

**Year 1 BA Ed (ED1PSP1)**

**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 1: The Exploring Teacher**

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

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*Appendix 1: Staged Planning Flow Chart*

1. **Pre-placement Preparation**

**Tutorial: Tuesday 29th April (12 to 1pm) OR Wednesday 30th April (3:15 to 4:15pm)**

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.

**Final Serial Placement Visits: Thursday 1st May (Visit 14) and Thursday 8th May (Visit 15)**

Your task for visit 14 is to have a meeting where you start looking ahead and planning for the block placement. In the meeting, you can find out what the topics will be for the time you’re on block placement and start to look at the planning. You can also look at the requirements in Section 3 of this handbook and start to sketch out what that first week will look like. There are no prescribed tasks for visit 15, so just continue with this preparation.

**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 1 Assessment Descriptors (see your e-portfolio) to support you in understanding what you are aiming for on this placement.

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**

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 be careful not to over-balance into taking constant notes and thus never actually being part of the classroom action!

In addition to the casual observing you should do some planned observations of experienced teachers each week; these are listed in **section 3** (your placement curriculum) below. These observations should be arranged and booked in advance. 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.

As the placement progresses, you may even decide to do some focused *micro*-observations – where you watch only a specific section of a lesson (e.g. a transition, a plenary). You can compare the ways different teachers do these things.

1. **Observations of Your Teaching**

**Observation by your mentor**

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.

**Observation by your partner**

If you are a Year 1 RPT and have a partner, you will also receive a piece of written feedback once a week from your partner - and you will give the same for them. This feedback could be from observing a whole lesson but could also be from observing a short activity, a transition, management of an incident etc. Use the **proforma** given (Observing Student Partner), and adhere to the following structure:

* Three aspects that you found effective (could be teaching skills, content, activities, management of behaviour, children’s responses)
* Three questions that might stimulate pedagogical development, re-thinking, justification or new ideas.

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 1 and mentor reviewing progress (mentor fills in Weekly Reflection)
* 30 mins – RPT 2 and mentor reviewing progress (mentor fills in Weekly Reflection)
* 30 mins – both RPTs 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 and the two of you writing/adapting the plan or lesson slides together; the balance of who takes most responsibility may shift as you get more confident.

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 1 placement, you will be in Phase 1.

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 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,** 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
* Notes and work samples for your **Profile Children**

Once you have created the file and sections, anything that you need to or choose to print out must go in here, along with any hard copy documents that you produce or are given.

**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, using a lesson design sheet and slides, but know you will teach better if you have both printed off so you can refer to them. The design sheet 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**

You will continue to use or upload things to your e-portfolio during a block placement. The relevant new sections will show up in your e-portfolio before the placement starts.

**At the start:**

* Go back and check that you have completed the ‘Personal Details’ page and uploaded your Personal Statement and DBS letter in the ‘About You’ section.
* Go back and check that you have completed the ‘School Profile’ and the ‘Inductions’ pages of the Year 1 Placement > Key Information section.

**Every week:**

* Update the ‘Attendance Tracker’.
* Update the ‘Breadth of Curriculum’ 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/ observations of teachers** 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 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 a School Experience (a placement) 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 1 level. (Find them on BB or in your e-portfolio. The mentors can see them too.) 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 Year 1 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 Assessment Descriptors. Your tutor will complete a Tutor Review form, ensuring that anything not on track is identified; please make sure this is filed in your e-portfolio.

**Final Progress Review (during last three days of the placement)**

This is a meeting between you and your mentor, but your supervising tutor or a moderator will attend remotely *if your performance is borderline*. For the meeting, your mentor will complete the Year 1 tab on your Assessment of Progress form (AoP) and you must complete the Evidence Claim page of your e-portfolio (see relevant page for instructions).

The main goal of the meeting is to generate detailed targets and actions that you can take forward to your next placement, so you and your mentor must discuss both documents , agreeing and recording appropriate next steps. If your performance is borderline, this part of the meeting won’t take place until any discussions about borderline grades and your ability to pass have been resolved, with the help of your tutor. Your supervising tutor reserves the right to offer advice and make final decisions if you and your mentor cannot agree.

**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). 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 1 Assessment Descriptors, you will still pass the placement element of ED1PSP1. 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 1 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 1 Placement Aims

* Develop your skills in managing appropriate relationships with children, colleagues and other RPTs.
* Develop a teacher presence that has some authority and makes expectations known.
* Ensure you can use positive reinforcement and a range of techniques to gain attention and reduce low level disruption.
* Consolidate your understanding of the structure of an effective lesson and see this reflected in your planning.
* Apply and practise the teaching skills learned about so far: providing hooks; modelling; chunking learning; and questioning.
* Develop your awareness of ways of scaffolding learning for those who need it.
* Expand your awareness of barriers to inclusion in a mainstream classroom and ways to reduce these.
* Ensure you observe a lesson in every curriculum subject + RE in preparation for your learning in Year 2 of the programme.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week 1** | | | | | | |
| Teaching | | Observations | | | | |
| * **Take the register/ lead the start of day routine at least once this week.** * **Read the daily story at least once this week.** * **Partner-teach English to a small group x 3.** Ask you mentor to support you in identifying a concept in English that many of the class have ongoing struggles with. With your mentor leading, plan a short intervention activity on the concept, discussing it in detail. Then:   + You and your partner should rehearse together until you feel ready.   + Ensure you have the resources you need.   + Teach the activity to three different groups (can be same day or not)   + If possible, audio record your first input and your last.   + Do some quality reflection. With your partner and your mentor, analyse how your *teaching strategies*, *language* and *responses* changed across the sequence, as well as the causes for your changes. * **Partner-teach maths to a small group x 3.**  (As for English, but with a maths concept.) * **Teach Phonics to a small group.** Ask your mentor to share the lesson plan for one of the phonics groups and to explain it fully. Ensure you are prepared and teach the lesson. (You should observe that same phonics group earlier in the week to ensure you know what to expect.) | | * **Observe a Science lesson.** You will be teaching this in two weeks, so make notes on the specialist vocabulary the teacher uses, the key concepts introduced and how any scientific enquiry is promoted. * **Observe a PE lesson** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe a Computing lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) | | | | |
| Task List | | | | | | |
| You need to learn how to… | Recommended Task | | Mentor Role | | Storage | |
| **Strand A**  ……maintain the class teacher/ school’s expectations for chln’s work so you can have your own expectations at the same level.  …… reinforce established school and classroom routines **(ITTECF 7J)**  ……create and explicitly teach routines that maximise time for learning **(ITTECF 7H)** and how to practise them at the beginning of the school year **(ITTECF 7I).** | *1. 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?   Discuss with your mentor how they establish these expectations at the start of the year as well as which are school-wide explanations and which are class expectations. | | Be available for the post-scrutiny discussion. If you have a school ‘book policy’, please share it. Help your RPTs become clear on what is non-negotiable and what is not. 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 B + D**  ……continue teaching/moving learning on during the independent work in a lesson.  ……monitor pupil work during lessons, including misconceptions **(ITTECF 6H).** | *2. The Role of the Teacher during Independent Work*  Closely observe an English lesson from the point at which the teacher sets the independent work. Make notes on the following:   * When the teacher is not working with a group, what are the main things that they do? * How does the teacher monitor, support and evaluate? * What does the teacher carry with them during this time? * If the teacher does work with a specific group, for how long does this last? How do they ensure they are monitoring the rest of the class at the same time?   Discuss your notes with your mentor and identify what you have learned from the observation. | | In the post-lesson discussion, support your RPTs’ thinking by drawing out from them any strategies that you employed that they didn’t notice, ensuring the rationale is discussed. | | Upload your notes to the SBT section of your e-portfolio. | |
| **Strand C**  …… deliver a carefully sequenced and coherent curriculum by being aware of common misconceptions and how to help pupils master important concepts **(ITTECF 3E)**  ……model effectively by exposing potential pitfalls and explaining how to avoid them **(ITTECF 4K)** | *3. Handling misconceptions*  Once you know which lessons you are teaching next week, do some research into the common misconceptions chln may have in those topics. Discuss the list with your mentor asking them to identify any additional misconceptions. Discuss ways they can be proactively *addressed* during 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. | |
| **Strand D**  …… make marking manageable and effective, by working with colleagues to identify efficient approaches to marking and alternative approaches to feedback **(ITTECF 6N)**  …… taking opportunities to practise, receive feedback and improve at reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback) AND prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking **(ITTECF 6Q and 6R)** | *4. Marking Expectations*  Spend some time looking through some of the chln’s books for English and Maths, focusing on the written marking. Make notes on the following:   * Is every piece marked by an adult? * Is everything corrected/commented upon? * Are codes used that you will need to know?   Discuss your observations with your mentor, in particular making sure that you ask what the rationale is if not every piece is adult marked or not everything is commented on. | | Be available for the post-scrutiny discussion. Share your school’s Marking and Feedback policy. Discuss its relationship to good teaching and learning and to workload. | | There is no storage for this task. | |
| **Week 2** | | | | | | |
| Teaching | | Observations | | | | |
| * **Take the register/lead the start of day routine at least twice this week.** * **Partner-teach two English lessons.** (These should be lessons that your mentor has planned and can talk you through.) During or after talking with your mentor, develop your version on the lesson design sheet and add slides as appropriate. Ask for co-planning input when you are not sure. * **Partner-teach two maths lessons.** (As above for English.) * **Teach two Phonics lessons.** (Use the scheme plans but annotate or add extra planning as much as you need to be successful.) | | * **Observe a Science lesson.** You will be teaching this next week, so make notes on what the chln achieve. * **Observe a PE lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe an Art lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) | | | | |
| Tasks | |  | | | | |
| Choose some tasks to complete this week from the list below (after Week 4). | |
| **Week 3** | | | | | | |
| Teaching | | Observations | | | | |
| * **Take the register/lead the start of morning/afternoon routine at least twice this week.** * **Teach one English lesson** * **Teach one maths lesson** * **Teach two Phonics lessons** * **Partner-teach a science lesson** * **Partner-teach a computing lesson** * **Support a PE lesson by providing the warm-up and then actively supporting the learning activities.** | | * **Observe a Music lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe a Design and Technology lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe a History lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) | | | | |
| Tasks | |  | | | | |
| Choose some tasks to complete this week from the list below (after Week 4). | |
| **Week 4** | | | | | | |
| Teaching | | Observations | | | | |
| * **Take the register/lead the start of morning/afternoon routine at least twice this week.** * **Teach two English lessons** * **Teach two maths lessons** * **Teach Phonics everyday** * **Partner-teach a science lesson** * **Partner-teach a PE lesson** | | * **Observe a Geography lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe a Languages lesson – visit KS2.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) * **Observe an RE lesson.** (See Foundation Subjects Observation doc on BB for specific guidance on what to look out for in this subject and upload your observation proforma to your e-portfolio.) | | | | |
| Tasks | |  | | | | |
| Complete any tasks remaining from the list below. | |
| Task List | | | | | | |
| You need to learn how to… | Recommended Task | | | Mentor Role | | Storage |
| **Strand A**  ...…demonstrate consistently high behavioural expectations, by creating a culture of respect and trust in the classroom that supports all pupils to succeed **(ITTECF 1E)**  ……establish effective routines and expectations, by reinforcing established school and classroom routines **(ITTECF 7J)**  ……develop a positive, predictable and safe environment for pupils, by giving manageable, specific and sequential instructions **(ITTECF 7C)**  …… view your own practice and body language with a critical eye and acknowledge what helps and what hinders your classroom authority. | *5. Video your behaviour management*  Ask your mentor, partner or TA to record you teaching 10 minutes of one of your lesson inputs that then leads into a transition. *(Seek your mentor’s permission first, have the camera aimed at you and delete the recording after it’s been analysed).* Ask your mentor to also observe. After the lesson, watch the video back yourself. Meet with your mentor to discuss your separate observations of:   * Your body language and presence * Your use of voice (tone, volume etc) * How you chose to respond to low level challenge * Whether you maintained high expectations * Your use of instructions in the transition | | | Sensitively help your RPT to deconstruct the elements of practice visible in the video and the impact that they had. Help them to set targets as a result. | | There is no storage for this task. |
| **Strand A**  ……understand how the display environment can contribute to learning, pupil independence and aspiration.  ……unpick specific principles of display that ensure it enhances learning rather than distracts from it.  …… communicate a belief in the academic potential of all pupils by creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine **(ITTECF 1C)** | *6. Display learning walk*  Go for a walk around the school at a time when the chln are not there so that you can enter other teacher’s classrooms (always knock and check it is ok to come in). In the classrooms and corridors, make notes on the range and types of displays that are used; if class teachers are present, discuss how they use them. Note down any ideas that you like or tips that you pick up. Especially note:   * Any interactive elements that encourage the chln to use the display. * Any instances where misconceptions or failed attempts at learning are displayed. * Any highly aspirational display techniques. | | | Giving advance notice to your colleagues that your RPTs may come knocking is a good way to facilitate this task. You can also be available to discuss their thoughts when they return to you. | | Upload your notes to the SBT section of your e-portfolio. |
| **Strand B**  …… plan effective lessons, by using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain (**ITTECF 4.A)**  …… make good use of expositions, by starting expositions at the point of current pupil understanding **(ITTECF 4F)**  …… model effectively, by narrating thought processes when modelling to make explicit how experts think **(ITTECF 4I)**  …… stimulate pupil thinking and check for understanding, by including a range of types of questions in class discussions to extend and challenge pupils . Elaborate on and query pupil contributions **(ITTECF 4M)** | *7. Videoing your teacher talk*  Ask your mentor, partner or TA to record you teaching 10 minutes of one of your lesson inputs (seek your mentor’s permission first, have the camera aimed at you and delete the recording after it’s been analysed). Watch the video with your mentor and note the following:   * the complexity of your language/explanations * the depth of any narration * the proportion of teacher talk vs. chln’s stimulation * the range of questioning used   Discuss areas for improvement focus. | | | Sensitively help your RPT to deconstruct the elements of practice visible in the video and the impact that they had. Help them to set targets as a result. | | There is no storage for this task. |
| **Strand B**  …… contextualise learning in order to motivate and support learners.  …… motivate pupils, by providing opportunities for pupils see how current learning and success relates to their long term goals **(ITTECF 7O)**  ……build on pupils’ prior knowledge, by linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known) **(ITTECF 2E)** | *8. Lesson Hooks and Purpose*  Observe the first ten minutes of a lesson. Do the same again with a different teacher, preferably teaching a different subject. Make notes on how both:   * Gain the chln’s interest * Help the chln understand the purpose of the forthcoming learning. * Make links with other or previous learning.   Discuss your observations with your mentor in your planning meeting and whether any of the techniques could be suitably adopted in your forthcoming lessons. | | | Facilitate the observations. In the discussion afterwards, acknowledge there are many different ways to hook chln and make learning seem purposeful. Agree to do a mini-observation of when they try out some in their lessons. | | There is no storage for this task. |
| **Strand C**  ...…plan curriculum sequences on your next placement, so you need to deconstruct what you see now to inform your Year 2 taught curriculum.  …… support pupils to build increasingly complex mental models by discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time  AND how they balance exposition, repetition, practice of critical skills and knowledge **(ITTECF 3H and 3I)**  …… develop fluency (in chln’s learning) by observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge **(ITTECF 3K)** | *9. Revising and revisiting*  Observe a lesson. Make particular notes on the content that is taught, as well as what prior knowledge the teacher refers to with the chln. After the lesson, meet with your mentor to look at the medium-term plan that the lesson sits within. Analyse :   * What bits of the lesson revisited previously taught learning from the unit? * What was the time gap between it being taught and today’s lesson? * How explicit was the teacher in asking the chln to recall that knowledge? * What was the balance between revising previous ideas and new ideas? * When in the unit will the chln revisit today’s learning? What about in another subject? | | | Introduce your RPTs to the medium-term plan that sits around what you have just taught. Give a brief overview of how concept progression and retrieval practice were planned in. | | Upload your notes to the SBT section of your e-portfolio. |
| **Strand D**  …… avoid common assessment pitfalls by planning formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding **(ITTECF 6A)**  …… provide high-quality feedback by scaffolding self-assessment by sharing model work with pupils, highlighting the key details **(ITTECF 6K)**  …… make marking manageable and effective by developing an understanding that written marking is only one form of feedback **(ITTECF 6P)** | *10. Observe a plenary*  Select one of the lessons you are going to teach and have an in-depth and focused discussion with your mentor about what the purpose of your plenary should be and appropriate ways to achieve this. You will need to think about whether you are going to use the plenary for:   * assessing the chln’s understanding * getting the chln to self-assess * giving the chln feedback.   Ask your mentor to do a written observation of you, focusing especially on the plenary section of the lesson, and discuss their feedback. | | | Ensure the RPTs understand that plenaries don’t always have the same aim and that it is important for teachers to identify their aim each time. Identify the aim for their planned plenary and give feedback afterwards as to how successful it was. | | Upload the feedback to the feedback section of your e-portfolio. |
| **Strand D**  …… use observation to understand pupils’ developmental level  ……appreciate how development in one domain can impact another.  ……draw conclusions about what pupils have learned by looking at  patterns of performance over a number of assessments **(ITTECF 6B)** | *11. Evaluate your profile child*  Ensure you continue to make notes about your profile child (selected during visit 3) as the placement progresses. Try to notice their achievements within the physical and social/emotional domains as well as the cognitive domain.  As the end of the placement nears, write a short summary (200 words) on your child’s development. Think about how their development in one domain compares to another, as well as whether they seem to be achieving their expected milestones. You could also reflect on what approaches have supported their development. | | | You could be a useful sounding board for your RPTs’ reflections as they plan their summaries. | | Upload your summary to the SBT section of your e-portfolio. |
| **Strand E**  ……understand and adopt the culture and aims of a setting that you work in.  …… manage workload and wellbeing by protecting time for rest and recovery and being aware of support available to support good mental wellbeing **(ITTECF 8P)**  ……support Climate and Sustainability Education (CASE) through general classroom practice and routines. | *11. CASE Interview the Headteacher (HT)*  Arrange to have a short talk with the HT, focusing on Climate and Sustainability Education (CASE). The questions you should ask are below. It may be helpful to give them the questions in advance.   * How is this school approaching CASE? Is it embedded in the curriculum? * Has there been any staff training in relation to CASE? * Is sustainability on the agenda for school council meetings? * Are there recycling systems in place at the school? * Are there light monitors (or similar) organised as standard in the school? * Are then any projects related to sustainability? E.g. composting, wildflower areas etc.   You may find it interesting to ask these questions as well, if there’s time:   * What are the biggest strengths of this school? How did you achieve them? * What would you like to change about primary education today? * How do you support colleague wellbeing in this school? | | | Support your RPTs to arrange this meeting with the HT (or similar). | | Upload your notes to the SBT section of your e-portfolio. |
| **Strand D + E**  ……get to know the chln in your class really well.  …… use all sources of information to help you assess and support a child, including those outside the classroom.  …… relate information shared by parents to your knowledge of child development theory. | *12. Observe parents evening (if one is taking place)*  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 useful information shared by parents/guardians about the child at home, taking care to only use initials and to store the note securely. Discuss your notes with your mentor, making suggestions for how you think some of the information links to what you have seen in the classroom. | | | Introduce the RPTs to parents so they are aware that they are there to support their own learning.  In the post-meetings discussion, draw out from the RPTs what they have learned about child development and how they think some of it is relevant to comments made by parents. | | There is no storage for this task. |
| If you are on one of the subject specialism **pathways**, please see below for your additional task: | | | | | | |
| ……use art-specific pedagogy in practice and reflect on your own learning. | **Art**  Choose a short activity from one of the practical sessions you did in ED1ACE1 (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. |
| ……develop your understanding of the importance of stories for language development and for encouraging children to read for pleasure. | **English**  Identify opportunities to read aloud to the whole class throughout your placement. Arrange a conversation with your mentor or the English subject lead about how to choose texts and the school’s approach to encouraging children to read for pleasure. Record the books read in a short bibliography of your own design, stating why each book was suitable for the age or context. | | | Facilitate time for this task in the curriculum. Discuss your school’s definition of high-quality texts and selection methods. | | Upload your bibliography to the SBT section of your e-portfolio. |
| ……match curriculum to cognitive readiness within Mathematics. | **Maths**  Conduct Piaget's number conservation task and liquid conservation task with four KS1 children (male and female higher-attaining children and male and female lower-attaining children) - to be completed one-to-one and 10-15 minutes per child. With your mentor, reflect on the experience, particularly whether your findings (i.e. children's answers) are in line with Piaget's cognitive development theory, and make notes on what you learn. Remember to bring with you all the necessary resources (i.e., two identical clear containers and a clear container of a different shape and size; coloured liquid like orange juice; ten identical coins; pieces of paper for you to record children's answers). If you need a reminder, this video (<https://www.youtube.com/watch?v=gnArvcWaH6I>) will show you how to conduct the number conservation task (0:01-0:53) and the liquid conservation task (1:17-2:16). | | | Facilitate time for this task in the curriculum. | | Upload your notes to the SBT section of your e-portfolio. |
| ……use music-specific pedagogy in practice and reflect on your own learning. | **Music**  Choose a song from the repertoire that was covered in ED1MCE3 and teach it to your class. Refine and polish the performance so that the children can create a performance of which they can be proud. If possible, find several opportunities to rehearse the song, and also a performance opportunity, such as singing it to the head teacher, the lunchtime staff, another class, or to parents at home time. Think of how you will sequence and progress the learning, using the techniques that we investigated in ED1MCE3 to focus on teaching the children to find a common pulse and steady beat, to pitch match in order to sing in tune, and use actions and movement to enhance the musical performance. | | | Facilitate time for this task in the curriculum. | | Upload a short summary of what you did or an audio file of the final performance 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 ED1PSP1.**

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 lengthy *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 progression, depending on the time of year, 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. **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 observation visit, known as the Interim Progress Review. Your tutor and mentor will liaise about the best date for this. They will also be available in a supportive capacity to remotely support your final assessment if you or your mentor need advice.

**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 the 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 1 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 27th June 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 1 School Experience (the placement element of ED1PSP1), will be ratified by a Programme Examiners Meeting on 24th June 2025. Until then all results are provisional in line with University of Reading assessment policy. Your Final Progress Review 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. |

|  |  |
| --- | --- |
| 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.