching method and create opportunities for debate between learners, and between learners and teacher. | Manage the learning environment in order to teach in a way that engages learners' interest so that they become fully involved in the lesson. | Manage the learning environment effectively, demonstrating appropriate expectations of learning and behaviour. |

| | Outstanding (1) | Good (2) | Satisfactory (3) |
|---|---|---|---|
| d | Demonstrate the clarity of links between learning objectives, teaching approaches, and assessment strategies and be able to discuss individual learners' progress in detail. Monitor learners' progress to evaluate how well they are learning so that they can change the approach during the lesson if necessary and provide individual detailed feedback to ensure progression in the lesson. Provide feedback to groups and individual learners in a way that encourages their own awareness of progress. | Use a range of appropriately chosen assessment procedures to monitor attainment and progress, in order to inform planning and teaching. Provide feedback to learners that aid the progression of groups and individuals. | Carefully monitor attainment and progress in lessons and elsewhere to inform planning and provide feedback to learners, aiding their progress. |
| e | Demonstrate in their planning and teaching innovative approaches to integrating ECM. Understand the wider implications of ECM, including within the context of promoting learners' deeper comprehension of and engagement with subject content, literacy and numeracy | Demonstrate in their planning and teaching a secure understanding of the wider implications of ECM and of ways to address potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented. | Demonstrate in their planning and teaching a secure understanding of ECM and of potential barriers to learning, including low levels of numeracy/literacy and the needs of learners who have been identified as gifted or talented. |
| f | Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity, exploiting the potential provided through this process. | Make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity. | Begin to develop learners' wider understanding and appreciation of social and cultural diversity. |
| g | Understand the range of professionals in the children's workforce and how to work with them effectively. Demonstrate knowledge of their place in the 'bigger picture' through a well-informed discourse about individual/groups of learners and particular needs, including their overall development, child protection, and safeguarding. | Know about the variety of professional roles in the children's workforce and demonstrate how they have worked with them effectively, in relation to learners' overall development including child protection and safeguarding. | Know about the variety of professional roles in the children's workforce and understand how to work with them effectively, in relation to learners' overall development including child protection and safeguarding. |
| h | Understand their own role as learners, and the need to reflect critically and rigorously on their own practice to inform their professional development, evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action. | Understand their own role as learners, and systematically evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action. | Evaluate the effectiveness of their own teaching in terms of learners' progress and wellbeing and identifying appropriate courses of action. |
| i | Take full responsibility for their own professional development and plans for future career development. Show the capacity to develop leadership and management skills; self-evaluate performance-including learning from their own mistakes- and set and refine challenging targets collaboratively with mentors and tutors. Review, monitor and critically reflect on the progress and implementation of their targets. | Take responsibility for their own professional development, evaluating performance, setting and refining challenging targets collaboratively with mentors and tutors. Reviews, monitors and critically reflects on the progress and implementation of their targets. | Takes some responsibility for their own professional development, making use of their own targets and those developed collaboratively with mentors and tutors. |

Appendix 20

Department of Education

Primary Initial Teacher Training Cause for Concern Form



| | |
|---|-------------------|
| Trainee | Class Teacher |
| School | ITT Contact |
| Stage 2 Mentor (if applicable) | Supervising Tutor |
| A. Form initiated by | Role |
| B. Nature of concern | |
| Evidence for concern | |
| C. Agreed action | |
| Relevant signatures, for example: | |
| Signature of Class Teacher | Date |
| Signature of Stage 2 Mentor/ITT Contact | Date |
| Signature of Supervising Tutor | Date |
| D. <i>I understand that if these targets are not effectively addressed, I may fail to meet the Standards for the award of Qualified Teacher Status.</i> | |
| Signature of Trainee | Date |
| E. Monitoring of progress on agreed action | Dates |
| F. Conclusion of process | |
| Date | |
| Copies of form to: Trainee <input type="checkbox"/> School ITT Contact/Stage 2 Mentor <input type="checkbox"/> University <input type="checkbox"/> | |