

**Year 3 BA Ed (ED3PSP3)**

**School Experience Handbook 2024 - 25**

If in doubt about what is expected of you…

1. Check inside this SE Handbook
2. Ask a friend who is also on this programme
3. Contact your Supervising Tutor
4. Contact the Professional Programme Director

**Reading Partnership Teachers: The Primary Attributes**

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**Year 3: The Intentional Teacher**

In Year 3, you will move towards making some decisions more independently. You will begin to take on a wider range of responsibility, which means juggling priorities and people. By this point you will have gained multiple skills and understandings of the evidence base for different pedagogical approaches, and the challenge is to learn when or how to employ these in different situations. The intentional teacher gains confidence in the decisions that they make, understanding that all decisions require a rationale; good teachers should be able to justify their choice of actions and convey an idea of the sort of classroom they want to foster. RPTs at this stage are intellectually confident but still willing to ask for help, as they recognise - even as they become strong, effective teachers - that they will continue their learning journey into the induction period and beyond.

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*Appendix 1: Staged Planning Flow Chart*

1. **Pre-placement Preparation**

**Making contact with your school**

Once the School Allocation list has been published, take a good look around your school’s website and familiarise yourself with some of its key characteristics. The email accompanying the list will tell you from what date you may contact your school. You should email the mentor address provided on the list to introduce yourself and cc the ITTCo. You might like to say something about yourself, including sharing your subject specialism or, if you are a generalist, your special interests in the world of education. If you are going back to a school you have been to before, you might like to remind them of when they have seen you before.

You should find out, by return of email, what the school expect of you on the first day, in terms of arrival time, parking policy etc

**General**

It is also a good idea to do some general preparation. This could consist of familiarising yourself with the documents on Blackboard for this placement and downloading/printing the ones you will need. All pro-formas needed on a placement are always on BB (the main BA Ed (QTS) organisation) in the ‘Placement Information’ section, *except* for the Weekly Reflection form and Evidence Claim form, which you should use directly from your e-portfolio.

You may want to acquire physical things such as folders or notepads, depending on how you plan to work (see later sections) or a lanyard to hang a pen on for in-class marking. If your mentor mentions a particular platform or software that is used, it would also be a good idea to find out a bit about that or explore, if you have access.

It is also recommended that you re-read The Teachers’ Standards (in your e-portfolio) to support you in your thinking about how the Strands you have been assessed on in previous placements relate to the actual standards.

**DBS Verification**

You will need to ensure that you have your DBS letter with you on the first day (as downloaded from RISIS in your first year) as well as a form of photo ID to prove that you are the person named in the letter. Your school might also ask to see your original DBS certificate, so ensure you have that as well. If you do not have these things with you, you are unlikely to be allowed into the school.

**Tutorial: Thursday 28th November (12:30 to 1:30pm) OR Monday 2nd December (11:45 to 12.45pm)**

Your Supervising Tutor will contact you to set up this face2face group tutorial for **one** of the two times listed above. The number in the group will depend on the number of students that tutor is supervising. You will all have the chance to introduce yourselves to your tutor, both as people and professionals and you should get to know about your tutor too. This will also be an opportunity for you to share thoughts about working successfully on the placement and to ask any questions that you still have.

1. **What to expect on a School Experience**
2. **The Timetable**

**Contact Time**

On a block School Experience you spend 80% of the week in the classroom or ‘in contact’ with the children. This is equivalent to four days. This does NOT mean that you are teaching for 80% of the time; the amount of lessons that you should actually teach is stated clearly in the Year 3 Placement Curriculum section (**3**) of this handbook. For the remainder of that 80% (i.e. when you are not teaching your own lessons) you are expected to be supporting small groups or observing to support your development.

**PPA Time**

The other 20% of the week (one day or equivalent) is Planning, Preparation and Assessment (PPA) time. PPA time is a national entitlement for all teachers, during which they are away from their classes for 10% of the week (half a day). Early Career Teachers (ECTs) are given an additional 10% of non-contact time (called ECT time) to support them as new teachers, and thus we expect you to be given the same, as RPTs.

These are the usual expectations for PPA time:

* PPA time must be spent in school (unless the school deem this not possible)
* Good use of your PPA time would include: preparing resources; planning lessons; working with a profile child; evaluating lessons; marking; and putting up displays.
* Each week your PPA time should include a planned observation of your mentor or another teacher in the school, arranged in relation to your targets.
* We suggest you try to vary your PPA slot in some weeks, to avoid always missing the same subjects.

**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.

You should attend Staff Meetings if your mentor feels they will be relevant to you.

1. **Observing Experienced Teachers**

You will do a lot of casual observing of your mentor’s teaching, and possibly that of other adults too, during your time with your class. You should develop note-taking strategies that will allow you to collect together and analyse what you see but do be careful not to ‘over-balance’ into taking constant notes and never being part of the classroom action.

In addition to the casual observing, you will do several formal observations, which are listed in section 3 below.

When you reach the stage of deciding your own observations, these should be planned in relation to your current targets; your mentor and you decide between you which subject or which teacher it would be particularly beneficial for you to see. It might even be that you need to see a specific section of a lesson - e.g. transition, plenary, guided group work – and by doing focused micro-observations of two or three of these, you can do some useful comparative reflection.

A pro-forma is supplied for you to use when doing an observation of an experienced teacher. Remember the value of reflection and discussion after the observation and note the section at the end that asks you to consider what implications for your own practice have come out of the observation.

1. **Observations of Your Teaching**

Your mentor teacher will do a minimum of one formal lesson observation of you, with a post-lesson reflective discussion, per week. You will receive a written summary of this discussion. The lesson observation should always be agreed in advance with you and chosen in relation to your targets or to ensure feedback in a range of subjects.

On the day of the lesson, you need to supply your mentor with your planning and/or slides, as well as a copy of the *Observation Summary form* (your mentor will specify hard copy or electronic). **Before you provide the form, complete section A** with your chosen developmental focus for the lesson (the specific target, in terms of your own practice, that you will aim to demonstrate) and an explanation of how the lesson was planned.

After the observation, you and your mentor will meet to discuss it. Your reflections are just as important as your mentor’s and you should prepare for this meeting by deciding what you think about your impact on the children’s learning and the success of your developmental focus.

The same form can be used for any other formal observations that your mentor does of your other activities, e.g. observing you leading transitions, doing morning welcome, briefing a TA, talking to a parent, working with a small group and so on.

1. **Weekly Reflections**

The Weekly Reflection (WR) cycle is at the very core of your placement; it creates a spine that runs through it. Each week, you will have a Weekly Meeting with your mentor (best held near the end of the week). During this meeting, the focus is on *you* and your development. You should discuss the kind of week you have had and what you learned from it. You will also decide with your mentor what your main targets should be for the following week.

All of this needs to be recorded on the Weekly Reflection (WR) form which is in your e-portfolio. Your mentor should complete their mentor comments in the meeting and decide your targets with you; you can complete the rest/your comments in your own time. Keep a tight focus to the meeting and ensure a timetable for your commitments in the week ahead is also agreed. The suggested framework is:

* 30 mins – RPT and mentor reviewing progress (mentor fills in their bits of the WR)
* 30 mins – RPT and mentor planning the timetable/opportunities for the week ahead

Your tutor will check your Weekly Reflection in your e-portfolio by the end of Monday to see how you are getting on.

You are expected to actively seek to address the targets on your Weekly Reflections and to take responsibility for them; **you should have no hesitation in answering the question** ‘What are your current targets?’ if the head teacher, a tutor or similar person should ask.

Central to our training model is the belief that you must see yourself as an active, critical learner who will develop into a reflective and questioning teacher. You will need to try out what you observe and respond positively to feedback but must remember to reflect again afterwards and decide if it worked the way you expected and why. You will ultimately develop ideas about what you think will work for you as a future teacher.

1. **Planning and Evaluating**

When we refer to ‘teaching’ a lesson on placement, that is shorthand for you *planning, teaching and evaluating* that lesson.

**Co-planning**

The definition just given above does not mean that you should be planning independently. Co-planning support from your mentor is normal at all stages of development so that you can develop your understanding of *how* planning decisions are reached, how they influence lessons and what effective planning looks like. Co-planning refers to the practice of your mentor sitting with you (or having an online meeting) and the two of you writing the plan or lesson slides together; the balance of who takes most responsibility may shift as the placement progresses.

Planning involves various levels of discussion/thinking, including but not limited to: intended outcomes; subject content and vocabulary; links to previous learning; coherent progression; common misconceptions; subject-specific pedagogies; pupil support; and resources.

**Planning Pro-formas**

Please refer to Appendix 1 of this handbook to see the ‘Staged Planning Support’ flowchart, which outlines how an RPT should plan over the course of the programme and what pro-formas we expect you to use. On a Year 3 placement, it would be typical to start the placement in Phase 2 but to move onto Phase 3 as soon as ready.

As always, the pro-formas mentioned can be found on BB.

**Evaluating**

There are many ways of evaluating a lesson you have taught or capturing the important bits of an evaluative conversation after a lesson, but the most effective are to either:

* Annotate your lesson plan and or slides with brief reflections about the different stages of the lesson. You should use one colour pen to comment on anything **you** did and a different colour for your comments on the **children’s learning** at each stage.
* Keep a marking diary (an old exercise book) where you note down each day anything you noticed about the children’s learning as you were teaching or marking, as well as anything about your own practice that you were pleased or disappointed with.

Remember, evaluations are excellent evidence that you are a reflective teacher who can learn from experience, but also that you are having an impact on children’s learning.

**Generative AI**

Artificial intelligence (AI) is used regularly in many partnership schools and our programme also develops RPTs’ digital literacy and effective implementation of AI when on placement. In order to support RPTs with the opportunities and challenges that AI offers teachers, the effective, appropriate and critical use of AI will be explored within Professional Studies and subject-specific sessions. Throughout the programme, RPTs must follow school policies concerning the use of AI, especially concerning data protection.

For example, when using AI to support lesson development there are three broad, guiding principles:

1. Use and discussion of AI should be open and transparent. Ideally RPTs will make it clear from the outset (e.g. highlight on their lesson plan), and all must be honest if asked whether AI has been used.
2. RPTs need to be able to share what prompts they typed into the interface.
3. RPTs need to be able to discuss how they critically engaged with the outcome.

Please note that these principles apply to *placement* activities (e.g. lesson planning, resourcing, communications), and, when writing assignments, RPTs need to follow *university guidance* on the use of AI.

All RPTs should be aware that AI language models such as ChatGPT work by ‘data mining’. This applies particularly to open access models but may also apply to paid-for / subscription versions. RPTs must never enter any identifying details into any AI platform and must be confident in their school’s data protection policy.

1. **‘Paperwork’**

You will have three spaces to keep organised and up to date:

1. A hard copy binder (your ‘Teaching File’)
2. An electronic space (your ‘e-Teaching File’)
3. And your Professional Development Portfolio (known as your e-portfolio or PDP)

The Teaching File and e-Teaching File both serve a similar purpose in that they will be where you store your *day to day* plans, documents, notes and resources.

**The Teaching File**

We suggest the hard copy file will need these sections, but you are free to organise yours with the sections in a different order, or more sub-sections or additional sections, if you prefer. The main thing is that it must be organised, with clearly separated and labelled sections.

Sections

* **Information about the children**  - where you might putclass lists, assessment information and notes on PP, EAL and SEND provision for individuals etc
* **School planning** that you are given
* Your **lesson plans, slides and resources**, organised either:
  + Week by week or
  + Subject by subject
* **Other documents** given by the school or **notes made by you** in meetings etc

Once you have created the file and sections, anything that you choose to print out must go in here. Similarly, hard copy documents that you are given should be filed in here as appropriate.

The other hard copy item that you will need is **some form of marking diary** (an unwanted exercise book is sufficient). These are an excellent pedagogical tool and can reduce what you need to file in the section ‘about the children’. If you have a strong plastic fileable wallet, you can hang this inside the front of your Teaching File.

**The E-Teaching File**

You should think carefully about the best drive or platform on which to build this. Consider: what systems you’re familiar with; who will have access; how handy access is for you; if it will be backed up.

You should have **the same folders in your e-file as the sections in your Teaching File**, or at least very similar. Save your *electronic* documents to these folders. You only need to print what is necessary for you to teach well and for your mentor to monitor you. Some things will end up in the Teaching file, some in the e-Teaching file and others in both. Some examples:

1. Most of the school planning your mentor sends you is electronic and there is no need to print it off, so your e-file section on school planning gets quite full but the Teaching File section stays fairly empty.
2. You make lots of notes by hand in your marking diary whilst marking the children’s books. The diary would be stored with your Teaching File and would not need scanning or duplicating in the e-file.
3. You plan an English lesson electronically, creating a lesson plan and slides, but know you will teach better if you have both printed off so you can refer to them. The plan and slides would therefore end up in your e-file *and* your Teaching File.
4. Your school uses a commercial phonics scheme with lesson plans provided, but your mentor has explained that certain tweaks need to be made to the plan to make it work for your group. You decide to print the plan direct from the school portal and annotate your tweaks in the margin. This would end up in your Teaching File but wouldn’t be in your e-file.

This way of working aims to reduce workload and printing and to support sustainability.

Your Teaching File and e-Teaching File are primarily for you but should always be available if your mentor needs to see them, and arrangements should be made to have the contents readily accessible for any pre-arranged meeting with your Supervising Tutor.

**The E-Portfolio (PDP)**

The e-portfolio is hosted on Microsoft OneNote and when you log in, you will see your own e-portfolio. The BA Ed tutor team also have access.

You will use or upload things to the e-portfolio regularly.

**At the start:**

In Year 3 Placement > Key Information

* Complete the ‘School Profile’ page.
* Complete the ‘Inductions’ page.

**After each ITaP:**

* Upload your ITaP 5 workbook by Friday 24th Jan (one week after the ITaP ends)
* Upload your ITaP 6 workbook by Friday 31st Jan (one week after the ITaP ends)

**Every week:**

* Update the ‘Attendance Tracker’.
* Update the ‘Curriculum Subjects Tracker’.
* Upload your **Weekly Timetable** showing all your professional commitments.
* Complete your **Weekly Reflection** (start this in conjunction with your mentor).
* Upload any **Lesson Observation Feedback.**
* Use the ‘School-Based Tasks’ section as appropriate.

**Towards the end:**

* Complete the **Evidence Claim** pages.

**At the end:**

* Upload your completed **Assessment of Progress (AoP)**.
* Complete the ‘AoP Grades’ summary.

**Remember that your e-portfolio is viewable at any time by your tutor.**

1. **School-Based Tasks**

In addition to a specified amount of lessons to teach, there is a list of school-based tasks to complete (see section **3**). These are designed to ensure that you are receiving your minimum entitlement to the ITT Core Content Framework and that you are having the kind of experiences that will develop you in ways relevant to the Teachers’ Standards, in line with your current stage of learning.

1. **Assessment of the School Experience**

**Assessment Criteria**

You will receive a Pass or Fail result overall for this School Experience. This is determined by assessment against The Teachers’ Standards. You must demonstrate evidence at pass level for **each** Standard in order to pass the School Experience and achieve QTS.Standards can be achieved at these pass levels:

* Meeting (M)
* Exceeding (E)

A ‘Not meeting’ grade (N) can also be awarded for an individual Standard if you do not meet that Standard or if progress is not being made consistently enough towards that Standard. Please note, no one will get to the final assessment of the placement without knowing if there are serious concerns about the likelihood of their success. If there are doubts about your ability to reach the Standards then you will know, and you will have gone through Extra Support processes first (see section **4 D** below).

Whilst a ‘Not meeting’ grade (N) for any individual Standard is highly significant - because it places you below the pass threshold for the module - the ‘Meeting’ (M) and ‘Exceeding’ (E) grades are purely formative (i.e. less significant); both of these are pass grades and their role is only to indicate your strengths and areas for improvement as you manage your transition to Early Career training. This is why conversations about which grades most accurately reflect your current performance should include discussion about appropriate next steps for your development.

There is a document that supports you, your mentor and tutor to decide on your grades; it is called **Final Placement Assessment Guidance: Exemplification of Achievements in the Teachers’ Standards**. It is **not** a set of criteria that all need to be met, rather it is examples of what meeting each standard could look like. They are to support you and you are advised to look at them earlier in the placement to help you plan ahead. The document is on BB and in your e-portfolio.

Your Pass/Fail result is for this placement element of ED3PSP3 and will sit alongside your grade for the academic element of ED3PSP3 (the Research Engagement Project).

**Interim Progress Review**

Whilst you are not assessed against the Teachers’ Standards until the end of the placement, you will have a key progress review midway through the placement when your tutor visits. Your tutor will observe you for part of a lesson and talk with you and your mentor to check you are keeping up to date and to check you are on track to meet the Teachers’ Standards. Your mentor will complete the interim tab on your Assessment of Progress (AoP) form and your tutor will complete a Tutor Review form too; please make sure these are filed in your e-portfolio.

**Final Progress Review**

Your tutor will organise a three-way meeting with your mentor and you within the final three days of the placement to confirm your placement pass and discuss and determine your grades. Your mentor will complete the final tab on your AoP for this meeting and you must complete the Evidence Claim pages of your e-portfolio (see relevant page for instructions).

In the meeting, your tutor will confirm your placement pass and finalise your grades. (If your performance level has been borderline, this discussion will be in depth and your meeting will take longer. A moderator will be present, and the meeting will end if the agreed outcome is a fail grade for the placement. Your supervising tutor and any moderator reserve the right to offer advice and make final decisions if you and your mentor cannot agree.)

Once a pass is confirmed, the main goal of the meeting is to generate detailed targets and actions that you can take forward into your Early Career induction, so the targets on your AoP will be discussed and refined, for the benefit of you and your ECT mentor.

**The Fundamental Skills (English and Maths)**

These are detailed in your Professional Development Portfolio (e-portfolio) and are also on a tab on your Assessment of Progress (AoP). If you have targets relating to these that pre-date this placement, ensure they are discussed with your mentor early on for development on this placement. In your Interim Progress Review, your mentor will be asked to confirm that you are meeting these and support actions will be planned if you are not. In your Final Progress Review meeting, your mentor will be asked to confirm that you have been demonstrating the Fundamental Skills satisfactorily in the context of your placement.

If you do not meet the Fundamental Skills during the placement, but do meet all the Teachers’ Standards, you will still pass this element of ED3PSP3. However, you cannot be recommended for QTS if we are not satisfied that that your Fundamental Skills are at a sufficient level, so if your mentor is not satisfied with your Fundamental Skills, you will need to meet with your Academic Tutor as soon as possible to review your performance, in conjunction with your English and Maths audit results, and discuss the steps you will take to improve and demonstrate any missing skills.

1. **The Year 3 Placement Curriculum**

**Diagnostic Week**

**­­**

**Mon 9th December – Fri 13th December**

This initial diagnostic week of the placement has distinct aims to do with raising your confidence and readiness for regular teaching responsibility across the range of the primary curriculum in your specific school. It should support you to get to know your pupils well, through observation and discussion.

**Inductions**

Your school will ensure that you receive inductions on your arrival into: the Safeguarding and Child Protection policy; the Health and Safety policy; the Data Protection policy; and any other policies or Codes of Conduct that are mandatory for those working in the school to know about.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week 1 (diagnostic)** | | | | |
| Teaching | | Observations | | |
| * Take the register and read class story several times this week. * Teach a whole class session, from your mentor’s plans, with a focus on establishing your classroom persona and expectations. | | * **Observe a lesson (behaviour management focus)** – using an Observing an Experienced Colleague pro-forma, make notes on: expectations set by the teacher; strategies used to encourage learning behaviours; use of the school’s behaviour policy; management of transitions; and positive reinforcement. * **Observe an English lesson** – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. * **Observe a Maths lesson** – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. * **Observe a Science lesson** – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. * **Observe identified Foundation Subject 1** (see note above) – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. | | |
| Task for RPT | Purpose | | Mentor role (including which ITTECF ‘learn how to’ experiences (in bold) to provide) | Storage |
| *1. Sharing your AoP*  Send your mentor your AoP and discuss the progress you feel you made during your Year 2 Placement and the targets that were identified for you. | **Strand E**  To help your mentor get to know you as a teacher and to ensure a shared understanding of your opening aims. | | Read through your RPT’s ‘Year 2 Final’ tab and then meet with them to discuss their views on the comments, their intended priorities and how your school might fit with developing these. | There is no storage for this task. |
| *2. Behaviour: Rules and Routines*  Arrange to meet with your mentor to discuss the school’s Behaviour and Wellbeing 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 on? * 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?   Discuss opportunities for you to use and reinforce school rules and routines. | **Strand A**  To help you become familiar with the rules and routines that you will also be expected to reinforce and to appreciate some of the principles behind them. | | Ensure that your RPT feels confident by the end of the discussion in the non-negotiable lesson and school routines that you expect and what methods for managing low-level behavioural challenge are available to them.  **RPTs need to learn……**  …… how to *respond quickly to any behaviour or bullying that threatens emotional safety* ***(ITTECF 7A)***  *…… to use early and least-intrusive interventions as an initial response to low level disruption.* ***(ITTECF 7G)***  *…… how routines are established at the beginning of the school year, both in classrooms and around the school.* ***(ITTECF 7H)***  *…… how to explicitly teach routines in line with the school ethos that maximise time for learning.* ***(ITTECF 7I)***  *…… to reinforce established school and classroom routines.* ***(ITTECF 7J)*** | Upload the completed pro-forma to the SBT section of your e-portfolio. |
| *3. Book Expectations*  Spend some time looking through some of the chln’s books. Look at at least three different subjects. Make notes on the expectations regarding:   * Layout and labelling. Is a title expected? A date? An LO? Does anything get stuck in? * Volume of work. What seems to be acceptable for different levels of attainers? What does the teacher do if there is insufficient work? * Marking. Is every piece marked? Are their codes you need to know? | **Strand A**  To help you become familiar with what the teacher/ school’s expectations are for chln’s work so you can maintain the same expectations. | | After your RPT has done this task, ask them to tell you what the expectations seem to be. Discuss when, in the lessons they have already witnessed, there were instances of you enforcing expectations and how that has impacted on the work done in the books. Discuss how you keep marking time down.  **RPTs need to learn……**  …… *to teach and rigorously maintain clear behavioural expectations (e.g. for contributions, concentration).* ***(ITTECF 1F)***  …… *how to identify efficient approaches to marking and alternative approaches to providing feedback and deconstruct this approach.* ***(ITTECF 6N)***  *…… to reduce the opportunity cost of marking.* ***(ITTECF 6N)*** | There is no storage for this task. |
| *4. Set Up Marking Diary*  Find an unused exercise book to act as your marking diary. Ensure that you have read the school’s Feedback policy and think about how you can use your marking diary in conjunction with the school policy to keep meaningful notes when written marking is not required. | **Strand D**  To help you become familiar with the policy that you will also be expected to follow and to ensure that you are working in a time efficient way. | | Discuss the school’s feedback policy in relation to the idea of keeping a marking diary. Share your own practices for noting what verbal feedback needs to be given and next steps for individual chln or groups, emphasising how these are efficient. Ensure they know the marking codes and routines for your school.  **RPTs need to learn……**  *…… to develop an understanding that written marking is only one form of feedback.* ***(ITTECF 6M)***  *…… how to use verbal feedback during lessons in place of written feedback after lessons where possible.* ***(ITTECF 6O)***  …… *how to reduce the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).* ***(ITTECF 6P)*** | There is no storage for this task but keep the Marking Diary safe. |
| *5. Designing progression*  Meet with your mentor and year group planning team (or perhaps the Curriculum Lead at the school) to discuss the key principles of curriculum design in your school. Questions that may be helpful to ask include:   * How should I select the key knowledge to be taught for each subject? Do you use knowledge organisers? * How thematically linked are the different subjects within my year group? * Is there an expected ‘shape’ to sequences of learning/units of work in this school? Is retrieval practice or greater depth challenge incorporated in a particular way? * Why is your curriculum planned the way it is? | **Strand C**  To give you the information you need to contribute to curriculum planning and to support your understanding of curriculum decision making. | | Ensure the person supporting the RPT with this task has some curriculum planning examples with them to support the discussion. They should also read the ‘learn how to’ statements for Standard 3 in the ITTECF (page 13-14) before the meeting.  **RPTs need to learn……**  …… *to take into account pupils’ prior knowledge when planning how much new information to introduce.* ***(ITTECF 2A)***  *…… how to plan regular review and practice of key ideas and concepts over time and deconstruct this approach.* ***(ITTECF 2H)***  …… *how to balance exposition, repetition, practice and retrieval of critical knowledge and skills.* ***(ITTECF 2J)***  *…… how to identify essential concepts, knowledge, skills and principles of the subject.* ***(ITTECF 3A)*** | Upload your notes to the SBT section of your e-portfolio. |
| *6. Information about the class*  Meet with your mentor and collect relevant Assessment information about the class’s attainment and other needs (EAL, SEND, PP etc) that will inform your teaching. At the end of the week, when the chln are not there, write a list of all the chln in the class that you remember. Check it to see who is missing and make a specific effort to get to know those chln next term. | **Strand B**  To build your knowledge of the needs of the chln in your class and to help you to identify which chln are more easily overlooked in your classroom. | | Ask your RPT about their list, after they’ve done it, and discuss the chln who were left off/hard to remember. In the spring term, provide opportunities for your RPT to work with these chln, emphasising how you have high expectations of them that are always based on knowing their starting point. | Store this information in your Teaching File or e-Teaching File as preferred. |
| *7. REP Task 1*  Explain the REP to your mentor. They will know very little about it, so you need to be able to explain it to them/share the handbook. Through liaison with your mentor, access the School Improvement Plan (SIP). Decide upon a focus for your REP, drawn from the SIP (this is best done via a conversation with your mentor or ITTCo). Be discerning about finding a specific aspect of an improvement aim which can be addressed (i.e. don’t try to plan your project to address *all* aspects of an improvement aim.). Complete the MS Proposal Form for Simon Floodgate by **Friday 20th December -** <https://forms.office.com/e/inj6f7WkwU?origin=lprLink> | **Strand E**  To initiate your REP within your school placement. | | Find time to meet with your RPT for this task. They will need access to/a copy of your School Improvement Plan (SIP) for the meeting. Briefly help them ‘unpack’ the aims of your SIP and discuss which might be a sensible aim for your RPT to focus their REP research design on. You might like to invite the ITTCo or a senior leader to this meeting. Your RPT will most likely need help in understanding the aims and then *narrowing* the chosen focus down.  **RPTs need to learn……**  *……how to engage in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes.* ***(ITTECF 8A)***  *……to contribute to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school.* ***(ITTECF 8F)*** | There is no e-portfolio storage for this, but you will find your notes useful for the later stages of the REP. |
| *8. Medium Term Plan*  With your mentor, select one subject (not English or Maths) which has scope for you to create the medium-term plan to be delivered **in the six weeks between February half-term and Easter**. You will be in school for four of those weeks. Aim to select a subject that you are less confident in. Discuss the intended topic and content, including anticipated misconceptions.  After diagnostic week: Use the university holiday and /or the weeks up to February half-term to develop a draft of your plan, ensuring your mentor receives the plan in good time to give feedback before delivery. | **Strand B + C**  To develop your curriculum and progression planning skills. | | Negotiate with your RPT as to which subject they can work on in this way. You may have existing schemes for some/all subjects. If that is the case, try to provide as much opportunity for them to develop the objectives in a different way and make it ‘their own’. Ensure that you discuss the key content to be taught, checking your RPT’s understanding, exploring potential misconceptions and determining appropriate progression.  Spring term: Give your RPT some feedback on the plan after they have sent it to you. This should acknowledge the effective elements and highlight what might need to be changed.  **RPTs need to learn……**  …… *how to provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.* ***(ITTECF 3D)***  …… *how to* *use resources and materials aligned with the school curriculum.* ***(ITTECF 3F)***  *…… how to use retrieval and spaced practice to build automatic recall of key knowledge and deconstruct this approach.* ***(ITTECF 3K)***  *…… to ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.* ***(ITTECF 3N)***  …… *how to identify possible misconceptions and plan how to prevent these forming.* ***(ITTECF 2E)***  *…… be aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.* ***(ITTECF 3G)***  …… *to start expositions at the point of current pupil understanding.* ***(ITTECF 4G)*** | Store the completed plan in your Teaching File or e-Teaching File as preferred AND upload them to the Medium-Term Plan page in your SBT section of your e-portfolio. |
| *9. ITaP Organisation*  Your mentor may or may not have seen the ITaP requirements yet. Explain that on the days below, you will need to teach certain lessons and negotiate for them to be put into the timetable.   * Thurs 16th Jan – a DT OR Languages OR Computing lesson * Thurs 23rd Jan – an English lesson about spelling * Thurs 23rd Jan – a science lesson with an enquiry element   All of these lessons should teach content decided by the school to fit with their current curriculum. | To support delivery of the ITaP learning aims and allow you to try out ideas learned in practice. | | Your mentor training video, ‘Supporting the ITaPs’ will be released on 9th December. Full information about what we are trying to achieve and your role in this will be in the video, but for now we would very much appreciate if you could agree that it will be possible for your RPT to teach these lessons on these days (content to be discussed after Christmas as and when needed). | No storage needed. |

**Block Teaching Placement**

**­­**

**Monday 13th January – Friday 21st March**

\*Note on Teaching\*

During the block placement, when your significant teaching begins, your planning and teaching commitment is listed as a percentage for each week. This commitment, across the whole seven weeks, should include:

* Regular taking of the register/morning routines and storytimes.
* English and Maths lessons; aim to teach sequences of consecutive lessons, building to the whole units.
* Phonics lessons: if on a KS1 placement, aim to teach sequences of consecutive lessons.
* Science lessons.
* Foundation subject and RE lessons.
  + Identify any subjects you did **not** have the opportunity to teach on Year 2 school experience. You must teach **at least two lessons** in those subjects.
  + Identify further subjects that you feel less confident in. Make teaching these your next priority.
  + Aim to also teach the remaining subjects.
* Some Citizenship.
* Some Guided Reading (or your school’s equivalent).
* If you are placed in KS1, you may need to visit a KS2 setting to experience Primary Language teaching.
* If you are placed in KS2, you will need to arrange to visit a KS1 or FS class and teach three Phonics sessions in sequence.

You MUST ensure that **you do not teach a subject until you have observed your mentor teach it first**, so that you become familiar with the school’s policies, methods and expectations for that subject.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Beginning 13th January – ITaP 5: Working with additional adults** | | | | |
| In this ITaP, you will be in university sessions on Monday and Tuesday, Wednesday morning, and Friday afternoon.  You will be in your school on the afternoon of Wednesday 15th Jan, all day on Thursday 16th Jan and the morning of Friday 17th Jan.  Full details about your learning and tasks will be given in the ITaP workbook for the week. The ITaP is not an assessment; it is just a particular way of timetabling your learning. | | | | |
| **Week Beginning 20th January – ITaP 6: Adapting teaching for those with SEND** | | | | |
| In this ITaP, you will be in university sessions on Monday, Wednesday, and Friday.  You will be in your school on Tuesday 21st Jan and Thursday 23rd Jan.  Full details about your learning and tasks will be given in the ITaP workbook for the week. The ITaP is not an assessment; it is just a particular way of timetabling your learning. | | | | |
| **Week 2** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 40% of the timetable (\*See ‘Note on Teaching’ above). | | * **Observe a P.E. lesson** - using an Observing an Experienced Colleague pro-forma, make notes on: the structure of the lesson; teaching approaches employed; key vocabulary; and health and safety elements. * **Observe identified Foundation Subject 2** (see note on page 18) – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 3** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 50% of the timetable (\*See ‘Note on Teaching’ above). | | * **Observe some of the remaining Foundation Subjects that have not been observed yet** – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 4** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 50% of the timetable (\*See ‘Note on Teaching’ above). | | * **Observe any remaining Foundation Subjects that have not been observed yet** – using an Observing an Experienced Colleague pro-forma, make notes on: key subject-specific skills that the teacher reinforces with the chln; links made to other learning in the subject; key vocabulary; and teaching approaches employed. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 5** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 60% of the timetable (\*See ‘Note on Teaching’ above). | | * In your PPA time, carry out **one observation** of an experienced colleague, selected on the basis of your current professional development needs. The observation could be a lesson, a section of a lesson, an intervention, a challenge task, a conversation with a parent, a TA briefing or anything that you would benefit from analysing and deconstructing. Record this on an Observation of an Experienced Colleague proforma and discuss it. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 6** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 70% of the timetable (\*See ‘Note on Teaching’ above). | | * In your PPA time, carry out **one observation** of an experienced colleague, selected on the basis of your current professional development needs. The observation could be a lesson, a section of a lesson, an intervention, a challenge task, a conversation with a parent, a TA briefing or anything that you would benefit from analysing and deconstructing. Record this on an Observation of an Experienced Colleague proforma and discuss it. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 7** | |  | | |
| Teaching | | Observations | | |
| * Plan and teach 80% of the timetable (\*See ‘Note on Teaching’ above). | | * In your PPA time, carry out **one observation** of an experienced colleague, selected on the basis of your current professional development needs. The observation could be a lesson, a section of a lesson, an intervention, a challenge task, a conversation with a parent, a TA briefing or anything that you would benefit from analysing and deconstructing. Record this on an Observation of an Experienced Colleague proforma and discuss it. | | |
| Tasks | |  | | |
| Choose some tasks to complete this week from the list below (after Week 8). | |
| **Week 8** | | | | |
| Teaching | | Observations | | |
| * Plan and teach 80% of the timetable (\*See ‘Note on Teaching’ above). | | * None unless you need to. | | |
| Tasks | |  | | |
| Complete any tasks remaining from the list below. | |
| Task for RPT | Purpose | | Mentor role (including which ITTECF learn how to experiences to provide…) | Storage |
| *10. REP Task 2*  Watch the screencast ‘*REP: Research Design – Methodology, Methods and Ethics’* (available from 27th January).  Make notes on research design methods, data collection methods and ethical considerations. Think about how these relate to:   * Your chosen improvement aim from your school’s SIP * The provision changes or actions identified as part of meeting this improvement * Your draft Research Questions (RQs). Do these require any adaptation?   Use your notes and the screencast content to help you design some research that will help towards the SIP aim that you are focusing on. This research plan should be outlined on PPT slides and will be present to your mentor and others in task 19 **(10th March onwards).** See your REP handbook for full details on this. | **Strand E**  To allow you to approach the research design phase of your REP in an informed way. It will also support your understanding of research design more generally for action research in the future. | | If you, or your ITTCo/senior leader, can find time to meet with your RPT to discuss their notes and thoughts relating to their research design for their chosen SIP aim, it would be helpful.  **RPTs need to learn……**  *……how to strengthen pedagogical and subject knowledge by participating in wider networks.* ***(ITTECF 8B)***  *……to reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* ***(ITTECF 8E)*** | There is no e-portfolio storage for this, but you will find your notes useful for the later stages of the REP. |
| *11. Homework Policy*  Meet with your mentor to discuss the school’s Homework policy, in particular how this is applied in your year group. Try to find out:   * What is the *purpose* of homework in this school? * What quantity of homework is suitable for the age group and how is it managed? * Does the school suggest other, less formal opportunities for out of class learning that make links between school learning and the world beyond? | **Strand B**  To develop your understanding of homework that is effective as a learning tool and prepare you for your role in it. | | Discuss the school’s Homework policy with your RPT, including the maximum appropriate expectation for your year group. Discuss possible opportunities in the spring teaching block for informal links between home and school learning and discuss what would be a manageable part of the homework setting for your RPT to support. | Upload your notes to the SBT section of your e-portfolio. |
| *12. Shadow Termly Tracking*  Find out when the data entry points for your class are and arrange to shadow your mentor whilst they use the school’s chosen tracker to record some chln’s learning in English and some in Maths. Find out what they use to make these judgements and how they know they are sound. Have a go at doing one child in each subject yourself and discuss your conclusions with your mentor. | **Strand D**  To develop your understanding of classroom practices feeding into summative tracking and the value this has. | | Articulate how you draw conclusions about what pupils have learned by looking at variety of pieces. Model how performance is measured and the challenges there can be in interpreting that as learning.  When your RPT has done some assessing of work independently and you have discussed their conclusions, ask your RPT what they would do next with those chln: how would they ‘close the feedback loop’?  **RPTs need to learn……**  *…… how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.* ***(ITTECF 6B)***  *…… to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.* ***(ITTECF 6C)*** | There is no storage for this task. |
| *13. Shadow a Pupil Progress Meeting*  Find out about Pupil Progress meetings in your school and how they operate. Ask to attend one between your mentor and the relevant senior teacher during your placement. Ask for a copy of the class data before the meeting and interrogate it. Ensure you can identify:   * Which children are on track to meet age-related expectations, and how you know? * Any patterns revealed by the data (are there any groups of children who are not on track or making strong progress, for example)? * Any themes that could inform planning, for example areas of the curriculum needing more focus?   (Ensure any notes made only contain children’s initials.)  If it is not possible to attend a meeting, set up a role play with your mentor or ITTCo leading the meeting and asking you about your pupils’ progress. | **Strand D + E**  To support your understanding of teacher accountability and assessment structures. | | Provide your RPT with access to your class tracking data.  If it is possible for your RPT to be an observer/contributor in your own pupil progress meeting that would be ideal. After the meeting, find out what your RPT noticed about the process, particularly drawing their attention to the fact that the meeting was as much formative as it was a summary of past progress and that the process informs your future planning.  If it isn’t possible for your RPT to observe your meeting, plan a time where you can meet with them and introduce them to the sort of questions or discussion points you are used to your senior leaders raising.  **RPTs need to learn……**  *…… to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.* ***(ITTECF 6C)*** | Upload your notes to the SBT section of your e-portfolio. |
| *14. Interpreting statistics and graphs*  Follow the instructions on the worksheet on BB/ your e-portfolio. Interpret the data on the worksheet by looking at the graphs and answering the questions. Discuss your conclusions with your mentor. Write your answers on the worksheet. | **Strand C**  To meet the Fundamental Skills in mathematics, specifically:  *Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers.* | | Have a look at the worksheet and interpret the data and discuss patterns and conclusions alongside your RPT. Have a professional discussion with the RPT about the conclusions from this international data and your own experience with this in your school. | Upload the completed worksheet to your e-portfolio. |
| *15. End of Year Report (to do near the end of SE)*  After discussion with your mentor, write an example school report for a child in your class, drawing on their work, your notes and other sources. You can use the school’s report pro-forma for this. Consider the potential interpretation of the parent reader and seek your mentor’s advice on balancing your message to be unambiguous but fair. You could also ask the child to write a short report on themselves (if this fits the school approach or is age appropriate) and compare the two. | **Strand E**  To gain experience in writing reports for parents under guidance from an expert colleague. | | Facilitate this task by providing the template used by your school for end of year reports (electronic is fine). Support your RPT by providing them with a couple of example reports from a previous year and discussing how you approached the writing of them and any difficulties you encounter.  **RPTs need to learn……**  *…… to communicate with parents and carers proactively and make effective use of tools to engage parents and carers in their children’s schooling and deconstruct this approach.* ***(ITTECF 8I)*** | The report will be used in the Professional Studies session in Week 11 of the Spring term.  Upload the completed report to the SBT section of your e-portfolio. |
| *16. Reading for Pleasure*  Have a circle time with your class where you discuss what they like to read for pleasure and what issues they encounter (e.g. ‘I don’t like books’). Introduce the idea that everyone likes different things and see what shared interests can be uncovered by the discussion. Have some specially chosen books to show them (use the Learning Hub), including less traditional texts, e.g. comics. Conclude by giving details of the local library. | **Strand A + C**  To support your reflection on the challenges of supporting reading for pleasure and to emphasise the power of communal interest. | | Discuss the challenges you encounter with your class in developing readers who read for pleasure. Discuss what you do for those who don’t engage, drawing the RPT’s attention particularly towards approaches you employ across the curriculum (not just English) and across the school. Share how your school uses audio-books (if at all) and what you do to promote reading forpleasure.  **RPTs need to learn……**  *…… how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).* ***(ITTECF 3R)*** | There is no storage for this task. |
| *17. Staff Meeting (do this OR task 18)*  Negotiate with the school to lead a whole staff meeting or section of a staff meeting. The content could relate to: developments in your subject specialist area; expertise you have related to your specialism; research you have encountered in your taught studies; an approach that you developed knowledge about on a previous placement; or any other relevant topic that you feel some confidence in. You will need to think about this in conjunction with your mentor and Headteacher and use their support as appropriate. | **Strand E**  To challenge yourself to contribute to the wider school and engage with continuing professional development. | | Your RPT may be uncertain about engaging in this task. Use gentle probing to unpick what they might be able to share with colleagues, and, if you have noticed anything being mentioned already through their classroom practice, point out that that may be a good choice. Discuss the fact that staff meetings are about collaboration and are a way for teachers to support one another and drive school improvement. You and your RPT could co-deliver a section of a staff meeting if that is more at their confidence level or they could deliver to a smaller group, e.g. your phase team.  **RPTs need to learn……**  *…… about strengthening pedagogical and subject knowledge by participating in wider networks.* ***(ITTECF 8C)***  *…… how to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school* ***(ITTECF 8M)*** | Upload your materials to the SBT section of your e-portfolio. |
| *18. Assembly (do this OR task 17)*  Lead a school or phase assembly, either on your own or with members of your class. Find out if the school has an Assembly Policy (Collective Worship) and discuss with your mentor what the aims of different types of assemblies are, so that you are well-prepared. | **Strand E**  To challenge yourself to contribute to the wider school and reinforce ethos. | | Share the Collective Worship policy at your school and discuss the different types of assemblies/events/ gatherings that arise from that policy in action. Work with your RPT to develop something appropriate for this opportunity.  **RPTs need to learn……**  *…… how to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school* ***(ITTECF 8M)*** | Upload your preparation notes to the SBT section of your e-portfolio. |
| *19. REP Task 3*  Within the final fortnight of your placement **(10th to 21st March)** deliver your Stakeholder Presentation to the relevant stakeholders in your school (mentor, HT, perhaps others).  You will need to organise a date, time and space for this and ensure any technical equipment you will need. It should be 10 minutes of delivery and 10 mins of Q&A).  *Ensure you follow the guidance given in the REP Handbook for the presentation.* | **Strand E**  To give you formative feedback from colleagues to inform your final Poster and Critical Reflection. | | Work in partnership with your RPT to arrange the presentation meeting. Support your RPT with any worries or queries they might have. Complete the Stakeholder Feedback Form for your RPT and talk it through with them either immediately following the presentation or shortly afterwards.  **RPTs need to learn……**  *……how to seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.* ***(ITTECF 8C)***  *……to reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* ***(ITTECF 8E)*** | There is no e-portfolio storage for this, but your slides and written feedback forms are submitted as supporting documents with the summative REP submission. |
| *20. Observe Parents Evening (if possible)*  If a parents evening is taking place during your block placement, request that you be allowed to ‘sit in’ on a chunk of the meetings to observe. This can happen whether the parents evening is face to face or online. Observe and take notes on how the teacher leads the conversation, as well as what seem to be the most common questions from parents/guardians. Discuss your notes with your mentor. | **Strand E**  To support your understanding of the role parents can play and to develop your relationships with parents of your class. | | In the post-parents evening discussion, support your RPT to unpick the different strategies you employed. Evaluate how successful each meeting seemed to be in terms of parental engagement and discuss what you will do for chln whose parents haven’t attended.  **RPTs need to learn……**  *…… effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.* ***(ITTECF 7K)***  *…… how to communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstruct this approach.* ***(ITTECF 8I)*** | There is no storage for this task. |
| *21. Plan a School Trip (if possible)*  If the opportunity arises, actively contribute to the arrangements for an out of school trip. This might include: going to do a recce; writing Risk Assessments; working with colleagues to plan trip content; and managing parents or helpers. | **Strand E**  To demonstrate the possibilities of out of class learning and the professional and safeguarding role the teacher plays in such trips. | | Allow your RPT to shadow as much of the preparation process as possible, articulating to them along the way how and why certain decisions are made, including how the trip will enhance learning and fit within the curriculum. Ensure they understand clearly where their role starts and stops on the day (they can be counted as an extra adult but not an extra teacher).  **RPTs need to learn……**  *…… about their duties relating to Part 2 of the Teachers’ Standards in all spaces where they have care of children.* ***(ITTECF 8B)*** | Upload your preparation notes or resources to the SBT section of your e-portfolio. |

1. **Further Information**
2. **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.

1. **Absence**

**Absence Procedures**

Please maintain your Attendance Tracker in your e-portfolio weekly.

If you will be absent from school due to illness you need to let your mentor know as early as possible on the day. Additionally, *for each day you are absent* you must let both your Supervising Tutor and the Partnership Office know, via email. The Partnership office is on [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk). **Failure to attend the placement without a good reason means we can consider you for failing the placement element of ED3PSP3.**

If your school has an INSET day during your placement you are expected to attend. If you cannot, for example because the training requires a fee, then you should use the time for PPA type activities.

**‘Making up’ Absence**

If you miss a day or days at school for an authorised reason, *you do not need to organise to make this day up.* The same applies to ‘snow days’ or other emergency school closures e.g. a burst pipe. Please do not worry about missing out on school experience; *learning to teach is a marathon not a sprint*, and our programme is strong enough to support you through any missed opportunities or challenges that may arise. **However, if your absence becomes significant *and you therefore struggle to have sufficient evidence to pass*, then you will be told to resume the missed time after the official placement end date.** This could have an impact on your studies, progression and the taught course, although we do everything we can to mitigate this and make sure this doesn’t happen. Extended absence cases must always be discussed with the Professional Programme Director.

**Job Interviews**

You are strongly advised to focus on the School Experience and to seek jobs in earnest *after* the placement is over but there will inevitably be some jobs that are advertised during placement. If you are offered an interview, you will be excused from school for the day or half-day, as appropriate. This should not come out of your PPA unless you have more than one interview within a week or there is a reason that you feel it would be appropriate to use your PPA. However, you are *not* permitted to use placement school days to travel to interviews (e.g. back home) or to undertake tours of prospective schools

1. **Supervising Tutor Support**

**General**

Your Supervising Tutor will play an important role in your development. They will meet you for a face2face group tutorial before the placement begins and they will then be your first port of call if you have any questions that the handbook doesn’t answer or challenges on your placement. Make sure that you have their contact details by the end of the tutorial.

They will look at your Weekly Reflections each Monday to see how you are getting on and may respond if they see a need to. This process also means that they stay up to date, which is helpful when they carry out their visit, known as the Interim Progress Review. This will happen around about Week 4 or 5 of the placement. They will also attend your Final Progress Review meeting (online) in a supportive capacity (final week).

**What to expect on a Tutor Visit (Interim Progress Review)**

Pre-visit

* Your tutor will liaise jointly with you and your mentor about the best date for this that works for everyone.
* If you feel that you will need some time to talk privately with your tutor whilst they are in school, please let them know by email in advance of the visit so they can factor this in.
* The day before the visit, you need **to email an Observation Summary form to your tutor**, with Section A completed (your chosen developmental focus and an indication of how independently you planned the lesson).
* On the morning of the visit, you need to make sure any planning you have done for the lesson (UoR pro-forma, school pro-forma, slides – whatever you’ve used) **is printed and ready for your tutor to pick up.**

During the visit

* The *ideal* schedule for your tutor to follow is to 1) observe you teaching part of a lesson, 2) to meet with your mentor and then 3) to meet with you and your mentor jointly to discuss the observed lesson and do your review.
* Your mentor will lead the post-lesson reflection, expecting you to contribute your thoughts in relation to the impact you had on children’s learning and the success of your focus for development. (It would be a good idea to spend the time whilst your tutor is talking to your mentor thinking about these things or making notes.)
* Your tutor will contribute to this discussion, and also be the scribe for completing the form.
* Your tutor will then lead the discussion about your overall progress (Interim Progress Review), checking key elements of the placement as well as your wellbeing. They are there to quality assure your placement experience and are concerned with supporting that.

After the visit

* Your tutor will finalise the content on the Observation Summary form and Tutor Review form and email copies to you and your mentor.

1. **Extra Support**

At any time during the School Experience you can ask for extra support. This support could be: more discussion of planning; guidance with a certain subject; additional lesson feedback; meetings or observations for you to carry out with other teachers; reduced or increased teaching; videoed lessons; or a variety of other measures. Sometimes, the most useful thing you can ask for is to have very clear, small-step success criteria listed for you. Your mentor or tutor can also initiate extra support.

An Extra Support Form will be completed with you detailing the explicit targets that you need to have and what the support actions/strategies are that are to be carried out. Extra Support Forms can be used for RPTs working at any level and often they are about targeting one specific area.

The Extra Support Form will include an agreed review date for you and your mentor to review what progress you have made. There are three possible outcomes to that discussion:

1. you agree that the targets have been met and the form is ‘signed off’;
2. you agree that progress has been made but there is still further to go and so the targets are refined/added to, and the form reissued;
3. you agree that insufficient progress has been made and your next targets and support are documented on a Cause for Concern form.

No one will get to the final assessment of the placement without knowing if there are serious concerns about the likelihood of their success. If there are doubts about your ability to reach the Standards then you will know, and you will have gone through Extra Support processes first.

1. **Dyslexia Support**

If you have dyslexia or suspect that you may have, you will likely find our new guide helpful. The guide has been developed by IoE tutors in consultation with the Disability Advisory Service, CQSD and the Technology Enhanced Learning team. It draws from the voices of students with dyslexia and those who mentor them during their work-based placements. It has been designed to support both student and mentor, recognising that no student with dyslexia is the same.

Click on the following link to be taken to the webpage that explains the ‘*guide to work-based placements for students with dyslexia’*. (Please note, you need to scroll to the very bottom of the page to access the actual guide.)

<https://sites.reading.ac.uk/ioe-partnership/work-based-placements-for-students-with-dyslexia/>

1. **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> or me@Reading portal

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) - <http://www.reading.ac.uk/15/life/life-union.aspx>

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

1. **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/)

1. **Travel Expense Claims**

You have to pay £2.50 towards your daily travel costs to get to and from placement. However, if your daily cost is more than £2.50 per day, you can claim back the remainder of the cost, **minus** your usual daily cost to get to the 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. The claim form will be made available to you at this point and must be submitted by the deadline which is **Friday 4th April 2025** Please note:

* (for public transport claims) Claims will ONLY be accepted when accompanied by receipts/tickets, so these should always be sought in the first instance. Where not possible, a bank statement with the relevant payments clearly marked (you may redact other transactions that you do not want visible) is accepted.
* Where block tickets are suitable, e.g. a weekly pass, these must be used.
* Tickets must be for Standard class travel only.
* The travel method to school (mornings) and home from schools (afternoons) must be the same, unless you have a strong reason why it can’t be. In these situations, contact [c.broadhurst@reading.ac.uk](mailto:c.broadhurst@reading.ac.uk) before the placement begins to discuss the situation.
* Petrol claims will be calculated by the form when you insert your mileage, at a rate of 27p per mile.

1. **Appeals**

Your result for this Year 3 School Experience (the placement element of ED3PSP3) will be ratified by a Programme Examiners Meeting in April 2025. Until then, all results are provisional in line with University of Reading assessment policy. Your Final Progress Review meeting is the forum where your grades will be discussed in detail, therefore agreement should be reached there about your overall result. However in the unlikely event that you wish to appeal your result, you should contact the External Examiner team. This must be done before the Examiners’ meeting, and you should contact [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk) in order to do so.

Before contacting the examiners you should ensure that you have a good case and consider whether you will have the support of your tutor or mentor. The examiners will examine all perspectives and make a final decision. You will be notified, in writing, of the outcome, including any alterations to your result, should the meeting decision affect this.

**Typical Staged Planning Support (Appendix 1)**

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| Phase 1 | At the beginning of their ITE training, RPTs need to understand the decision-making processes involved in designing lessons, as well as having practice in designing each individual component. This should be supported practice, to reduce their cognitive load down to having to focus on the *delivery* of the lesson. This means that, most usually, the following scaffolding is appropriate:   * **Use of existing plans:** extensive use of these (including pre-existing slides) is encouraged. * **Planning with colleagues:** all lessons or part lessons should be co-planned with an experienced colleague. This means the mentor talking through the lesson content with the RPT, explaining what it looks like in practice and adjusting it (inc. slides) together. * **Formats:** whilst RPTs will start the lesson planning process with the school plans that the mentor walks them through, they should then internalise the lesson by completing the UoR Lesson Design Sheet. This, with the school slides, gives the lesson the best chance. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool. |

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| Phase 2 | Moving into the middle stage of their training, RPTs need to start thinking about the overall content and aims of a unit of work and how their lesson(s) fits within that learning. They will continue to need some supported practice at planning lessons but should begin to test their capabilities too in planning some content. Consequently, the following scaffolding is appropriate:   * **Use of existing plans:** sharing of existing plans needs to include the medium-term plan that any individual lessons sit within. Existing planning can be used for most lessons each week, but from Week 3 onwards, once a week the RPT should plan one lesson ‘from scratch’ using only the objective and basic advice. * **Planning with colleagues:** in the first week, all lessons should be co-planned by mentor and RPT. After that, all lesson planning should be supported by the mentor though sharing and basic discussion of plans. Twice weekly these discussions should be full co-planning discussion. * **Formats:** planning should remain on the school formats provided but RPTs must use the UoR Lesson Adaptation Sheet to ensure they are adjusting the detail of the school slides as appropriate to their level of teaching confidence. The ‘from scratch’ lesson can be planned on school formats or the UoR Slide Planner Template (with an accompanying UoR Slide Planner Coversheet\*) or planned on the UoR Lesson Design Sheet\* if no slides are needed. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool.   \*adaptations for neurodiverse ways of thinking are welcome. |

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| Phase 3 | As the RPT moves on towards independence, they are likely to contribute more to weekly sequences of learning and be able to innovate on school plans. Co-planning experiences will still be needed near the start of a placement though, and they should work as part of the planning team each week. Consequently, the following scaffolding is appropriate:   * **Use of existing plans:** these can be used as the basis for most lessons each week, but once a week the RPT should plan one lesson ‘from scratch’ using only the objective and basic advice. * **Planning with colleagues:** co-planning of lesson detail with experienced colleagues should take place at the start of any new placement (and, as the placement progresses, continue for specific lesson sections that are a focus for the RPT’s development). Subsequent lessons can be planned by the RPT, with basic input and checking only. * **Formats:**  planning should be left on school formats, most usually in the form of medium term/weekly plans and a slide deck, although, *if their lessons are not effective*, RPTs are expected to continue using the UoR Lesson Adaptation Sheet to help them adjust the detail of the school plans/slides as necessary. The ‘from scratch’ lesson can be planned on school formats or the UoR Slide Planner Template (with an accompanying UoR Slide Planner Coversheet\*) or planned on the UoR Lesson Design Sheet\* if no slides are needed. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool.   \*adaptations for neurodiverse ways of thinking are welcome. |

**Towards the end of their training, RPTs are generally expected to plan to a level where:**

* Children make progress
* Lesson time is used effectively
* Modelling, questioning and explanations are used well
* Assessment strategies are used purposefully
* Specific needs are taken into account
* Adults are appropriately deployed

**If they are not achieving as stated above:**

The RPT, mentor and/or tutor may identify the need to increase the detail in the planning process by returning to an earlier phase to support the relevant aspect above. This should be documented as extra support.