



Faculty of Social Sciences and Humanities

North Campus

Registered Teacher Programme Early Years and Primary Education

School Experience Handbook

2011 - 2012

RTP website

<http://www.londonmet.ac.uk/rtp/>

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Introduction

This handbook is intended to support trainee teachers on the Registered Teacher Programme (RTP) in school.

Support in school is provided primarily by the School Mentor, who will receive training from the University. Mentors carry out formal observations of their student. The Mentor is the key person who will support and advise students throughout their course.

As well as the mentor, students will also have a University Supervising Tutor to support and advise them. Tutors and Mentors receive training in order to provide students with appropriate advice and guidance during their RTP course

School experience is a vital part of the RTP course. It combines the trainee teacher's knowledge of children and their learning, of urban schools and different educational settings. On successful completion, students will be awarded the Bachelor of Arts Honours degree and be recommended for Qualified Teacher Status (QTS) or for those students who do not meet the standards will be awarded a BA Honours without recommendation for QTS. While they are on their placements in schools or in early years settings, the expectation is that they will show themselves to be hard-working professionals committed to teaching and to children's learning.

During the RTP students follow a developmental path. Depending on their experience, they might move from working with small groups to taking increasing responsibility for planning, teaching and managing large groups or the whole class. By the end of their second RTP Year, they should be teaching for three and a half days, plus half a day for Preparation, Planning and Assessment (PPA). Their planning should become increasingly more detailed and their evaluations more **analytical, reflective and critical**. By the end of the course they should be able to demonstrate that they have met the professional standards for qualified teacher status, have considerable potential as a newly qualified teacher and are committed to implementing principles of equality in their teaching.

Mentors

Support in school is provided primarily by the School Mentor, who will receive training from the University. As well as giving regular informal support, mentors also carry out formal observations of their student, at least one observation and feedback per half term, using the Formative and Summative observation forms.

Formative observation forms are used to observe students in their first year for five of the six observations. The sixth or final observation in the summer term will be done jointly with the Supervising Tutor using the Summative observation form. Mentors supporting Year 2 trainees will use the summative observation form for all observations.

Please note, some students may need additional observations depending on their setting and the quality of lessons observed.

The mentor is the key person who will support and advise the student throughout their course. As well as formal observations, mentors are expected to devise a **training plan** with the student at the end of each term. This plan will set targets for the following term

Supervising Tutor

Each school in partnership with the university will have a supervising tutor assigned to their school. The supervising tutor will be a member of the University staff who will visit trainees in their school. Their role is to support and assess the trainee in their school placement. The supervising tutor will make a combined preliminary visit and formal observation in the Autumn term followed by one visit per term to observe the student. Students in their second year will be observed while completing their additional school experience at another setting.

It is the role of the Supervising tutor to help with the school-based training and to ensure high quality liaison between the partners.

The Standards

To achieve recommendation for Qualified Teacher Status (QTS) Trainee teachers are required to meet the *Framework of Professional Standards for Teachers in England* (TDA, 2007). They will be assessed both formatively and summatively against these Standards. Trainee teachers are required to cross reference the evidence of standards achieved and met, in the Standards booklet which will be available on WebLearn.

The School and teaching experience modules

The School Experience Modules relate to the students school experience 1 in the first year and School Experience 2 in the second year. Trainee teachers are expected to pass both modules.

School experience is a vital and integral part of the course. It brings together, students knowledge of children, their learning of urban schools and different educational settings and the knowledge gained during the taught course.

The faculty works in partnership with a range of schools and educational settings. Schools or settings enter into a partnership with the university. Before schools take a RTP Student they will have agreed the terms of support for that student and the respective roles and responsibilities.

The School Experience Modules give students the opportunity to work closely with class teachers and other staff members to gain experience and understanding of the curriculum and children's development and learning within the school setting. Students follow a developmental path, working towards being able to plan and teach a whole class for consecutive lessons.

As is normal with class teachers they set up and maintain class records, planning and assessment documentation and profiles of the children with whom they work. These can be set up in the university's recommended format or the schools as appropriate. Files must be regularly checked and monitored by the school mentor. The supervising tutor will also check the files during their observation visits.

Documentation is crucial as it is a major source of evidence which shows that trainee teachers are meeting the Standards. It is essential that all documentation is kept up to date. Students need to show systematic records of planning, delivery and assessment.

Over the two year course they will be asked to provide a substantial number of session plans. The quantity and focus of these plans will be agreed in discussion with the mentor and the Supervising Tutor. The number of session plans completed will depend on the student's previous experience, strengths and the areas targeted for further development. Trainee teachers are required to

complete weekly and termly reviews and session evaluations. This involves them in reflection and evaluation, considering evidence and determining its validity.

Involved in this process are:

- searching out evidence and analysing it. This may be evidence from their own work in school, or be drawn from examples of good teaching they have observed in other classes or schools.
- evaluating the evidence and comparing it to other evidence. In terms of teaching experience, this may include other people's teaching strategies, pupils' achievement, national and comparative data, Ofsted evidence etc.
- drawing conclusions based on the evidence. These should not only consider the outcomes of what has been observed or experienced, but also make comments, suggestions or recommendations for future work and professional development as teachers.
- making reference to theory and research. It is important for a student to show that they are able to relate theory from the course and other sources to their own school experience and demonstrate that their work with children is based on a sound theoretical underpinning.

The process of regularly writing up what has been experienced and learned, will enable students to become reflective teachers who are able to make effective judgements about what constitutes good teaching. It is important that reflections do not merely describe what happened, but also indicate the learning points from each piece of evidence and the anticipated impact on learning and teaching. This will provide a systematic and progressive record of their development.

In accordance with the Training Plan and following a developmental path in their School Experience Module students should aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- complete some session plans and evaluations
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical and include the QTS standards
- try out a repertoire of classroom management techniques, adapting them to the age range as appropriate
- set up files and start to collect the information they will need to make a successful school experience
- teach the Core and Foundation Subjects
- ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors in the early years foundation stage
- become familiar with school and classroom routines and ICT provision
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful
- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on children.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic
- analyse pedagogical and equality issues they are encountering and make links to relevant theory and relevant aspects of the taught course.

N.B. Students will be attending taught courses one day a week in the university to study and complete their taught module assignments.

Roles and responsibilities

Participants involved with the Registered Teacher Programme have certain responsibilities to fulfil. These are set out below, and are taken from the Collaborative Training Agreement, which is made between the School and the University.

The student

During their School Experience they should aim to:

- meet all the Standards for Qualified Teacher's Status relevant to the practice
- demonstrate a commitment to teaching and children's learning, equal opportunities and inclusion
- understand, support and extend children's linguistic capabilities and potential
- use Information and Communication Technology (ICT) across the curriculum to support children's learning
- form strong professional relationships with children, colleagues and parents/carers
- demonstrate insight into and appropriate support for the personal, social and emotional development of children in the Foundation Stage and, including health and safety in Key Stages 1 or 2
- keep thorough records of the achievements of all of the children in the class/setting
- set up and organise their files, gather the required information
- maintain files at a professional level, paying due attention to presentation, accurate grammar and spelling.
- establish a positive relationship with the mentor and meet with them regularly
- attend and contribute to planning meetings and staff meetings/inset days or continuing professional development sessions.
- lead or take a major part in the planning and delivery of integrated learning across the curriculum, Early Years Foundation Stage, core and foundation subjects
- teach all curriculum subjects/areas of learning and experience.
- acquire and demonstrate good subject knowledge.
- be inventive with planning formats, adapting these where necessary to suit them and their situation and taking into account the various ways in which children's learning develops, including play and investigation
- monitor and record systematically and sympathetically the personal and learning progress made by the children in their key group or whole class
- create each term at least one interactive, visually attractive display based on the current themes or topics; their displays should support children's cross-curricular learning and their languages
- organise resources effectively and attractively, familiarise themselves with available school resources
- provide and use a range of well-maintained, interactive resources
- make regular entries in their Standards Evidence Booklets.
- at the end of each year write a final review which encapsulates their progress and achievements.
- illness apart, they are expected to be in school 100% of the four day week.

- always arrive at school/early years setting/nursery at least half an hour before the school day officially starts.
- commit to staying at the end of the day to discuss and finalise plans for the following day/week, talk with their mentor, make displays, mark work using the school's marking policy and so on
- join staff on playground or other duties compatible with the role of a Registered Teacher.
- negotiate about 20% of their time in school when they are not required to be teaching. This is time for planning and preparation preparing sessions, keeping up with paper work, visiting other classrooms etc
- keep their files in school at all times. It is particularly important that they are available when they are being observed. Remember files are open documents and can be read by the Mentor and the Deputy or Head teacher as well as the Supervising Tutor.
- Spend 4 weeks in a different setting or school – additional school experience. The recommendation for this is in the first half of the Spring Term in the trainee teacher's second year.
- Trainees in special schools are required to complete an additional six weeks in a mainstream setting.

The university

- oversees the programme from initial application through to completion of the course;
- validates the audit via a school visit and submit the application to the TDA;
- provides the degree element of the training. Successful students who complete the entire programme will exit with a BA (Hons) with recommendation for Qualified Teacher Status;
- provides a full programme of training for mentors in order for them to be able to carry out their role effectively;
- provides supervising tutors who will visit the student at least once per term and give written feedback on progress;
- will be responsible for a range of quality assurance policies and procedures.

The school

- takes the necessary steps to ensure all school staff are aware of the expectations of the course and have an overview of the process, in order to support the student;
- gains support from the Governing Body to enable the programme to take place;
- supports the student through the programme ;
- employs the student as a Registered Teacher on the unqualified Teacher's pay scale;
- provides a mentor for the student, either previously trained by the university or prepared to attend the necessary training sessions at the University. Opportunities for gaining accreditation through mentoring are available;
- releases the student one day per week to attend the university for the degree element of the programme;

- ensures that appropriate opportunities are provided for the student to gain a full range of teaching experience over the period of two years;
- ensures that appropriate, detailed records are maintained throughout the period of training;
- organises a second school placement for the student for at least four full weeks;
- releases the student for a block period of at least four weeks in order that they are able to carry out their practice in the other school;
- ensures that the student has taught, supported and observed in at least two consecutive Key Stages;
- informs the university immediately of any concerns or issues that may arise.
- maintains the appropriate professional standards at all times

The mentor

- attends training at the university to support their role in supporting the student
- provides an appropriate overview of the school for the student;
- will be a model of excellence for the student;
- will be responsible, in partnership with the university, for the school-based teacher training of the student and for overseeing the Training Plan;
- will be responsible for formal assessments and observations of the student's teaching and learning throughout the course,
- sets appropriate targets for the student, and review and revise these as appropriate;
- sets up a training plan in school for the student to be able to meet the Standards. This will include the mentor arranging for the student to observe good teaching in other classes and if necessary, organise attendance for training courses.
- monitors the student's planning, assessment and evaluations and their reflective reviews,
- ensures that the student is covering the whole curriculum and meeting the Standards for QTS;
- liaises with the university and follows up any concerns immediately;
- completes the necessary paperwork,
- checks and annotates the Student's Standards Booklet as appropriate;
- liaises with the Subject Co-ordinators, other members of staff, and the Supervising Tutor as appropriate, to ensure they are aware of the requirements of the programme and can support the student as necessary.
- supports in the organisation of the Additional School Experience mini-portfolio by identifying targets and tasks
- observes the student teach at least once per half term using the Formative or Summative Observation form. Report back findings set agreed targets and give support.
- meets with the student regularly to check their progress, paperwork and to give advice and support .

The supervising tutor will:

- support the student through observations assessment, feedback and targets.
- maintain a positive professional link by liaising with the school.
- make contact by phone with the student, introduce themselves and arrange visits.
- meet the headteacher and the mentor during visits.
- 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
- agree the date of the next visit with the Student and Mentor and if necessary confirm with the school
- check the student's files and Standards Evidence Booklet
- check that the student is gaining some opportunities to carry out the requirements for the School Experience Module as listed in this handbook (including any school based tasks set by subject tutors)
- Monitor the quality of the support and training provided by the school and work in liaison with relevant school staff

The files

Students will be expected to set up and maintain two school experience files. It is essential that these are kept up to date. The key purpose is to enable a student to keep systematic records of planning, delivery, assessment and evaluation of all their work in the classroom / setting.

These files are the major source of evidence that they are meeting the Standards, and will be regularly monitored by the supervising tutor and/or mentor.

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 they organise the material, and should have a contents page at the start of each file.

Please also ensure the student's name and contact details are clearly displayed at the front of their files.

What is expected to be in School Experience Files is listed below, with explanatory notes about the contents.

Maintaining files will support a student's progress as a reflective practitioner and provide evidence that they are developing:-

- 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 they need to do next to enhance

- their learning
- their self-analysis, both by identifying and building on their successes and identifying and remedying areas for development
- the links between theory and practice which lead to their becoming an intellectually informed teacher
- their understanding of what constitutes an appropriate curriculum for young children and to match tasks to children

File 1 (Teaching and learning)

Title and contents page
School attendance sheet

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 they will be working with
2.2 Adults working in the class & their responsibilities
2.3 Plan of classroom 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 Their aims for SE1
3.2 The school/setting's medium term plans, including any cross-curricular teaching

Sections 4 (Weekly plans & Evaluations)

4.1 Weekly plans, clearly showing their responsibilities
4.2 Daily schedule showing their role during each lesson and including daily evaluation
4.3 Their session plans/activity plans(EY) plus evaluations of the children's and their learning
4.4 Their weekly evaluations and final reflective review

File 2 (Observation, record-keeping and assessment)

Section 1 3 Profile Children (Year 1) 6 Profile Children (Year 2)

1.1 General information, samples of work.

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/School Mentor observations)

Section 5 (Standards Evidence Booklet)

Explanatory notes for file 1

Teaching and Learning

Title and contents page: name and telephone number, name, address and telephone number of school, name and contact numbers of supervising tutor, and table of contents.

Section 1 (The School Context)

School's 'Mission statement' or similar and select 5 key points of the school's philosophy/ethos to include in this section. Students must not photocopy school policies - make sure that they 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, give some thought to how this is organised to maximise learning and to how to 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 'their' key group and any other specific groupings (e.g. for story sessions); in KS 1 and 2 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 professional and personal aims. These should be linked to the Standards but students should also add their own, particularly in connection with equal opportunities, multilingualism, identity and culture.

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

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

A weekly planner which shows which groups and curriculum or learning areas they will be responsible for each day of the week.

A daily planner which outlines their roles and responsibilities for each day. Include a session/activity plan for session that they teach. (As agreed with Mentor and/or Supervising Tutor) 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 the appendices.

At the end of each week students must complete a weekly evaluation. This should consist of reflective and analytical comments on their professional practice. They should use the Standards as a guide and as appropriate make reference to theory and to their Professional Studies lecture notes to underpin comments.

Explanatory notes for file2

Observation, Record-keeping and Assessment

Section1. Constructing the profiles

Teacher trainees are required to identify Profile Children - three in the first year and six in the second year. Trainees will construct individual learning and achievement profile for each learner throughout the year. Students are expected to keep samples or, if possible, photographs of children's work and make formative assessments particularly in English/Communication Language and Literacy (CLL), Maths and Science/ Knowledge and Understanding of the World. They should also record their observations of the children's Personal Social Health Education (PSHE) development.

During the first three weeks of each year, consult with their Mentor about the children to profile:

- ask if parents/carers should be informed of their choice
- select children with differing gender, needs and talents
- select learners who attend school regularly

Most settings have information and/or profiles already in place; students may be able to use this and respect all information as confidential.

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

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

- their collation and annotation of work samples

Each child should have its own section in File 2 in which they keep:

- their notes and observations of them
- work (or copies/photos) intelligently annotated
- foundation stage and primary learning records (language) for each child (this is essential for their Language and Literacy assignment)
- records they may be asked to keep of any other subject

Since profiles develop over time, students must try to start them as soon as they can and ensure they have opportunities to work alongside the children as well as see them working 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. They should also address their personal, social and emotional growth. Profiles therefore depend on careful analysis of evidence collected throughout the practice. From this analysis they should be able to:

- set specific learning objectives across the Early Years Foundation Stage areas of learning or cross – curricular/ themed subjects in Key Stages 1 and 2.
- address, in careful, non-judgmental language, each child's personal, social and emotional development and their perceptions of this
- write a summative report for each child.

Summative Reports

The summative reports for the profile children will be in the same format as the end of year school reports written for the parent/carer. Alternatively, it can be an imaginary exercise, depending on the status of the trainee teacher at the end of their first year. Students need to think carefully about the language they use, avoid stereotyping and bias and ensure that statements made are evidence-based. They must discuss the reports with their school mentor.

Section 2: Formats for assessing, observing and monitoring

The student will be recording some observations of individual children in the class other than the three or six profile children. This is likely to be as a result of children's significant achievement and may be planned or unplanned.

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

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

Their session and activity plans should include the following:

For students in Key Stage 1 or 2

- 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 they 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 they 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
- reference to the Early years Foundation Stage guidelines

Section 5 The standards booklet

Both during the employment based School Experience Module and the taught sessions in the University, students will be collecting evidence to show that they are meeting the standards. Evidence is recorded in the Standard Evidence Booklet. Mentors and Supervising Tutors are asked to ensure that they record evidence on a regular basis. Standards Evidence Booklets are checked throughout their school experience module and a review of Standards is carried out at the end of each year. This is in order to monitor the quality of their evidence and for moderation purposes. It is expected that every Student will be meeting most/all the Standards by the beginning of the Year 2 Spring Semester.

Prior experience and existing skills may mean that they are already working at a level that shows they have achieved certain Standards. However, they must be able to prove this via new, ongoing evidence.

All students, whatever their eventual chosen age range, must be familiar with the requirements of the whole primary age range, and know about the Early Years Foundation Stage. They must meet the Standards in two consecutive key stages.

Evaluations of Sessions/Activities

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

- 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 they have planned
- ability to handle appropriately a range of behaviours
- ability to meet their objectives

- ability to monitor and assess different children
- ability to record the evidence they have of (selected) children's understanding/progression
- ability to plan on the basis of their evaluations
- setting of further professional targets based on their self-assessment (these may or may not relate to the Standards).

As they gain more knowledge of the children's levels of understanding and abilities, their planning will reflect the different needs of the learners. Evaluations are crucial in helping them identify these and in identifying aspects of their own development. Make sure their evaluations refer to the sections in their session plan.

Weekly Evaluations/Reflective Reviews:

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

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

End of Year Reflective Reviews

At the end of each year students are asked to write an end of year review which looks back at the whole past year. The reflective reviews are their opportunity to discuss at length their analysis and ideas about their own professional progress and achievements as well as the areas where they feel they need to improve. In this they demonstrate their growth as a reflective practitioner who is intellectually engaged with teaching and learning.

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

- an overview of their progress.
- their development as a teacher in the age range experienced
- their understanding of children's learning in that age range and how they fostered it
- their knowledge and understanding of the curriculum for that age range and how it supports learning
- the ways in which they developed effective management strategies
- how they assessed and recorded children's progress
- how they provided for children's different needs and talents
- their understanding of the ways in which language, gender, culture and identity affect

- children's learning and achievement
- their knowledge of relevant theory from their reading, Professional Studies and the other Core/Foundation subjects they have encountered so far, and how this relates to the situation they were in
- the impact of their resources, their use of ICT and a display they created, on the children's learning and interests
- the ways in which the classroom 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)
- their thoughts on the Standards they have achieved so far
- their reflections on the use of the taught curriculum when planning
- their reflections on inter-agency working
- personal targets for the next term/year

School Experience One:

The school based mentor will support the student throughout their training.

The supervising tutor will:

- assess the students progress in setting up their files and recording their first entries; if there are major concerns about readiness, the university will be alerted immediately
- talk with their mentor about their progress and commitment shown so far and their relationships with children and staff
- talk with them about their school experience, review the Collaborative Agreement

Following a developmental path in their School Experience Module 1 students must aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- try out their repertoire of classroom management techniques, adapting them to the age range they are with
- set up their files and start to collect the information they will need to make a successful start to their School Experience 1 (see checklist on page 12)
- teach the Core subjects and Foundation Subjects
- ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors in the early years foundation stage
- become familiar with school and classroom routines and ICT provision
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful
- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on each.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic

- write weekly/termly and end of year reviews. Reflect on their successes and identifying points for development. They should also analyse pedagogical and equality issues they are encountering and make links to relevant theory and relevant aspects of their taught course.

They will be attending taught courses one day a week in the University to study and complete their taught module assignments.

Year One Assessment

During their School Experience 1 the mentor will carry out a minimum of one observation of their teaching each half term, using the Formative or Summative Observation form. The mentor will give the student feedback and set targets.

Assessment is also carried out by their Supervising Tutor.

The first two Year 1 Supervising Tutor's observations are judged formatively and are graded either satisfactory or unsatisfactory. The Supervising Tutor's Year 1 final observation will be assessed summatively, and graded 1- excellent, 2- good, 3- satisfactory, or 4- in danger of failing. Advice and feedback will be given to the trainee teacher by the supervising tutor, both verbally and on the written forms. They are expected to act upon any agreed targets. The supervising tutor will check that they have completed all the required documentation.

They will check:-

- students files
- weekly reflective reviews
- observations of profile children and the summative reports of the children they work with
- up to date class records and assessment evidence
- their plans and evaluations
- that they are completing their Standards Evidence Booklet
- that they have met their targets for the School Experience Module

If they are recommended for further support for Subject Knowledge and/or Academic Writing/Spelling etc, their supervising tutor will check that they have devised a plan of action, which will help them achieve the improvements needed.

The criteria for passing Year 1 is based on their meeting the Professional Standards, with a particular emphasis on the following:

- positive 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

- children's profiles recorded to a high professional standard
- the final reflective review, which addresses their own professional development, shows their growing confidence in planning, teaching and assessing and which draws on relevant learning and curriculum theory

If there are doubts about their suitability to teaching and serious concerns about their lack of progress they will receive written warning, via the observation forms and Cause for Concern forms. They may be observed by an External Examiner or a Department tutor who makes an independent observation and reports to the Exam Board, the body responsible for making pass/fail decisions.

Teaching Experience Modules are Pass/Fail modules. At the end of Year 1, they must demonstrate they have made sufficient progress and provided sufficient evidence of meeting the standards to go on to the of the second Teaching Experience Module.

School Experience Two

In accordance with their revised Training Plan students continue the developmental path that they have been following in their School Experience Module 1. The Supervising Tutor will continue to support the trainee and the Mentor who should meet regularly with the student. Mentors continue formal observations, a minimum of one per half term, giving feedback, and setting targets.

In Module 2 they must aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- try out their repertoire of classroom management techniques, adapting them to the age range they are with
- set up their new files and start to collect the information they will need to make a successful start to their second year School Experience
- teach the Core subjects and Foundation Subjects
- early year students, if new to the teaching of the National Curriculum should ask for additional support/guidance in planning and preparing to teach
- students, if new to the Foundation Stage should 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
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful
- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on each.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic
- continue to write their weekly/termly/year Reflective reviews, logging the significant incidents that occur, analysing their successes and identifying points for development.
- behave courteously and professionally at all times.

They will be attending taught courses one day a week in the University to study and complete their taught module assignments.

Year Two Assessment

The Mentor will again carry out a minimum of one observation per half term using the Summative Assessment Form. Feedback will be given and targets agreed and set.

One assessment per term is also carried out by their supervising tutor, using the three-page observation form (See Appendix 6)

The Supervising Tutor's Year 2 observations will be assessed summatively, and graded 1- excellent, 2- good, 3- satisfactory, or 4- in danger of failing. (If they receive a grade 4 the RTP Course leader will be informed immediately and appropriate measures put in place). Advice and feedback will be given by the Supervising Tutor, both verbally and on the written forms. Students are expected to act upon any agreed targets.

On each visit the Supervising Tutor will check:-

- students files
- weekly reflective reviews
- the observations and summative reports of the children they work with
- up to date class records and assessment evidence
- their plans and evaluations
- that they are completing their Standards Evidence Booklet
- that they have met their targets for School Experience Module

For the 'Final End of Year Two Assessment' the Mentor is asked to join the Supervising Tutor for a joint observation. The mentor and the Supervising Tutor will confer and agree the final grade. The Headteacher completes the relevant section, 'Headteacher's Comments' on the Final Year RTP checklist.

The student must have successfully completed their Maths, English and Science skills tests by end of Summer Term.

The RTP Course leader will be available in the final weeks of school experience to make any moderating visits that may be needed. Towards the end of the School Experience, the External Examiner may visit some students to moderate the assessment process, gain an overall view of the quality of the student group and discuss the course. A student who is in danger of failing may receive a moderating visit from an Examiner or University Tutor.

Additional School Experience

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of the relevant Stages during their course and achieve coverage in English, multi-cultural and multi-lingual settings.

Additional School Experience must be in a different school or setting.

ASE may be used to gain extra experience in a Special School, a faith school or a different educational setting.

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of two consecutive Key Stages during their course and achieve coverage in English, multi-cultural, multi-lingual, urban settings.

ASE is completed during the second year of the RTP. Students are expected to spend a block of four weeks in a different school or setting. **Students in Special Schools will need to complete six additional weeks to ensure curriculum coverage and to meet the standards.** This will be agreed with the supervising tutor and the mentor.

The Supervising Tutor and mentor will visit the student during their Additional School Experience.

During the ASE Students will need to keep a detailed record of what they have done each day; students may find the 'Plan for the Day' format a helpful way to do this. Students will also need to keep a signed attendance sheet for each day of the placement. They will continue to complete a weekly review and reflection of their practice.

At the end of the four weeks students should write a reflective analysis of what they have learnt from their Additional School Experience.

A mini portfolio will be completed while on the school experience.

Pattern of Supervision

APPENDIX I

Proforma	Comments	Responsibility
Year 1		
Training Plan	Once a term, in consultation with student, mentor agrees a Training Plan.	Mentor/ Student
Files 1 and 2 set up	File 1 contains school information, policies planning File 2 Assessment and Monitoring	Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Standard Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Student/Mentor
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students 'becoming a reflective Practitioner'	Student
Observations	A minimum of one Formative or Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and students. One sent to the University	Supervising Tutor
End of Year Observation	Mentor joins Supervising Tutor for a Final Joint Observation.	Supervising Tutor and Mentor

Year 2		
Training Plan	Once a term, in consultation with student, mentor agrees a Training Plan.	Mentor/ Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students becoming reflective Practitioners. This will be done on weblearn.	Students
Standards Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Students/Mentor
Observations	A minimum of one Formative or Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and student. One sent to the University	Supervising Tutor
Final Assessment for Supervising Tutors	Mentor joins Supervising Tutor for a Final Joint Observation. Headteacher completes the relevant section.	Supervising Tutor Mentor Headteacher
CRDP/skills tests	Completed by end of Summer Term	Student

Forms can be found the University website. <http://www.londonmet.ac.uk/rtp/ga/formsqa.cfm>

Preliminary Visit and Observation 1

The supervising tutor on this visit will:

- Acquaint (or re-acquaint) themselves with the school, meet the Head teacher and the Mentor and identify where the school will need support in the training of the trainee
- Complete a Preliminary Visit Form and observation form
- Meet and talk with the Mentor about the trainee's progress, their commitment shown so far and their relationships with children and staff.
- Have a discussion with trainees about setting up files and recording their first entries.
- Talk with the trainee about their first few weeks
- Observe the trainee delivering a planned activity with a group or class - for example, literacy, numeracy, cross- curricular teaching, children with special needs: gifted and Talented, learning, behavioural

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 <div style="text-align: right;">Date</div>	
Copies of form to: Trainee <input type="checkbox"/> School ITT Contact/Stage 2 Mentor <input type="checkbox"/> University <input type="checkbox"/>	

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:

Satisfactory

Unsatisfactory, because

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:

Strengths:

Targets:

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

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

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:

APPENDIX 6

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

APPENDIX 7

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...

PLAN FOR THE DAY

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

TIME	CHILDREN'S ACTIVITIES	THEIR ROLE	NOTES, REFERENCE TO SESSION PLANS AND 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		

SESSION PLAN (KS1 & 2)

APPENDIX 9



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 they 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 they and other adults will be), preparation of teaching area:</i></p>		
<p>Their 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>		

SESSION PLAN Procedure (with timings)

Introduction

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

Conclusion of session

SESSION PLAN – Evaluation

1. Learning objectives:

a) Were their learning objective met? What evidence do they have for this?

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

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

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

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

Professional standards for qualified teacher status

Those recommended for the award of QTS must have met these Standards:

1. 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.

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 either course tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the course 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 course tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for Partnership or Head of Department. Action to be taken by Programme Director or Head of Department or Partnership Coordinator 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

Incidents in school should be dealt with through the school's own procedures as the student is an employee of the school.

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

