

**Year 2 BA Ed (ED2PSP2)**

**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: Our Vision**

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**Year 2: The Responsive Teacher**

In Year 2, you will continue an important lesson as you appreciate that teaching is not just about planning for the children’s experiences but is also about reacting to or anticipating their classroom progress. You will still be exploring pedagogy but to a deeper level of understanding, as you consider the different needs presented. You will be expected to learn how to respond to and provide for those needs, as a means of ensuring both learning and wellbeing. The flexibility that this requires means that RPTs sometimes need to be bold, but they are able to see how teacher responsiveness helps learners reach potential and be inspired. In this way, as you work through this phase, you will be evolving further as a teacher who evaluates *children’s* progress and motivation as an important way of establishing if *you* have been successful.

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*Appendix 1: Staged Planning Flow Chart*

1. **Pre-placement Preparation**

**Tutorial: Monday 10th February (1pm to 2pm) OR Wednesday 12th February (12.30 to 1.30pm)**

Before the block placement begins, you will be told who your placement Supervising Tutor will be. This tutor will contact you to set up a 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 can get to know 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.

**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.

You should try to find out 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.

It is also recommended that you read the five Year 2 Assessment Descriptors (see your e-portfolio) to support you in understanding what you are aiming for on this placement.

**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.

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 Teaching Requirements 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 and CPD Time**

The other 20% of the week (one day or equivalent) is time away from your class. 10% of a teacher’s week (half a day) is Planning, Preparation and Assessment (PPA) time. PPA time is a national entitlement for all teachers, during which they are away from their classes. Early Career Teachers (ECTs) are given an additional 10% of non-contact time (called Continuing Professional Development (CPD) 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 and CPD time:

* PPA and CPD time must be spent in school.
* Good use of your PPA time would include: preparing resources; planning lessons; evaluating lessons; marking; and putting up displays.
* Each week your CPD time should include a planned observation of another teacher in the school (or your mentor). This should be selected from the Placement Curriculum in Section 3 or arranged specifically to support you with one of your weekly targets.
* We suggest you try to vary your 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 be careful not to over-balance into taking constant notes and never actually 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 sections during the meeting, as well as helping you set your targets, and you can complete the rest in your own time, if you prefer.** 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 Weekly Reflection)
* 30 mins – RPT and mentor planning the timetable 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 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.

Note: 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.

**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 2 placement, it would be typical to start the placement in Phase 1 but to move into Phase 2 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 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)

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

Sections

* **Information about the children,** includingclass lists, assessment information and notes on PP, EAL and SEND provision for individuals
* **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 need 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 have it hung inside the front of your Teaching File.

**The E-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-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)**

This is the same e-portfolio (on MS OneNote) that you used in Year 1; a new section is added each year for the next placement.

**At the start:**

In Year 2 Placement > Key Information

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

**After the ITaP:**

* Upload your ITaP 4 workbook by Friday 7th March (one week after the ITaP ends)

**Every week:**

* Update the ‘Attendance Tracker’.
* Update the ‘Curriculum Subjects Tracker’.
* Complete your **Weekly Reflection** (this begins in conjunction with your mentor).
* Upload a **Weekly Class Timetable** showing all your professional commitments
* Upload any **Lesson Observation Feedback**
* Upload any **School-based Tasks** as directed by Section 3 in this handbook.

**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 (SBTs) 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 Assessment Descriptors for your current stage of learning.

1. **Assessment of the School Experience**

**Assessment Criteria**

The grades available for this School Experience are **Pass** or **Fail** (one overall grade).

To assist in making the decision about your overall grade, your Year 1 and 2 block School Experience modules are assessed against five strands of learning.

|  |
| --- |
| **Strand A** (Expectations and Behaviour) - leading to TS1 and 7 |
| **Strand B** (Pedagogy) - leading to TS 2, 4 and 5 |
| **Strand C** (Curriculum) - leading to TS 3 |
| **Strand D** (Assessment) - leading to TS 6 |
| **Strand E** (Professional Behaviours and Wellbeing) - leading to TS 8 and Part 2 |

There are descriptors for what performance in these strands looks like at Year 2 level. (Find them on BB or in your e-portfolio. Your mentors also have access to the descriptors.) You can be assessed as

* **Not meeting** (N)
* **Meeting** (M)
* **Exceeding** (E)

for each strand. These judgements are to help you formatively in evaluating your practice and planning ahead to the next placement.

To **pass** the placement overall:

* You must achieve Meeting (M) or better in all five strands **OR**
* You might have a strand/s assessed as Not meeting (N), but, after careful discussion and consideration of the situation, it is decided that you do not meet the threshold for a fail grade.

The criteria for a **fail** are:

* There have been significant or repeated behaviours that do not indicate acceptance of Part 2 of the Teachers Standards and/or
* The RPT has regularly failed to meet targets set or to respond successfully to feedback and support, and/or
* There is an area of practice where the RPT shows a significant and sustained inability to meet any of the descriptor statement, and/or
* The RPT has ‘Not met’ in multiple strands and it can be predicted that the RPT would struggle significantly in the next placement.

**Interim Progress Review**

Whilst you are not assessed against the Year 2 Assessment Descriptors 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 descriptors. 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 portfolio page for instructions).

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 make the final decision about this.

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

**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 if you are having any trouble meeting these and discussion will happen about how you can improve, if needed. 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 Year 2 Assessment Descriptors, you will still pass the placement element of ED2PSP2. However, you cannot be recommended for QTS at the end of the programme 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 need to take steps to ensure you don’t encounter the same issues on your remaining placements. 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 2 Placement Curriculum**

Your school-based (placement) curriculum has been designed to do the following:

* Complement your university-based curriculum. Your experiences in school should build on knowledge gained in your taught modules and allow you to test it out. In some cases, your experiences are deliberately planned to sit in advance of university-based input so they can act as preparation and idea-gathering for those later teaching sessions.
* Give you valuable insight towards each of your five Primary Attributes: Evidence-informed Teachers; Compassionate Professionals; Pedagogically-skilled Practitioners; Creative Critical Thinkers; and Ethical Community Participants.
* Ensure that you have the necessary experiences and guidance to consolidate the learning for ITT trainees that is mandated in the ITT Core Content Framework.
* Provide a training experience that models efficient working practices and places appropriate expectations on you in terms of your workload.
* Deliver a training experience that spans *all* subjects and aspects of primary education, in carefully planned stages so that you are prepared for each stage of engagement with a subject.

Year 2 Placement Aims

* Develop your curriculum planning skills to plan sequences of lessons that build appropriately on each other.
* Refine your understanding of lesson pedagogy as something where teaching and assessment are intrinsically interdependent.
* Provide opportunities for you to deconstruct approaches that support responsive teaching: questioning; feedback; mini-plenaries; live marking; and metacognitive reflection.
* Ensure you begin to provide scaffolding to meet the needs of pupils with barriers, especially EAL, SEND and PPG pupils.
* Develop and automatise your teacher presence and your ability to follow through on expectations of behaviour.
* Promote awareness of how pupil wellbeing and behaviour are deeply interlinked and how a teacher can respond to this.
* Ensure you teach a lesson in every curriculum subject + RE and Citizenship.
* Apply subject-specific pedagogies to the Key Stage you are working in.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week Beginning 24th February – ITaP 4: High Expectations through Managing Behaviour** | | | | |
| In this ITaP, you will be in university sessions on Monday and Wednesday as well as on Friday afternoon.  You will be in your school on Tuesday 25th February, Thursday 27th February and the morning of Friday 28th February.  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 1 (diagnostic)** | | | | |
| Teaching | | Observations | | |
| * **Take the register and read class story at least once this week.** | | * **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 Phonics in a Key Stage 1 or Reception class –** make notes on the stages of the lesson, how the lesson is delivered, resources that are used and what learning the chln seem to have already consolidated. Relate what you see to what you learn in your Phonics Induction (see below) this week and ensure you feel prepared for teaching some phonics. | | |
| Tasks | | | | |
| Sharing your AoP is to help your mentor get to know you as a teacher and to ensure a shared understanding of ‘where you are at’ in your development. | *1. Sharing your AoP*  Send your mentor your AoP and discuss the progress you feel you made during your Year 1 Placement and the targets that were identified for you. | | Read through your RPT’s ‘Year 1’ 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. |
| **You need to learn…**  (through discussion, observation, practice, analysis, deconstruction, feedback and consultation with expert colleagues and the best available evidence) | **Recommended Task** | | **Mentor Role** | **Storage** |
| **Strand B**  …about the needs of the chln in your class  …… how to identify which chln are more easily overlooked in your classroom. | *2. Information about the class*  Meet with your mentor and collect relevant Assessment information about the class’ 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 can remember. Check it to see who is missing and make a specific effort to get to know those chln when the placement resumes. | | Ensure the RPT is equipped with the information that they will need to effectively teach the class. When they have done their ‘end of the week list’ discuss reasons for chln sometimes being overlooked and strategies to prevent this. | Store this information in your Teaching File or e-Teaching File as preferred. |
| **Strand A**  ……to maintain the class teacher/ school’s expectations for chln’s work so you can have your own expectations at the same level.  …… how routines are established at the beginning of the school year **(CCF 7H)** | *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? * Handwriting. Are pens or pencils used? Is handwriting supported in anyway? * Marking. Is every piece marked? | | Be available for the post-scrutiny discussion. If you have a school ‘work in books’ policy, please share it.  Help your RPTs become clear on what is non-negotiable and what is down to individual teacher judgement. Discuss how you balance the aim of not wasting chln’s learning time with also not wasting adult time. | There is no storage for this task. |
| **Strand D**  …… how to identify efficient approaches to marking and how to reduce the opportunity cost of marking **(CCF 6N & 6P)**  …… how to focus on specific actions for pupils and provide time for pupils to respond to feedback **(CCF 6K)**  …… how to prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking **(CCF 6Q)** | *4. High quality marking*  Ensure that you have read the school’s Feedback and Marking policy.  1) Meet with your mentor when they are doing some written marking of chln’s work; a writing task would be good. Let them talk you through how they mark the first five books, specifically how they are following school policy as well as how they decide what to write. Mark the next three books in the pile with your mentor’s support. Find out how your mentor will ensure the chln are able to respond to the feedback.  2) Think about how you can keep meaningful track of some lessons without providing written marking. Find an unused exercise book to act as your ‘**marking diary**’. Use this marking diary throughout the placement (in conjunction with the school policy) to keep meaningful notes when written marking is not required. | | Provide the Feedback and Marking policy.  Discuss the relationship between good feedback practices and good teaching & learning, as well as to workload. | There is no storage for this task but keep the marking diary easily to hand – your Teaching File is a good place. |
| **Strand C**  …… how to identify essential concepts, knowledge, skills and principles in a subject **(CCF 3A)**  …… how expert colleagues ensure pupils’ thinking is focused on key ideas within a subject **(CCF 3B)**  …… the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation **(CCF 3C)** | *5. Designing progression*  Meet with the Curriculum Lead at the school and/or your mentor and year group planning team to discuss the key principles of curriculum design **in your school**. Questions that may be helpful to ask include:   * How should I select the essential concepts to be taught for each subject? Do you use knowledge organisers? * Is there an expected ‘shape’ to sequences of learning/units of work in this school? How do you balance explanation, repetition and practice? * In what ways do you use schemes to support your curriculum decisions? * Why is your curriculum planned the way it is? * Are there any generic concepts or aims that are expected to run through the teaching of all curriculum subjects? | | Support your RPT in setting up the meeting with the relevant colleague. You could suggest they send the questions to the colleague ahead of the meeting. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand C**  ……how systematic synthetic phonics and the principles that underpin it is delivered by the scheme in your school  …… to demonstrate a clear understanding of systematic synthetic phonics, **(CCF 3O)** | *6. Induction into Phonics scheme*  Arrange to meet with the Phonics or English subject lead. Ask them to provide you with a short induction into what scheme the school uses; what groups the chln are taught in; what expectations of lesson structure (and length) it has; and what resources are pre-provided. Discuss why the scheme (or the school) requires certain pedagogy and what benefits that brings. | | Support your RPT in setting up the meeting with the relevant colleague. | Upload your notes to the SBT section of your e-portfolio. |
| **Week 2** | | | | |
| Teaching | | Observations | | |
| * **Take the register a couple of times this week and read class story at least once.** * **Lead the home time transition at least once.** * **Arrange to visit a KS1 or FS class and teach three Phonics sessions across the week.** (It is not essential that this is done *this* week, but it can be helpful to do it before your teaching commitment increases.) * **Teach an English and a Maths lesson that your mentor has planned.** This must be supported by detailed discussion of the lesson and you might choose to produce a lesson plan in your own words to ensure you are confident. | | * **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 2 x Foundation subjects.** These should be the two you intend to teach next week. Use the Observing an Experienced Colleague pro-forma, and make notes as above. * **Observe Guided Reading.** This might be whole class guided reading or small group. Use the Observing an Experienced Colleague pro-forma, and make notes as above. * **Observe a lesson (assessment for learning focus).** Use the Observing an Experienced Colleague pro-forma, but focus especially on the teacher’s monitoring and responsiveness to pupil learning. Note down how many times the teacher stops any independent work and what they use each pause for. Think about how these mini-plenaries support the learning to be successful. | | |
| Tasks | | | | |
| Choose some tasks to complete this week from the list below (after Week 7). | | | | |
| **Week 3** | | | | |
| Teaching | | Observations | | |
| * **Take the register at least twice this week.** * **Teach one lesson per day,** to include   + 1 x English;   + 1 x Maths;   + 1 x Science;   + and 2 x Foundation Subjects * **Plan and teach a Guided Reading session** (or your school’s equivalent). | | * **Observe a Citizenship lesson (or PSHE, RSE or circletime)**. 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 2 x Foundation subjects** These should be the next two you intend to teach next week. Use the Observing an Experienced Colleague pro-forma and make notes as above. * **Observe the last 15 minutes of a lesson that will include a pupil self-assessment (metacognition focus).** Use the Observing an Experienced Colleague pro-forma, but focus especially on how the teacher sets up the self-assessment task (are the chln given guidance on what to look for or is the assessment modelled?). Note down what chln are expected to ‘do’ with their assessment – are they expected to articulate anything or reflect? What support is given to those who realise they have not been successful? | | |
| **Note on maths planning:** As you plan and teach your maths lessons *throughout* this placement, remember the importance of manipulatives as a scaffold for chln’s learning in KS2. Incorporate them wherever possible. *Model* how the manipulatives can be used to support a given task. Discuss the representations with chln, asking them to explain their thought processes with reference to the manipulatives.  Manipulatives can include (but are not limited to): Diennes; multi-link cubes; Lego; Cuisenaire rods; paper bar models; place value counters; and folding paper.  Manipulatives should be removed when chln no longer require them; they can then work with pictorial representations. | |
| Tasks | | | | |
| Choose some tasks to complete this week from the list below (after Week 7). | | | | |
| **Week 4** | | | | |
| Teaching | | Observations | | |
| * **Take the register at least twice this week.** * **Plan and teach two English lessons (consecutive).** * **Plan and teach two Maths lessons (consecutive).** * **Plan and teach a Science lesson.** * **Plan and teach 2 x Foundation Subject lessons** (different from last week’s). | | * **Observe an experienced teacher**, selecting the lesson and the observation focus based on your current professional development targets. | | |
| Tasks | | | | |
| Choose some tasks to complete this week from the list below (after Week 7). | | | | |
| **Week 5** | | | | |
| Teaching | | Observations | | |
| * **Take the register at least twice this week.** * **Plan and teach two lessons per day**, focusing mostly on teaching the Foundation subjects, Science, RE and Citizenship. * **Plan and teach 2 x Guided Reading** (or equivalent). | | * **Observe an experienced teacher**, selecting the lesson and the observation focus based on your current professional development targets. | | |
| Tasks | | | | |
| Choose some tasks to complete this week from the list below (after Week 7). | | | | |
| **Week 6** | | | | |
| Teaching | | Observations | | |
| * **Take the register at least twice this week.** * **Plan and teach 60% of the week.** You need to teach sustained sequences of work in English and Maths by the end of the placement. Within your 60% this week, select either English or Maths to teach the whole sequence for the week. | | * **Observe an experienced teacher**, selecting the lesson and the observation focus based on your current professional development targets. | | |
| Tasks | | | | |
| Choose some tasks to complete this week from the list below (after Week 7). | | | | |
| **Week 7** | | | | |
| Teaching | | Observations | | |
| * **Take the register at least twice this week.** * **Plan and teach 60% of the week.** You need to teach sustained sequences of work in English and Maths by the end of the placement. Within your 60% this week, select whichever of the two you didn’t select last week for whole sequence teaching. | | * **Observe an experienced teacher**, selecting the lesson and the observation focus based on your current professional development targets. | | |
| Tasks | | | | |
| Complete any tasks remaining from the list below. | | | | |
|  | | | | |
| **You need to learn…**  (through discussion, observation, practice, analysis, deconstruction, feedback and consultation with expert colleagues and the best available evidence) | **Recommended Tasks** | | **Mentor Role** | **Storage** |
| **Strand E**  ……how to take responsibility for your own subject development.  …… how to engage in professional development with clear intentions for impact on pupil outcomes **(CCF 8A)** | *7. Specialism or Optional module project*  Try out the material you have planned through your ED2AC 1/ 2/ 3 or 4 module by teaching four 60 minute lessons in the specialist subject across four (preferably) consecutive weeks. This could be done with the whole class or done as a group activity with chln, in which case you would repeat the teaching. Any additional guidance on this will be provided by your SS module tutor.  **Please note: this teaching does not have to be extra to the teaching requirements above; it can count as part of those.**  Provide a short critical reflection on how successfully you utilised your new, deeper understanding of the subject within these lessons. A pro-forma is provided in the e-portfolio for this reflection, although your subject tutor may have provided additional guidance in their BB module. | | Support the RPT to have this subject teaching experience as far as is possible, including teaching in other classes, if suitable. | Complete the reflection in the SBT section of your e-portfolio. |
| **Strand B**  ……how to decide whether individual, paired or group work is the best fit for the planned learning  ……how the placement school changes groups regularly, avoiding the perception that groups are fixed **(CCF 5M)**  …… how the placement school ensures that any groups based on attainment are subject specific **(CCF 5N)** | *8. Pupil grouping*  Meet with your mentor to discuss how they decide when chln should work individually, in pairs or in small groups. Find out if there is any central school policy in relation to this. You should discuss how groupings or pairings are decided on and what factors the mentor bears in mind. You should also unpick how flexibility in grouping is beneficial. Consider how the way chln are working (i.e. individually or together) affects the kind of task set or support offered. | | In the discussion, support your RPT to understand how different lessons will suit different ways of working. Discuss how any current groups were selected and how often you alter them. If you don’t use any teacher-directed grouping, discuss how you support the chln to make sensible autonomous learning decisions. | There is no storage for this task. |
| **Strand B**  …… how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped) **(CCF 4L)**  …… how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue **(CCF 4M)** | *9. Supporting group collaboration*  Identify a lesson where the chln will work in groups on a collaborative task and observe your mentor teach it. Make notes on:   * How much scaffolding is built into the task. * If discussion skills are specifically supported. * If the mentor assigns group roles or not. * How your mentor provides guidance or reminders about group work protocol. * If the chln are given opportunities to reflect during the lesson on how well they are working as a group.   Discuss your observations with your mentor, making sure their reflections are also taken into account. Create a short list with your mentor of ‘good practice in collaborative work’, consisting of steps you will take to support collaborative work next time you use it in one of your lessons. You may like to look back at the Voice 21 materials shared in ED2EC1. | | Offer a candid discussion about what worked and didn’t work within the lesson. If you have a set of ‘discussion starter stems’ share these with your RPT. | Upload your notes and list to the SBT section of your e-portfolio. |
| **Strand A**  ……about the small things that can make a big difference, especially when working with disadvantaged chln  ……how to acknowledge pupil effort and praise progress **(CCF 1H)**  ……how high expectations of pupils, if well-scaffolded, can build trust | *10. Supporting disadvantage*  Select up to three of the chln in the class who receive the Pupil Premium grant (PPG) or are otherwise vulnerable or part of the lowest achieving 20%. Meet with your mentor to discuss how the PPG for these chln is utilised. Ask about the range of ways they ‘tilt’ their attention purposefully towards those pupils throughout the day, in interactions, routines and lesson support. The next day, observe these three chln from door opening time for at least half an hour, focusing specifically on the ‘tilt’ opportunities. | | Refer your RPT to the Pupil Premium offer on your school’s website. Discuss how PPG spend can need spending in different ways for different chln.  Support your RPT to reflect on what in your practice (including the small stuff) supports the three chln and in what ways. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand B**  …… to implement effective approaches for supporting chln with EAL  …… to apply high expectations to all groups ensuring all pupils have access to a rich curriculum **(CCF 5O)** | *11. Supporting EAL*  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.) | | Support your RPT to identify two chln. Share the school policy for chln with EAL. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand B**  …… how to support pupils with a range of additional needs, inc. through use of the SEND Code of Practice **(CCF 5A)**  …… how to identify pupils who need new content further broken down **(CFF 5B)** | *12. SEND – barriers*  Identify a child in your class with a SEND or a suspected SEND that affects the child’s academic achievement or their cognitive development. Observe the child during independent work in a lesson, noting what barriers they encounter.  After the lesson, discuss with your mentor the adaptations that are made to remove the barriers - perhaps there were some barriers you didn’t notice because adaptation had been successfully provided? Look through the child’s Individual Learning Plan/Personalised Learning Plan. If a TA works regularly with the child, talk with them to further your understanding of what helps the child and how the TA and teacher ensure independence is encouraged despite some adult support. | | Support the RPT to deconstruct their observations in the post-lesson discussion. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand C**  ……relevant subject content so you can do the Medium Term Planning task  …… how to provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of a subject **(CCF 3D)**  …… how to balance exposition, repetition, practice of critical skills and knowledge **(CCF 3I)**  …… how to use resources and materials aligned with the school curriculum (e.g.  carefully designed textbooks/resources **(CCF 3F)** | *13. Medium Term Plan*  With your mentor, select one subject (not English or Maths) that has scope for you to develop the medium-term planning for. This will be for ‘Summer 1’ – the five weeks of school term between Easter and half-term. Aim to select a subject that you are under-confident in. Discuss the intended topic and content, including the essential concepts, sequencing and any existing resources. | | Negotiate with your RPT as to which subject they can work on in this way. Ensure that you discuss key content to be taught, checking your RPT’s understanding. | There is no storage for this task – use it to inform your planning. |
| **Strand C**  …… about common misconceptions and how to help pupils master important concepts **(CCF 3G)**  ……strategies for dismantling misconceptions.  …… how to draw explicit links between new content and the core concepts and principles in the subject **(CCF 3J)** | *14. Discuss Misconceptions*  Arrange to meet the subject leader for the subject you are producing the medium-term planning for. Discuss what the likely misconceptions will be for the chln and what gaps in previous understanding might contribute to these. Ask about ways you can pre-empt and challenge these, including things like useful analogies, examples, visual diagrams and scaffolds that could support your teaching. | | Support the RPTs in thoroughly developing their understanding of misconceptions and ensure they have detailed notes, diagrams and visual reminders to support them in translating this into their teaching. | There is no storage for this task – use it to inform your planning. |
| **Strand C**  As tasks 13 and 14 above. | *15. Medium Term Plan*  Over the Easter break (or before), develop a draft of your plan for the chosen subject, using the UoR medium Term Plan pro-forma. Ensure your mentor receives the plan in good time to give feedback. | | 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. | Store the completed plan in your Teaching File or e-Teaching File as preferred. |
| **Strand C**  …… how to interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems **(CCF 3M)** | *16. Concrete to complex*  Observe an experienced teacher who is teaching an abstract concept. Focus on the way it is explained, the examples used and what scaffolding helps the chln make the leap from concrete to abstract. Note how they make links between any foundational learning and the ways this interacts with new learning to create more sophisticated understanding. Examine how this allows the learners to have a high success rate in in the challenge tasks of the lesson, even when working independently of the teacher. Discuss your notes with the teacher afterwards. | | Facilitate this observation with yourself or an appropriate colleague. Ensure that the RPT considers language, physical resources, visual aids, use of drama and use of analogy. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand D**  …… how to support younger pupils to become fluent readers **(CCF 3P)**  …… how to record data only when it is useful for improving pupil outcomes **(CCF 6L)**  …… how to make use of formative assessment **(CCF 5C)** | *17. Miscue Analysis*  Complete a brief Miscue Analysis of a lower-attaining child’s reading as per the instructions from your English Tutor. Review the data and draw conclusions about the child’s reading, including what strategies they over- or under-use, impacts on fluency and comprehension levels. Discuss your findings with your mentor in order to decide on appropriate next steps for the child. | | If your school uses running records or PM benchmarking or similar, share the materials with your RPT. Support them to analyse the record after the reading is done. | Upload your notes to the SBT section of your e-portfolio. |
| **Strand E**  ……how to explore the teaching of citizenship ideas and potentially challenging issues, with the support of an expert colleague. | *18. Fundamental British Values/Citizenship*  With your mentor, discuss what sort of understanding the class should have so far about democracy (one of the Fundamental British Values). Co-plan a short enhancement lesson that could develop chln’s understanding further. Think about   * any recent events in the news you could link the lesson to, bearing in mind the class context. * how you can prepare yourself for difficult questions or sensitivities within any discussion. * the most appropriate pedagogy for such a topic (it could include circle time approaches).   Deliver the lesson, under your mentor’s guidance, and reflect together afterwards on the final outcomes and your handling of the lesson. | | Facilitate this lesson in the curriculum. Offer careful guidance or co-teaching on how to make discussion lessons positive for everyone. | There is no storage for this task. |
| **Strand E**  ……how to develop pupils’ awareness of human impact on the planet  ……how to do this in a responsible way that empowers chln and allows them to make their own choices | *19. Climate and Sustainability Education (CASE)*  Speak to the relevant lead about what provisions are made for CASE within the school.  With your mentor, discuss how a lesson on an aspect of CASE could be included in the teaching provision for your class. It will work well if the lesson can fit in as part of a current class topic, but it could also be a standalone lesson.  Plan and deliver the lesson, drawing on the learning you did in the CASE Catch Up sessions. You might select your objective from the geography or science NC, but it is ok to choose your own objective that goes beyond the NC instead. Ensure the lesson has a strong hook and a focus on practical empowerment.  After the lesson, seek the chln’s feedback on the content and write a short review of the lesson’s effectiveness and pupil reaction to it. | | Support your RPT to arrange the meeting with the relevant staff member.  Facilitate this lesson in the curriculum, offering information on what the chln might already know about nature, climate change and sustainability. | Upload your review to the SBT section of your e-portfolio. |
| **Strand E**  ……. how to recognise workload that is purposeful and reasonable  …… how to use and personalise systems and routines to support efficient time and task management **(CCF 8P)**  …… how to collaborate with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks) **(CCF 8S)**  …… how experienced colleagues seek ways to support individual colleagues **(CCF 8H)** | *20. Workload*  Meet with the staff wellbeing lead in the school (or the HT or deputy). Discuss what the school has done over the last few years to reduce teachers’ workload. You could ask:   * Which areas have you made the most gains in and how? Marking, planning or data tracking? * Where do you feel you are now in your journey? What challenges still exist? * What tips would you give me that should help me manage my workload? | | Support your RPT in setting up the meeting with the relevant colleague.  Try and model using efficient working practices during the placement! | There is no storage for this task. |
| If you are on one of our subject specialism **pathways**, please see below for your additional task | | | | |
| ……to use art-specific pedagogy in practice and reflect on your own learning. | **Art**  Choose an activity from one of the practical sessions from ED2AC1 last term (look back at the ppts to remind yourself) and teach it to your class. Think about how to:   * Warm up and hook the children into the activity * Encourage, support and extend as the co-exploring adult * Evaluate, refine, review and progress as part of the process cycle of learning as discussed during the module * Display the work to elevate the achievements of the children | | Facilitate time for this task in the curriculum. | Upload some notes/pictures of what you did to the SBT section of your e-portfolio. |
| ……to understand the school’s approach to diversity and inclusion and how the texts available in the school are reflective of its pupils. | **English**  Carry out a survey of books in the classroom to compare the ethnicity of the pupils to the ethnicity of the main protagonists in the *reading for pleasure books* in the classroom book box or bookshelf (not reading scheme books).  Select 50 books and create a tally chart of the ethnicity of the protagonists that you find in the fiction, non-fiction and poetry books available to see if they are representative of the children in the class. | | Share the different ethnicities of the children in the class with the RPT. | Upload the tally chart to your e-portfolio. |
| ……to how to employ the ‘Maths through Stories’ approach in practice. | **Mathematics**  Plan and deliver a whole-class Maths lesson (within Key Stage 2) that is based on a story picture book of your choice. Draw on your learning done in ED2AC4 about this way of teaching, ensuring that the selected book allows chln to practise application of key skills and concepts relevant to their stage of learning. Write a short (250 words) reflection on the lesson. | | Facilitate time for this task in the curriculum. | Upload your lesson plan and the reflection to the SBT section of your e-portfolio. |
| ……use music-specific pedagogy in practice and reflect on your own learning. | **Music**  Plan and deliver a Key Stage 2 whole-class Music lesson using the material that we investigated in the module ED2AC3. Focus specifically on ways that you can use your musicianship skills to lead practical music making with the children. After teaching, discuss the lesson with your mentor, focusing on how the chln responded to scaffolding and support that was new to them. Write a short (250 words) reflection on your delivery of the lesson. | | Facilitate time for this task in the curriculum. | Upload the reflection to the SBT section of your e-portfolio. You might also like to take photos or an audio recording of the children’s music work. |

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 ED2PSP2.**

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.

1. **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 observation visit, known as the Interim Progress Review. This will happen around about Week 4 or 5 of the placement. Your tutor and mentor will liaise about the best date for this. They will also attend your Final Progress Review meeting (online) in a supportive capacity (final week).

**What to expect on a Tutor Visit**

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 explicit targets for you and what the support actions/strategies that are to be carried out are. 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 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 Year 2 School Experience Assessment Descriptors, then you will know, and you will have gone through Extra Support processes first.

Support is also provided after the placement has ended for those who pass the placement but have ‘Not Met’ judgements (N) on their assessment. It is important to create an action plan to support you to transition to your next placement.

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 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 2 School Experience (the placement element of ED2PSP2), will be ratified by a Programme Examiners Meeting in June 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 examiner you should ensure that you have a good case and consider whether you will have the support of your supervising 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.