BA Ed Year 1 School Experience

Part 1: The Serial Visits

Module: ED1SX1

2024-25

**Year 1: The Exploring Teacher**

In Year 1, you will be introduced to many ideas, perhaps for the first time, and you should see your role as an exploratory one. This means that as you discover each aspect of the teacher’s role you will begin to build a picture of how the elements fit together, but you will frequently be rethinking this as your experiences build on one another. Through time spent in school, you will be expected to reflect on the links between theory, research and classroom practice, including trying things out yourself and considering why some things are more successful than others. Exploratory learners learn actively, so RPTs thrive in this phase of the programme if they are willing to risk making mistakes on their journey towards secure recognition of a teacher’s basic skills.

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**Placement Aims**

The aims of the placement are for you to:

* Become familiar with the working practices, expectations and ethos of a school ‘from the inside’.
* Establish positive relationships with children and staff in advance of your block School Experience.
* Develop your understanding of Child Development by relating theory to practice.
* Develop your understanding of other elements covered in your university sessions, including the key learning points from the Core Content Framework (CCF) that are specified in the School-based Tasks table on page 7 onwards.
* Become more skilled at classroom observation and the important reflection that follows this.
* Develop professional teamwork skills through working alongside a partner.

In keeping with the aims above, make sure that you get ‘stuck in’ as much as possible whilst balancing the requirement to do your weekly tasks. Making a good impression and building good relationships will help you feel more confident, so get to know the class, familiarise yourself with pupil and staff names, and note things like class routines, behaviour management approaches and the role of different adults. Observe everything that you can reasonably observe, with professional curiosity. Showing that you are interested and willing to learn by doing/helping will give you a solid foundation on which to build.

**Serial Placement Dates**

ITaP 1: All day Thursday 21st Nov and morning of Friday 22nd Nov

Autumn: 28th Nov and 5th, 12th Dec 2024 (Thursdays)

Spring: 16th, 23rd, 30th Jan, 13th, 27th Feb and 6th, 13th, 20th and 27th March 2025 (Thursdays)

ITaP 2: All day Wednesday 5th and Thursday 6th Feb

Summer: 24th Apr and 1st, 8th May 2025 (Thursdays)

(The 4-week block placement occurs from 12th May to 13th June)

**Professionalism and Punctuality**

You are expected to attend school in good time for the school day, certainly arriving by 8.15am *at the latest*. Your exact arrival time will depend upon your tasks for the day and you should ensure that you have time to prepare for any groups or classes you are teaching, or roles your mentor has asked you to carry out. You will need to stay in school after the children have gone for whatever time is necessary to allow discussions with your mentor and other evaluative or preparatory tasks.

**Attendance**

Attendance at school placement is mandatory unless you have an authorised reason for absence. An authorised reason is illness (once you have let us know), or anything on the Authorised Absence list in the BA Ed Attendance Policy. If you will be absent from school due to illness you need to:

* let your mentor know *as early as possible* on the day
* contact your partner as well
* let the Partnership Office know, via email, ccing Cara Broadhurst

The Partnership office is on [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk). They log your absence in your file. **Failure to attend placement without a good reason means we can consider you for failing ED1PSP1.**

You must record your placement attendance in your e-portfolio by marking each visit box on the Attendance Tracker with the appropriate code. It is sensible to do this as you go along, so that the record remains accurate and up to date. It will be checked at the end of each placement.

If you do miss a day at school for an authorised reason, you do not need to organise to make this day up. ‘Snow days’ or other emergency school closures e.g. a burst pipe, also do not have to be made up. However, you should do your best to make up any missed *tasks* on a future visit, and there is nothing to stop you organising with the school to go in on a free afternoon if this seems best to you.

**Inductions**

Both we and your placement schools require you to have inductions into certain key policies when you become a member of a school community. You will be given a short induction by a member of staff, usually on your first day, covering these areas:

*Child Protection and* *Safeguarding;*

*Staff Behaviour/Code of Conduct;*

*Health and Safety*

*General Data Protection Regulation (GDPR)*

Please ensure that you date the relevant page of your e-portfolio to confirm these inductions have taken place and add the name or names of the staff who did them with you. Inductions will vary from school to school, but you can expect some form of briefing and sharing of the relevant policies.

**General Data Protection Regulation (GDPR)**

You may need to record or hold information about the children or adults in your school as part of carrying out your placement duties. It is acceptable for you to do this as long as:

* There is a good educational reason for you doing so.
* You take all reasonable steps to ensure safe storage and handling.
* You notify the school Head teacher immediately of any data loss, as they are obliged to report it.

**Assessment**

These serial visits (Part 1 of your Year 1 School Experience) are non-assessed and are monitored through attendance and participation only. Their primary purpose is to support your learning and to allow you to explore ideas about children and education. This means that your performance on these visits is not graded and there is no Pass level required in order for you to continue into the assessed Block School Experience (Part 2). However, making a positive impression will be vital to ensuring that you can make a strong start to your block placement.

**Wellbeing**

The wellbeing and health of every RPT is of paramount importance. School Experience can be a time of additional stress and it is appropriate to seek support in managing this. Our Student Welfare department is in the Carrington Building on the Whiteknights campus. They can support you in identifying if the issue is managing workload, feelings of stress or anxiety or other issues in your life. If you can be released from the classroom, call them between 10.00 and 16.00, but if this is not possible, their email address is on the link below, so explain your working hours when you write to them. Students are urged to pay attention to their welfare and contact the services below if necessary.

Student Welfare Advisors - <https://student.reading.ac.uk/essentials/_support-and-wellbeing/support-arrangements/welfare.aspx>

Counselling and Wellbeing - <http://www.reading.ac.uk/internal/counselling/cou-home.aspx>

Study Advice- <http://www.reading.ac.uk/internal/studyadvice/>

RUSU (they offer support) - <https://www.rusu.co.uk/advice/>

The University Medical Centre – <http://www.readinguniversitymedicalpractice.nhs.uk/>

**Reporting Incidents or Inappropriate Conduct**

#NeverOk is a joint University of Reading and Reading Students’ Union campaign.

**We take a stand against negative behaviours, including: sexual misconduct and assault, hate crime, bullying and harassment, discrimination, and abuse.**

We encourage RPTs to report any issues encountered on placement using the *Report and Support* tool, which allows for anonymous reporting and reporting-with-contact-details for those who wish to receive support and follow-up from the University. The link is below:

: [Report and Support](https://reportandsupport.reading.ac.uk/)

**Tutor Support**

During the serial visits, if you should have any questions or challenges that have not already been covered by this handbook or in taught sessions, then please contact Cara Broadhurst on [c.broadhurst@reading.ac.uk](mailto:c.broadhurst@reading.ac.uk) . You will only be assigned a specified Supervising Tutor (who will support, advise and monitor you and your partner) for the *block* placement element of this Year 1 School Experience.

**School-Based Tasks (What to actually do!)**

You have been assigned two tasks (SBTs) to complete on each serial visit. These are detailed from page 8 below. At all other times you should support your mentor by working with small groups or carrying out jobs, as well as observing the practice around you.

Obviously, the ideal is to do all the tasks as listed. The best way of achieving this is to have a discussion with your mentor during your early visits about the overview of tasks; you can then jointly plan ahead for the best way to work. However, for some of you, instances may arise (sometimes at the last minute!) that mean it is difficult for the school to fit in your task in its designated week. If this happens, then remember to be flexible and, in conjunction with your mentor, discuss if it could be done in a different week or in a slightly different way.

You may find a partner useful in helping to achieve some of the tasks. For these, work with the RPT who is in your class with you or in the parallel class. If there is no other RPT, see if a TA could help. This might mean preparation together in advance and/or, may mean taking different roles during the task, as appropriate. For *some* of the tasks, resources to use whilst doing them are supplied (in your e-portfolio).

**The E-Portfolio (Your Professional Development Portfolio)**

Your e-portfolio, hosted on MS OneNote, is a portfolio of notes, evidence and reflection that you will maintain across the whole three years of the programme. It has three overview sections that you have been given now, and you will also receive a ‘section group’ in time for each new placement.

The pages in each section will have instructions telling you which things to upload or complete at what times. These instructions will also be replicated in your placement handbooks as well as via email. Don’t worry about having to remember everything – you will be reminded at the appropriate times!

**At the start:**

* About You section:
  + Complete the ‘Personal Details’ page
  + Upload your DBS letter to the ‘Additional Information’ page
* Overview of Progress section:
  + Sign the ‘Safeguarding Training’ page (twice) and insert your KCSIE notes here.
* Key Information section (inside Year 1 Placement section):
  + Complete the ‘School Profile’ page
  + Complete the ‘Inductions’ page.

**During the serial placement:**

* Overview of Progress section:
  + Maintain your Attendance Tracker throughout
  + Upload your ITaP workbooks to the ITaP tracker when each ITaP is finished
* Serial Placement Tasks (inside Year 1 Placement section):
  + Upload your School-Based Tasks notes here. A new page per visit works best. If a pro-forma has been provided, please use that. If not, you may choose how you lay out your notes. Note can be handwritten or typed. If handwritten, it is your responsibility to photograph or scan them clearly and paste them into your e-portfolio. If we don’t require any uploading for a particular task, then that is indicated next to the task outline below.

**Travel Claims**

You have to pay £2.50 towards your daily travel costs to get to and from placement. However, if your daily cost to get to placement is more than £2.50 per day, you can claim back the remainder, **minus** your usual daily cost to get to university. Passengers in cars need to pay their £2.50 to the driver.

For example: If you pay £4 per day to get to your placement by bus, there is £1.50 remaining after the £2.50 has been deducted. If you normally walk to university (i.e. pay nothing) then you will be able to claim that £1.50 per day back. However, if your normal journey to university involves you paying £1.50 or more per day, you will not be able to claim anything back as your normal journey cost is deducted too. (Your normal journey cost is calculated based on the mode of travel you use most frequently to get to the university, on the basis of five journeys a week.)

Claiming is done at the end of the placement but because this is a very long placement, we make an exception and *there is* *a claim point near the end of the serial visits* as well as at the end of the whole placement. The deadline for serial visit claims is therefore **Tuesday 22nd April 2025**. The claim form will be made available to you shortly before this point. Please note:

* Claims will ONLY be accepted when accompanied by receipts/tickets (for public transport claims)
* Where block tickets are suitable, e.g. a weekly pass, these must be used
* Tickets must be for Standard class travel only.
* Petrol claims will be calculated by the form when you insert your mileage, at a rate of 27p per mile.

**Year 1 Serial Visits 2024-25 – School-Based Tasks**

Overview

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| **Visit Number** | **Task 1** | **Task 2** |
| ITaP 1 visits | You will visit on Thursday 21st Nov and the morning of Friday 22nd November for ITaP activities. Please see your ITaP workbook for details. | |
| Visit 1 (28.11) | *Behaviour – Rules and Routines* | *Social and emotional development* |
| Visit 2 (5.12) | *Prior knowledge activation* | *How Children Learn* |
| Visit 3 (12.12) | *Learning Objectives (LOs)* | *Relationship Building + Profile Child Selection* |
| **Christmas Break** | | |
| Visit 4 (16.1) | *Observe a Phonics lesson* | *Observe a Maths lesson* |
| Visit 5 (23.1) | *Foundation Stage visit: Learning through Play + Fine motor development* | |
| Visit 6 (30.1) | *ED1MC1 Assignment Activity* | *Scaffolding, adaptation and grouping* |
| ITaP 2 visits | You will visit on Wednesday 5th Feb and Thursday 6th Feb for ITaP activities. Please see your ITaP workbook for details. | |
| Visit 7 (13.2) | *Working with disadvantage* | *Behaviour – positive reinforcement* |
| Visit 8 (27.2) | *Supporting EAL* | *Behaviour – low level disruption* |
| Visit 9 (6.3) | *Inclusion* | *Behaviour – transitions 1* |
| Visit 10 (13.3) | *The Role of the Teacher* | *Behaviour – transitions 2* |
| Visit 11 (20.3) | *PSHE Values Walk* | *Memory Game* |
| Visit 12 (27.3) | *Wellbeing and Mental Health* | *Managing Workload* |
| **Easter Break** | | |
| Visit 13 (24.4) | *Questioning* | *Learning through Talk* |
| Visit 14 (1.5) | *Planning for Placement* | |
| Visit 15 (8.5) | There are no specific tasks for this visit. Continue planning for the block placement. | |

Task Details

In addition to the tasks below, please remember that during ITaP 1 or on Visit 2 you will have your compulsory inductions to the school (see ‘Inductions’ section above).

As you go through the year and gain confidence, there is nothing to stop you leading story time, register or a song occasionally - it will be beneficial to you building your status within the class 😊

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| **Tasks for RPTs to carry out** | **Purpose and ITTECF References** | **Mentor Role** | **Storage** |
| **Visit 1 – 28 Nov** | | | |
| *Behaviour - Rules and Routines*  Arrange to meet with your mentor to be inducted into the school’s behaviour policy and particularly the rules and routines for the class you’re in. The provided **pro-forma** gives you a list of elements to find out about. During the conversation, ask yourself these questions:   * Is there anything I need to ask for further clarification about? * Are there any pupils who have a more tailored approach? * What’s the best way for me to learn these rules and routines? * Have I seen any of these rules or routines work effectively already? | To allow you to fully grasp the rules and routines that you will be expected to reinforce.  **You will learn how to:**  Manage behaviour by -  > Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. **(ITTECF 7a)**  > Reinforcing established school and classroom routines (e.g. by  articulating the link between time on task and success). **(ITTECF 7j)**  > Consistently applying the school’s behaviour policy, including where  individual pupils have an agreed tailored approach. **(ITTECF 7m)** | Ensure that the behaviour policy is shared as a hard copy with the RPTs to support slower readers and also enable any notetaking.  When discussing the policy, please articulate the rationale behind your school’s approaches. Draw attention to when the routines have been effective that day and discuss simple strategies and language for teachers who are reinforcing routines and expectations. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| *Social and emotional development*  Observe the chln for two 15-minute sections of the day, once during playtime/lunchtime and once during independent work in a lesson. Make notes in response to these questions:   * What social skills are visible in their language or actions? * How do different chln respond to conflict or annoyance? * If any chln become emotionally dysregulated, what seem to be the triggers? | To help you understand how the theoretical models of social and emotional development look in reality.  **You will learn how to:**  Develop pupils’ self-regulation by -  > Providing new opportunities to exercise self-regulation and for the  youngest pupils to practice impulse control. **(ITTECF 7r)** | Be available for any discussion the RPTs want to have about their observations of the chln’s social and emotional skills. They may need help in unpicking how impulse control can be practised and supported. | Upload your notes to the SBT section of your e-portfolio. |
| **Visit 2 – 5th Dec** | | | |
| *Prior knowledge activation*  Observe a lesson, using the Observation of an Experienced Colleague proforma, paying particularly close attention to the first 10 minutes. Make notes on how your mentor activates prior knowledge for the chln. For example:   * Who recalls the prior knowledge – your mentor or the chln? * What sort of questions are asked at the start? * Is there any competitive or game element to the recall? * How does your mentor draw on the classroom environment? * What other strategies take place?   Have a reflective conversation with your mentor after the lesson about your notes. | To give you a range of strategies for activating pupils’ prior knowledge.  **You will learn how to:**  Help pupils learn by -  > Linking what pupils already know to what is being taught (e.g.  explaining how new content builds on what is already known). **(ITTECF 2e)**  > Providing tasks that support pupils to learn key ideas securely (e.g.  quizzing pupils so they develop fluency with times tables). **(ITTECF 3j)**  > Balancing input of new content with the revisiting of prior learning so  that pupils master important concepts. **(ITTECF 4h)** | Help your RPTs to choose which lesson would lend itself best to this task.  In the discussion, help them think about why prior-knowledge activation is so important and why different ways of doing it work best for different learners or subjects. Ensure the pupils are framed as active learners for whom practice with knowledge is key. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| *How Children Learn*  Observe any lesson. **Use the pro-forma provided** to make notes on the moments of learning that you see and try to describe what element in the teaching or the lesson environment supported learning. Jot down ideas about what the implications are for how chln learn as well as for your teaching. | To support your exploration of the close link between teaching and learning by micro-analysing the interactions and processes that pupils’ benefit from. | Make time for a post-lesson discussion to unpick the moments of learning observed by your RPTs. They may need support to tease out what hidden pedagogical choices led to the visible learning and what generalised rules (for how chln learn) can be hypothesised from these. In particular you might draw attention to:   * Moments when prior learning is drawn on * Questions that were particularly effective * What form any adult support takes * Resources that seem to help the chln | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| **Visit 3 – 12 Dec** | | | |
| *Learning Objectives (LOs)*  Before school, ask your mentor for the LOs for all lessons that will be taught today. Consider these and observe how they are used in the lessons throughout the day (e.g. Are they shared with the chln?; How are they shared?; Are they referred to again in the lesson?)  At the end of the day, discuss your school’s approach to LOs with your mentor.   * What does your school call them? * What phrasing do they use (e.g. some schools use learning questions) * What sort of content do they contain? * What is the rationale behind their use? | To deepen your understanding of the varying forms that LOs take and how they are useful in education.  **You will learn how to:**  Deliver a coherent curriculum by -  > Identifying essential concepts, knowledge, skills and principles of the  subject. **(ITTECF 3a)**  > Ensuring pupils’ thinking is focused on key ideas within the subject. **(ITTECF 3b)**  > Starting expositions at the point of current pupil understanding. **(ITTECF 4f)** | Provide the day’s learning objectives before the day starts.  In the discussion, unpick your school’s preferences for creating LOs and the rationale for their use. You might explore:   * What an LO should contain or should not contain *in your school*. * How LOs support everyone to focus. * How you generate or tweak LOs based on pupil understanding. * Reasons for sharing LOs with pupils or not. | Upload your notes to the SBT section of your e-portfolio. |
| *Relationship Building + Profile Child*  Before school (or the night before), write down the name of every child in yourclass that you can remember. Once finished, check who you missed out and work on getting to know those chln better during the day, e.g. ask to work with their table during a lesson.  At the end of the day, with the help of your mentor, select a ‘profile child’ for you to focus on during the year. The idea is that you pay special attention to this child’s development, making informal notes, and reflect on their development and influences on that at the end of the year. | To help you to continue to build relationships with the chln in your class. It will also help you to identify which chln are more at risk of being overlooked in your classroom.  To allow you to explore a child’s learning and development *over time.* | Discuss reasons for chln sometimes being overlooked in the classroom and strategies to prevent this.  Support your RPTs to select an appropriate profile child. (They do not both have to have the same child.) Factors to consider are:   * Not choosing a child who has persistent absence * Not choosing a child who has a high SEND. | There is no storage for this task. |
| **Visit 4 – 16th Jan** | | | |
| *Observe a Phonics Lesson*  You will be given instructions on what to use and what to look for by your English tutor via your English in the Primary Curriculum 1 module. | To help you recognise what the model for SSP teaching discussed in your taught sessions looks like in practice, including the particularities of your scheme.  Also, it will support you in producing your assignment for ED1EP1.  **You will learn how to:**  Support pupils’ literacy by -  > Demonstrating a clear understanding of systematic synthetic phonics,  and the necessary prerequisite knowledge, particularly if teaching early  reading and spelling. **(ITTECF 3n)** | Be available for post-observation discussion. Support your RPTs to unpick the rationale for each element they saw in practice as well as considering why it works. | There is no need to store this in your e-portfolio. Use it to support your assignment writing. |
| *Observe a mathematics lesson*  You will be given instructions on what to use and what to look for by your Maths tutor via your Mathematics and Computing in the Primary Curriculum module. | To support the discussions and thinking you will do about maths on ED1MC1. | Be available for post-observation discussion. Support your RPTs to unpick the rationale for each element they saw in practice as well as considering why it works. | There is no need to store this in your e-portfolio. Keep it somewhere for use in maths discussions. |
| **Visit 5 – 23rd Jan** | | | |
| *Learning through Play*  Spend the day in a Foundation Stage class, observing and supporting. Focus on:  **Learning through play**   * What types of play do you see taking place? * How do the adults in the setting support the chln to get the most out of their play? * What independent learning skills can you see the chln developing?   **Fine motor development**   * What do you observe about different chln’s fine motor strength or dexterity? * What activities are provided to support chln’s fine motor development? * What pencil grips do you see the chln using? * What are the differences in the chln’s handwriting/emergent writing?   Take notes of any questions you have about what you see and discuss them afterwards with the teacher leading the session. | To support you in understanding the educational context and experiences that your KS1 learners have previously had and what impacts these might have on how they experience KS1.  To help you unpick the value of play and exploration in learning.  To help you understand how the theoretical models of fine motor development look in reality. | (*Can be carried out by the teacher in the Foundation Stage class*)  Support the RPTs to reflect on the questions given. Direct their attention in particular to how talk is used to develop chln’s thinking and the role of concrete objects. Ensure the RPTs understand some of the common fine motor control challenges.  Explain what your school does to enable transition between the EYFS and KS1. | Upload your notes to the SBT section of your e-portfolio. |
| **Visit 6 – 30th Jan** | | | |
| *ED1MC1 Assignment Activity*  Do the Place Value/Number activity you have prepared with a small group of children. Refer to ED1MC1 maths lectures and materials on BB for more information.  You may find it useful to:   * take photos of the children’s work, * ask your placement partner to make notes during your activity for example of what you said and what the children said, * spend some time soon after the activity making notes including your immediate reflections on the children’s learning, for example the impact of your questioning, use of resources, misconceptions and anything you’d do differently next time or in a future activity with them to move their learning on etc | This will contribute to your ED1MC1 assignment. It will give you practice in appraising and critically evaluating your school-based experiences of teaching mathematics and its impact on children’s learning. | Facilitate each RPT carrying out their activity, with time allowed afterwards for immediate note-taking to capture their thoughts. | No e-portfolio storage. Use this activity to create your presentation for your assignment.  **Remember to anonymise all information you collect by changing children’s names or referring to them with a single initial.** |
| *Scaffolding, Adaptation and Grouping*  Using the Observation of an Experienced Colleague proforma, observe your mentor teaching a lesson, making notes on the detail of *what* the chln are asked to do at different points and *how* they are expected to do it. (Do this for both the input and the independent work.) After the lesson, have a reflective discussion with your mentor focusing on:   * In what ways did they scaffold chln’s thinking and learning (e.g. with questions, visual or concrete examples, guided practice). * In what ways were the tasks adapted for different chln? * In what ways was learning deeper for some chln than others? * Who decided which chln should do the adaptations? If the teacher decided, are the groupings fixed? What are they based on? | To develop your understanding of what counts as quality scaffolding and adaptation so that all chln can succeed.  **You will learn how to:**  Plan effective lessons by -  > Using modelling, explanations and scaffolds, acknowledging that  novices need more structure early in a domain. **(ITTECF 4a)**  > Removing scaffolding only when pupils are achieving a high degree of  success in applying previously taught material. **(ITTECF 4c)**  > Adapting lessons, whilst maintaining high expectations for all, so that  all pupils have the opportunity to meet expectations. **(ITTECF 5g)**  > Intentionally grouping in relation to a specific learning outcome,  regularly reviewing those groupings, taking care to monitor their  impact and avoiding the perception that groups are fixed. **(ITTECF 5q)** | Help your RPTs to choose which lesson would lend itself best to this task.  In the post-lesson discussion, unpick the small elements that count as scaffolding. Support your RPTs to recognise both what basic mastery and deeper learning adaptations can look like in practice. Help them understand how these things link to your assessment of individual need. Explain how made any decisions on behalf of chln about their learning task and how this sits within the context of you keeping groupings fluid. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| **Visit 7 – 13th Feb** | | | |
| *Working with disadvantage*  Meet with your mentor to discuss the chln in the class who are in receipt of the Pupil Premium Grant (PPG). Discuss:   * How the mentor makes time and small exceptions for these chln. * How the mentor and school ensure they have high expectations for these chln. * If there are other chln in the class the mentor would consider to be living with disadvantage but who are not on the PPG register. | This task will give you additional knowledge about the chln that you will teach, but it is also to deepen your understanding of the complexities of disadvantage and some concrete strategies for supporting those labelled thus.  **You will learn how to:**  Demonstrate expectations and trust by -  > Creating a culture of inclusion, respect and trust in the classroom that  supports all pupils to succeed (e.g. by modelling the types of courteous  behaviour expected of pupils). **(ITTECF 1e)**  > Consistently applying the school’s behaviour policy, including where  individual pupils have an agreed tailored approach. **(ITTECF 7m)** | In the discussion, ensure the RPTs understand how pupils in receipt of PPG are responded to individually; discuss how one child’s needs differs from another’s. Explore the strategies that do reduce barriers for these chln and what your goals for them are. | Upload your notes to the SBT section of your e-portfolio, *making sure that all chln are anonymised through use of initials.* |
| *Behaviour - positive reinforcement*  Observe your mentor teaching for two short periods of the day, one during a lesson input and one when the class is working independently. Identify times when praise is used for correct behaviour and the impact this has.   * In what ways is praise delivered (verbally, a gesture, a facial expression, a reward)? * Does it affect children other than those it was aimed at? How long do the effects last? * Can you identify chln who respond well to this strategy and any who don’t? * How does the teacher show that they believe every child is capable of praiseworthy behaviour?   Make notes on the above, using the Observation of an Experienced Colleague pro-forma. | To support you in exploration of the vital role that positive reinforcement plays in embedding routines and maintaining an effective classroom environment.  **You will learn how to:**  Establish routines and expectations by -  > Acknowledging and praising pupil effort and emphasising progress  being made. **(ITTECF 1.h)**  > Reinforcing established school and classroom routines though articulating links between behaviour and success. **(ITTECF 7j)** | After the lesson, discuss the benefits of positive reinforcement alongside the challenges. One particular challenge to focus on is the effect of child-centred praise on intrinsic motivation, as well as the dilution danger of over-praise. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| **Visit 8 – 27th Feb** | | | |
| *Supporting EAL (English as an Additional Language)*  With help from your mentor, identify two children in the school with EAL who are at differing levels of proficiency in English (e.g. one is a new arrival and one is speaking English with considerable fluency). Talk with these children’s teachers about the ways in which they adapt activities to support the children’s English language learning and learning in the curriculum subjects.  Find out as much as you can about these children’s home languages and how their languages are different from English. (For example: the Polish alphabet has more than 30 letters and some of them are letters and sounds which don’t exist in English; and a child who speaks Chinese is using a language whose writing system is completely different from our alphabetic system.) | To begin to develop your understanding of the range of EAL learners, as well as your cultural appreciation of language variation. | Support your RPT to identify two chln; this may require liaison with other teachers, although the chln can be in your class if you have suitable chln.  Share the school policy for working with chln who have EAL. | Upload your notes to the SBT section of your e-portfolio. |
| *Behaviour – low level disruption*  Observe a lesson, focusing on the reminders and techniques used by your mentor for halting low-level disruption. Consider these questions as you make notes:   * Are all the techniques used verbal? What are the least-intrusive techniques your mentor uses? * How quickly does the mentor intervene/halt unacceptable behaviour? What are the benefits of early intervention? * When does the mentor increase the warning/sanction? * What role does the mentor’s relationship with each child play in how a child is managed?   Make notes on the above, using the Observation of an Experienced Colleague pro-forma. | To prepare you for your own responses to low level disruption and help you to apply the school’s behaviour policy consistently.  **You will learn how to:**  Develop a positive, predictable and safe environment by -  > Applying rules, sanctions and rewards consistently in line with school  policy, escalating behaviour incidents as appropriate. **(ITTECF 1g)**  > Using consistent language and non-verbal signals for common  classroom directions. **(ITTECF 7e)**  > Using early and least-intrusive interventions as an initial response to  low level disruption. **(ITTECF 7f)** | Be available for post-observation discussion. Support the RPTs to notice how non-intrusive actions can be very beneficial as well as the need for early intervention. Also discuss any variations between how individuals are managed, unpicking the balance that must be achieved between consistency and response to individual needs. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| **Visit - 6th March** | | | |
| *Inclusion*  Consider the diverse needs represented in your classroom. There are likely to be many and some chln might be categorised as separate from the majority in multiple ways e.g. EAL *and* SEND. Do a walk around your classroom and the areas immediately around it, noting down anything that allows or promotes inclusion of *any kind of diversity*. Think as widely as you can. Things might include: signs; images; rules; choices about physical layout or routines; the content of books in the classroom; dedicated areas of the classroom etc. For each item, reflect on whether the inclusive message is implicit or explicit and discuss any questions that you have with your mentor. | To consolidate your learning in your ED1GIS1 module last term, specifically in understanding how classroom expectations and environment are as important to an inclusive education as lesson content. | Be available for post-task discussion. Find out what they noticed and what they didn’t, drawing their attention to anything you think is important. Discuss anything you feel is still an ongoing challenge to having an inclusive environment (e.g. a physical issue, a policy issue, am ethical issue etc) and how you try to mitigate it. | Upload your notes to the SBT section of your e-portfolio. |
| *Behaviour – transitions 1*  Identify two transitions that will take place during the day, e.g. from class to assembly or from class to home time. Observe these two transitions closely and make notes on the following:   * How does the teacher make their expectations clear? Even if the routine is already well-known, are the expectations reinforced? * How does the teacher ensure clear and easy to remember instructions? How many instructions are given at one time? * Do all chln move at the same time? What are the benefits of staggered instructions? * What role does the mentor’s relationship with the class play in how they are managed?   Use the Observation of an Experienced Colleague pro-forma. | To help you understand the features of good transition handling and to prepare you for doing your own next week.  **You will learn how to:**  Establish effective routines by -  > Giving manageable, specific and sequential instructions. **(ITTECF 7c)**  > Checking pupils’ understanding of instructions before a task begins.**(ITTECF 7d)**  > Using consistent language and non-verbal signals for common  classroom directions. **(ITTECF 7e)** | Be available for post-observation discussion. Draw attention to:   * the language you used * its consistency * the number of instructions given at one time * non-verbal instructions * how you reinforced expectations when needed * how you reinforced expectations beforehand | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| **Visit 10 – 13th March** | | | |
| *The Teacher’s Role*  Shadow and observe your mentor at different points during the school day (including times when the children are not present). Each time you think they demonstrate an element of Part 2 of the Teachers’ Standards, note this down, including *how* you think it shows Part 2 behaviours. **Use the pro-forma provided that has the different sections of Part 2 already listed for you.** Spend a short time discussing your notes with your mentor. Ask them if they feel they engaged in other ‘Part 2’ things that you didn’t spot. | To help you unpick what Part 2 of the national Teachers’ Standards includes and what delivering it can look like in practice. | Read Part 2 of the Teachers’ Standards (Personal and Professional Conduct) before the day begins to refresh your memory as to what it includes - [The Teachers' Standards](https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers__Standards_Dec_2021.pdf)  In the post-observation discussion, through discussing some of the examples (and some missed examples) support the RPTs to unpick just how embedded Part 2 is in the many actions and decisions (small and large) that you take each day. | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| *Behaviour – transitions 2*  Agree with your mentor on a key transition that you can manage today, e.g. independent work into lunchtime. Discuss what the usual expectations of that routine would be and recall your notes from last week. Lead the transition with the chln. Afterwards, reflect with your mentor on:   * What you did that contributed to the smooth elements of the transition. * What you did that contributed to the less smooth elements.   Consider the detail of your language, instructions, tone and how you managed any challenges. | To support you in developing your own transition management skills ahead of the block placement.  **You will learn how to:**  Establish effective routines by -  > Giving manageable, specific and sequential instructions. **(ITTECF 7c)**  > Checking pupils’ understanding of instructions before a task begins.**(ITTECF 7d)**  > Using consistent language and non-verbal signals for common  classroom directions. **(ITTECF 7e)** | When supporting each RPT’s reflection, draw their attention to the aspects of their behaviour/performance they were not aware of and the contribution they made to the success or otherwise of the transition. | There is no storage for this task. |
| **Visit 11 – 20th March** | | | |
| *Values Walk (PSHE focus)*  Arrange for two Year 6s to take you on a walk around the whole school. Take time to make notes on anything that suggests the school values to you. Things might include:   * Posters, signs or displays * Particular dedicated spaces in the school * Signs of inclusive routines, spaces or language. * Routines that are expected of different groups (e.g. chln, parents, visitors)   Finish the tour by talking to the Year 6s about what they like about the school and what values they feel it is ‘good at’. | To develop your understanding of the ways PSHE content is taught through whole school ethos and environment as much as in lessons. | Support your RPTs by arranging the tour with two Year 6 pupils.  Be available if your RPTs have any questions for you afterwards or observations they would like to discuss. | Upload your notes to the SBT section of your e-portfolio. |
| *Memory Game*  Take a group of six chln to a quiet space and play ‘My Dad went to Asda’ with them. (Adjust the shop and family member to accommodate any particular sensitivities or situations within the group.) The first player says, ‘My Dad went to Asda and he bought a… (they say an item)’. The next player in the circle repeats what has just been said but adds a second item to the sentence. And so on. The aim is to keep the chain going as long as possible but by working as a team.  Use several plays of the game to observe level of memory development and cognitive load. What is the average number of things the chln can remember? How do they respond to clues or give each other clues? If you play a round where they have to list the same things as in the previous round, is the recall better? If you play a round where the items have to be alphabetical, does that make a difference? What behaviours do they demonstrate when they are struggling to remember? Make reflective notes afterwards. | This activity will allow you to explore working memory function and typical behaviours that relate to it in this age group. | Identify a time in the day’s timetable when the RPTs can take out a small group. The group should not include any chln with SEND.  Be available for post-task discussion. It’s important that RPTs start to think about how memorisation can be supported through repetition and links to known structures. | Upload your notes to the SBT section of your e-portfolio. |
| **Visit 12 – 27th March** | | | |
| *Wellbeing and Mental Health*  Consider what you know about how the school supports pupil wellbeing. Make a list of: the practices you have seen in your class; any whole school approaches that you’re aware of; and any interventions you have heard about. Arrange a short meeting with the wellbeing lead (might also be the behaviour lead) and discuss how they see the school’s provision coming together as a complete picture. The exact questions you ask will depend on what things take place at your school. | This is an opportunity for you to find out what approaches this school has found works, both in promoting pupil wellbeing and responding to instances of poor mental health. | Support your RPTs with arranging the meeting.  The colleague in the meeting should consider sharing how the school is made to feel like a safe space, practices that class teachers are expected/encouraged to include, and any supportive interventions used with groups or individuals. | Upload your notes to the SBT section of your e-portfolio. |
| *Managing Workload*  Meet with your mentor to discuss how they manage their workload. Consider:   * What does the mentor consider the school does well to actively support reasonable workload for their teachers? * On what points is it less positive and what strategies does your mentor use then? * What tips would they give you for keeping workload manageable? | This is to ensure that you understand from early on that your workload should be manageable and purposeful and that you know some practical strategies for achieving this.  **You will learn how to:**  Manage workload and wellbeing by -  > Working with colleagues to identify efficient approaches to marking and  alternative approaches to providing feedback (e.g. using whole class  feedback or verbal feedback). **(ITTECF 6n)**  > Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). **(ITTECF 8o))**  > Protecting time for rest and recovery and being aware of support  available to support good mental wellbeing. **(ITTECF 8p)** | In your discussion, try to include practical tips in the areas of marking, assessment, planning and resourcing. | Upload your notes to the SBT section of your e-portfolio. |
| **Visit 13 – 24th April** | | | |
| *Questioning*  Video your mentor teaching the input of a lesson, or, if that is not permitted, observe the input. After the lesson, analyse the video with your mentor, focusing on how questioning was used. See if you can identify why certain questions were asked. Consider the types of questions asked – are they all the same? Is your mentor happy with how they dealt with all answers or if they directed the questions to the right chln?  *(If videoing, have the camera aimed at your mentor only and delete the recording after it’s been analysed).* | To support your exploration of the different types of classroom questioning.  It’s also good for you to see experienced teachers demonstrate how they reflect.  **You will learn how to:**  Stimulate thinking and check for understanding by -  > Including a range of types of questions in class discussions to extend and challenge pupils. Elaborate on and query pupil contributions to support knowledge development. **(ITTECF 4m)**  > Structuring tasks and questions to enable the identification of  knowledge gaps and misconceptions. **(ITTECF 6f))** | Help your RPTs to choose which lesson would lend itself best to this task.  Please consider all options for videoing, e.g. if use of an RPT phone is not permitted, is there a school device that can be used and which a staff member can delete from afterwards? There is no requirement for the chln to be videoed; only their oral responses to the teacher’s questioning would be captured.  Try to reflect honestly with the RPTs about the questions you asked, the chln you selected and your responses to their answers. Which questions were most effective for which purposes? Did you choose a range of chln to answer? How enabled were the chln to answer? Did you take every opportunity to probe? Were there reasons for moving on? | There is no storage for this task. |
| *Learning through Talk*  “It is children’s talking rather than children’s listening that develops understanding*.*” What examples of this can you find? Bring in a selection of varied and interesting objects. Arrange to teach a small group of chln (6) and invite them to explore the objects. Initially, just listen to them talk.   * What kind of opening comments do the children like to make? * How would you categorise the types of talk that they use? Is it all helpful? (PTO)   When the conversation starts to wane, you can make a comment to help them find a new angle, e.g. ‘I was thinking about how all these objects are connected,’ or ‘I don’t think you’d find these things in a XXX person’s’ house.’ Questions can be asked but comments often generate more discussion.   * How does their talk help them construct new understanding? * What sort of things do you need to do to keep the discussion on track and to get the chln using high-quality language structures?   Make notes and reflect on them afterwards with your mentor. | To support you in understanding the benefits of high-quality chln’s talk in learning. It should start you off in considering how classroom talk can be supported.  **You will learn how to:**  Stimulate pupil thinking by -  > Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. **(ITTECF 4p)** | Facilitate an opportunity for your RPTs to carry out this task. Make suggestions for objects that may be unusual or fascinating in the eyes of the chln in your class.  In the post-task discussion, support your RPTs to unpick how the chln developed their ideas about the objects through thinking aloud and chaining, building on or disagreeing with each other’s ideas.  Ensure they also reflect on their own role by beginning to consider what issues can sometimes arise in group talk and how their own interventions moved the talk forwards. | Upload your notes to the SBT section of your e-portfolio. |
| **Visit 14 – 1st May** | | | |
| *Planning for Placement*  Arrange a meeting with your mentor to begin discussions about your block placement that will take place from Week 4 onwards. Find out what the main topics will be in English, Maths and Science as well as any overarching topic. Look together at the SE Handbook for the block placement (if you have lost your printed copy, please download a new copy from the Placements section on the BA Ed (QTS) BB)) and begin to think about how the different requirements can be arranged. | To support a smooth transition from your visits into the block placement and to ensure that everyone knows what to expect. | If you haven’t already done so, visit the UoR Mentor Hub to download the Year 1 School Experience Handbook for the block placement (and print if possible). This was released on 29th April. When discussing the school planning for the weeks ahead with your RPTs, use your copy of the handbook to tailor the discussion towards the elements that are most relevant to the teaching they will be doing. | There is no e-portfolio storage for this task, but use any materials you are given to start either your Teaching file or E-teaching file (details in your block placement Handbook). |