

**Initial Teacher Education Primary Partnership**

 **Programme: Primary PGCE School Direct**

**School Experience 3**

**Summer 2021**

**Au**

**20Au**



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# Key Dates & Information

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| Placement Information | Induction: 12th April – 23rd April 2021Assessed Period: 26th April – 24th June 2021The **SE3 Placement** is the final eight-week block placement, following SE2. **There is no expectation that student teachers should remain in school following the end of the programme (25th June).** However, some students may need additional time due to illness. |
| Planning demands | Student teachers can, and will be, encouraged to move to revised planning following the interim report and on the condition that all standards are deemed to be passed at that interim point. Judgements should be made based on the thoroughness of previous preparation, with mentors secure in the knowledge that the student is able to consider all elements of effective lesson planning and with thorough and systematic reflection "on the effectiveness of lessons and approaches to teaching".  |
| Medium Term Plans | The school’s existing medium-term plans should be used as a basis for the student teacher’s plans but should be annotated and enhanced as appropriate.  |
| Key documentation to be in place prior to starting the assessed period  | EYFS* Audit of all provision areas
* Children’s prior learning notes
* Observations of children
* Overview of key events, curricular resources and key intentions
* Weekly timetable for week 1
* Weekly phonics plan
* Correctly organised teaching file
 |
| Key Stage 1 or 2* Children’s prior learning notes
* Medium term plans for subjects taught by student teacher
* Weekly plan for English and Maths for week 1
* Weekly phonics plan if appropriate
* Lesson plans for the first two days of teaching
* Correctly organised teaching file
 |
| Link Tutor contact  | Contact will be made from the link tutor/alliance lead prior to the interim report. This will be done by email/ telephone or remote platform. Some students may be returning to a school and have the same mentor as the SE1 or SE2 placement. In this case repeated QA is not necessary although contact with alliance leads/link tutors will remain to help support mentor development and arrange a time for the SE3 progress meeting.  |
| Files | The student teacher should use, and build upon, the files/portfolio begun within the SE2 Placement**Weekly Planning File** (usually a transportable A4 file for all needed in one week)**Planning/Archive File** (usually lever-arch file to archive past sessions/plans, etc.)**Abyasa Timeline** (online portfolio of evidence gathered during teaching) |
| Teaching Commitment During Assessed Block (used as guidance when timetabling)  | Week 1 – 50% teaching Week 5 – 70% teaching Week 2 – 50% teaching Week 6 – 80% teaching Week 3 – 60% teaching Week 7 – 80% teaching Week 4 – 70% teaching Week 8 - 80% teachingNB Input such as CPD workshops, observation time, training and PPA, to be completed outside these times as appropriate.**NB We recognise that due to the impact of Covid 19, whole class teaching commitments may be difficult to achieve and may not be compatible with changes to school policy. However, experience of whole class teaching is extremely important as this promotes confidence and sets expectations for the NQT year.**  |
| Weekly reflections | Student teachers must complete a **weekly** reflection as part of the weekly mentor meeting. This should be completed by the student before this weekly meeting takes place and student teachers should also provide evidence of children’s work to substantiate progress towards current targets. |
| Weekly Progression Meeting | This should be a **weekly** opportunity to meet with the mentor to discuss targets, and strategies to address these. Targets will then be reviewed following the next appraisal. Class teachers would also be welcome to carry out informal, formative appraisals which may contribute to discussions at the meeting. |
| Interim and final reports | Progress is reported to YSJU and alliance mentors via Interim Reports **at the end of Week 3 (14th May 2021)**. **Any students who fails to pass all of the standards in their first interim will require an additional interim report in Week 5 to track progress (28th May).** The interim report must be submitted via Abyasa. The final report is to be submitted on Abyasa as soon as possible following the completion of the placement in Week 8. A university link tutor or alliance lead will conduct a progress review meeting with the mentor and student teacher. This is used to quality assure the judgements made by the mentor, and set targets for the end of the placement. This conversation should inform final targets for the assessed placement. There may be special instances where there will need to be an additional meetings, perhaps where there are concerns with the student teacher’s progress, or where the mentor is new to the role. |

# SE3 Placement Preparation

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| The SE3 Placement Preparation Period is designed to enable the student teacher to:* Become familiar with the school, its policies, procedures, and available resources in relation to a new age-range, if appropriate.
* Get to know the children they will be teaching in terms of their prior learning, and teacher assessments, so that lessons can be matched appropriately to their needs.
* Have opportunities to teach the whole class in order to identify strengths, and areas to develop, in their teaching.
* Gather necessary information for their planning and assessment for the block experience.
* Meet the mentor to discuss targets from SE2.
 |
| Expectations of SE3 Placement Preparation |
| Role of Student Teacher | Role of Mentor (and Class Teacher) |
| * Meet mentor to discuss targets from SE2 Placement.
* Check that copies of all placement documentation are available in school for head teacher, mentor, & class teacher.
* If not already obtained, gather contextual information as outlined in the Planning and Assessment Guidance document, section 1; in particular ensuring awareness of behaviour, health and safety policies and relevant documentation including statutory and non-statutory guidance (e.g. RE).
* Attend PPA times as appropriate.
* Discuss setting up the classroom with class teacher.
* Discuss possible learning themes for the block.
* Begin to make notes on children’s prior learning.
* Organise the timetable for the block with the class teacher so that you are aware which sessions you will be responsible for.
* Collect medium term plans for units to be taught on block and annotate and adapt as necessary.
 | * Meet student teacher and discuss targets from SE2 Placement
* Facilitate induction to the new age-range and provide supporting information.
* Discuss how learning, assessment, and behaviour are managed in the setting.
* Allow the student teacher to observe the current class teachers across a variety of curriculum areas.
* Ensure student teacher has access to relevant documentation with regards to statutory and non-statutory guidance (e.g. SACRE or Diocese Agreed Syllabus on RE).
* Discuss setting up the classroom with student teacher.
* Discuss possible learning themes for the block, if appropriate.
* Provide support for student teacher during teaching and planning.
* Enable student teacher to access assessment information of children’s prior learning.
* Organise the timetable for the block with the student teacher so that they are aware which sessions they will be responsible for.
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| In the days immediately preceding the block, prepare for Week One: |
| Role of Student Teacher | Role of Mentor (and Class Teacher) |
| * Understand the monitoring and assessment strategies in place. Reflect upon SE2 placement targets and propose strategies for this School Experience.
* Meet with class teacher and mentor to show and discuss draft overview of key events, curricular intentions and resources for the eight-week block and Weekly Overview/timetable for week one of the School Experience.
* Ensure all required planning and preparation is complete and has been signed as satisfactory in your files by your mentor and class teacher by week preceding the block placement.
 | * Observe student teacher’s level of engagement with children and ability to promote sustained shared thinking.
* Discuss the appropriateness of the planned small group focus activities.
* Discuss the appropriateness of the planned large group focus activities.
* Check appropriateness of enhanced provision plans, if appropriate.
* Check appropriateness of small and large group focus activities.
* Share monitoring and assessment strategies used. Discuss student teacher strategies for developing their skills in this area. Discuss the school’s use of data and how this is used to map progress over time.
* Ensure that the student teacher has completed the overview of key events, curricular intentions and resources and Weekly Overview/timetable pro forma. Discuss as appropriate and sign as complete in file.
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# Expectations of SE3 Placement

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| SE3 – 8 weeks |
| Throughout the school experience, the student teacher should:* Write a weekly reflection on Abyasa (mentor meeting template)
* Get involved in the wider life of the school, such as helping with extra-curricular clubs, attending parent evenings, fairs, assemblies, staff meetings
* Discuss with the mentor their plans for completing school-based tasks
* Ensure all planning and records of children’s assessment are in line with the school policy and located in the Teaching File (and Planning Archive File)
 |
| Week | Role of Student Teacher | Role of Mentor (and Class Teacher) |
| 150% teaching | * Manage/teach the class as directed by the teacher for a minimum of 50% of the time.
* Set up classroom.
* Complete session plans as appropriate.
* Appraisal One - English.
* Observe a phonics lesson (priority for KS2 student teachers).
* Prepare weekly timetable for week two.
* Write a weekly reflection ahead of weekly mentor meeting.
* Plan for 10% CPD time.
 | * Conduct Appraisal One.
* Provide support for student teacher during teaching and planning.
* Enable the student teacher to observe a PE lesson.
* Discuss targets and strategies to address these. Conduct weekly mentor progress meeting and record on Abyasa.
* Discuss planning for week two.
* Plan appraisals and weekly meetings for the assessed block if possible.
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
 |
| 250% teaching | * Manage/teach the class as directed by the teacher for a minimum of 50% of the time.
* Appraisal Two – Maths.
* Ensure all files are prepared.
* Write a weekly reflection ahead of weekly mentor meeting.
* Plan for 10% CPD time.
 | * Conduct weekly mentor progress meeting and record on Abyasa
* Conduct Appraisal Two.
* Discuss targets, and strategies to address these.
* Discuss planning for week three.
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
 |
| 360% teaching | * Manage/teach class 60% of the time.
* Appraisal Three – Science/Knowledge, and Understanding of the World.
* Write a weekly reflection ahead of weekly mentor meeting.
* Highlight standards on Abyasa to show current progress and use these to identify areas to target.
* Remind mentor that the interim report is due on Friday 14th May. Any student who has been unable to achieve a pass across all standards will be required to attend a tutorial with the SE3 lead/programme lead to gain further support. An additional interim is due by the end of week 6.
 | * Conduct weekly mentor progress meeting and record on Abyasa
* Conduct Appraisal Three.
* Check quality of planning and recommend moving to revised planning if at least good.
* Discuss targets, and strategies to address these.
* Complete Interim Report One for Friday 14th May. Share its content with the student teacher and complete on Abyasa.
* Any student who has been unable to achieve a pass across all standards at interim, must be given an action plan and additional targets must be set to ensure they make the necessary progress by the end of SE3.
* Contact alliance lead if interventions are necessary at this stage.
 |
| 470% teaching | * Manage/teach whole class 70% of the time with a specific focus on core subjects.
* Appraisal Four–Phonics.
* Write a weekly reflection ahead of weekly mentor meeting.
* Plan for 10% CPD time.
 | * Conduct Appraisal Four.
* Discuss targets, and strategies to address these.
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
* Conduct weekly mentor progress meeting and record on Abyasa
 |
| 570% teaching | * Manage/teach the class for 70% of the time.
* Appraisal Five – PE/dance.
* Continue to contribute to team planning meetings.
* Plan for 10% CPD time.
* Complete reflection ahead of weekly mentor meeting.
 | * Conduct Appraisal Five
* Check student teacher’s files.
* Conduct weekly mentor progress meeting and record on Abyasa
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
 |
| 680% teaching | * Manage/teach the class for 80% of the time.
* Prepare for link tutor/mentor progress review if scheduled for this week. Reflect carefully on targets and strategies that will ensure you continue to make progress.
* Appraisal Six – RE/humanities
* Ensure Student Teacher profile is annotated as appropriate.
* Plan for 10% CPD time.
* Complete reflection ahead of weekly mentor meeting.
 | * Conduct progress review meeting with university link tutor/alliance lead, if scheduled for this week (Appraisal Six).
* Check student teachers’ files
* Complete Interim Report Two ONLY for those students who were unable to be awarded a pass across all standards in first interim report by Friday of this week. Share its content with the student teacher and complete on Abyasa.
* Contact alliance leadif interventions are necessary.
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
 |
| 780% teaching | * Manage/teach the class for 80% of the time.
* Appraisal Seven – arts/DT
* Prepare for link tutor/mentor progress review if scheduled for this week.
* Plan for 10% CPD time.
* Complete reflective learning journal.
 | * Conduct progress review meeting with university link tutor/alliance lead, if scheduled for this week (Appraisal Seven).
* Check student teacher’s files.
* Annotate and sign off standards from Student Teacher Profile where evidenced.
* Raise any concerns with the alliance lead.
* Ensure that student teacher’s planned CPD time is appropriate and supported/enabled.
 |
| 8 80% teaching | * Manage/teach the class for 80% of the time.
* Appraisal Eight – MFL/music.
* Ensure Student Teacher Profile is annotated as appropriate.
* Plan for 10% CPD time.
* Highlight Teachers’ Standards on Abyasa
* Review summative judgements and targets for Career Entry Development Profile (CEDP) and NQT year.
* Complete student summative report/reflection.
* Prepare and take part in triangulation meeting.
 | * Raise any concerns with the alliance lead.
* Ensure that student teacher’s planned CPD time is appropriate and support/enabled.
* Review highlighted Teachers’ Standards on Abyasa and sign off.
* Conduct triangulation meeting/complete Student Teacher Profile; discuss summative judgments and targets for Career Entry Development Profile (CEDP).
* Submit final grade on Abyasa. Please ensure that final reports are submitted before the end of the placement. .
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#  Rationale and Aims

The overriding principles of the module are the development of the autonomous professional, capable of making judgements which are informed by a knowledge of appropriate theory and practice, an understanding of the broad context in which education operates, a professional responsibility to update their knowledge, a desire to improve and ‘make a difference’, and to exercise their duty of care, in the widest possible sense.

The purpose of this final SE3 Placement is to enable the student:

* To build on experiences and knowledge gained during the programme, and to provide evidence that the student has reached the required standard for QTS.
* To provide the opportunity to work with increasing professional autonomy.
* To refine and apply their understanding of the organisation, and management of learning.

# Summary Information

## Teaching Responsibility

Teaching expectations and responsibilities are outlined in the weekly overview and a flexible approach can be taken given the current impact of Covid 19.

## Appraisals

Regular formative feedback will ensure that our student teachers make progress. To facilitate this, weekly appraisals should be arranged during the assessed period to give a minimum of EIGHT appraisals. This includes the progress review meeting which occurs mid-way through the placement. Appraisals must take place at regular intervals across the block. Please use the Appraisal summary record below. Weekly student teacher reflections and mentor meetings will give all stakeholders the opportunity to focus discussion on student teacher progression and weekly target setting will focus attention on the areas of greatest need.

Student Teachers in the Early Years Foundation Stage

It is expected that most of the time in an Early Years Foundation Stage setting, the student teacher will be supporting children in their self-initiated play. Any appraisals undertaken must, therefore, reflect this practice. Over the course of the School Experience the student teacher should be seen in a range of situations, including:

* + observing and supporting child-initiated activity throughout the time observed
	+ a small group focused activity (which may include early reading, mathematics activities, exploration of various materials in different contexts etc.), and also supporting child-initiated activity
	+ leading a large group focused activity (i.e. music-making, story-telling, circle time, showing time etc.) followed by supporting child-initiated activity
	+ possibly an extended focused activity such as a PE lesson in a reception class, which would be likely to last the whole session.

It is important that the student teacher has an overview of all practitioner interaction and children’s activity.

Because of the nature of Foundation Stage practice, certain features will only be evidenced through examination of the student teacher’s files. This applies particularly to the first section of the Early Years appraisal document (Professional Skills: Management of Learning). **An appraisal for a Foundation Stage student teacher should be no shorter than that for a student teacher in KS1/2.**

Student Teachers in Key Stage 1 or 2

Student teachers in either Key Stage 1 or 2 must have appraisals in English, Maths, Science and other curriculum areas which allow the student teacher to demonstrate a range of strategies (for example, PE and an arts-based subject), negotiated by student teacher, class teacher and mentor.

**As part of each appraisal, the appraiser must set written targets for further development. The appraiser must also look at the student teacher’s files as part of each appraisal; it is expected that the files will be in good order.**

Phonics Appraisals – Early Reading Focus

Following Ofsted’s recommendation that**all** student teachers should be appraised teaching early reading, there **must be an early reading appraisal during this placement**. This is in addition to an English appraisal in KS1/2. All students should also be given the opportunity to observe and teach the application of word reading skills through guided or whole class reading activities.

* + In Nursery classes, an early reading appraisal is not appropriate except for Letters and Sounds Aspect 7 activities (oral blending and segmenting) with children about to move into Reception.
	+ In Reception and Year 1 classes, the students should be teaching phonics as part of their teaching expectations. Therefore, the early reading appraisal should be undertaken during a session of discrete phonics teaching.
	+ In Year 2 to Year 6 classes, the early reading appraisal should be undertaken in a KS1 class. Students should be given the opportunity to observe the teaching of phonics prior to the early reading appraisal. Following a period of observation, the student teacher is required to teach a minimum of 3 consecutive phonic sessions and the early reading appraisal should be undertaken towards the end of this series of lessons.

Where it is not possible to undertake the early reading appraisal in the student teacher's own class e.g. a Nursery class which has not yet been introduced to Aspect 7/KS2 class, the student teacher should make arrangements to undertake this appraisal in a different class.

Appraisal Summary Record

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Date** | **Appraiser** | **Session Observed** |
| **Main Block** | **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **Additional Appraisals** |  |  |  |  |
|  |  |  |  |
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|  |  |  |  |
|  |  |  |  |

## Essential features of this school experience

If this has not already been done - before the block placement, student teachers are advised to undertake research to familiarise themselves with the setting. This will include:

* + The school website
	+ The most recent OfSTED report, noting particular strengths
	+ The geographical location
	+ The community in which the school is situated.

As part of the SE3 Placement preparation process, student teachers will become familiar with the context of the setting and gather information necessary for quality teaching and learning. They will need to have a good understanding of:

* + Organisation of both staffing and premises
	+ Resources, including the library and ICT provision
	+ General organisation of classes
	+ The way in which their teaching space is used (including restrictions)
	+ The children in their class.

Each student teacher will need opportunities in school to:

* + observe children using a variety of methods and draw tentative conclusions about their learning and development from these observations
	+ observe their teacher (or other colleagues) in a variety of sessions
	+ observe strategies to promote good behaviour and establish a purposeful learning environment
	+ plan and teach small group activities, across a range of curriculum areas
	+ use the Session Planning pro forma for planning in the first instance
	+ begin to develop an understanding of statutory curricula, the agreed syllabus for RE, non-statutory guidance
	+ collect a range of assessment strategies.

# Non-contact Time for Student Teachers

## Professional Development Time (not PPA time)

This is 10% of the week (equates to NQT statutory induction CPD time)

Equivalent of half a day should be used to develop your professional needs.

This time must be clearly indicated on your weekly overview & recorded in the student’s CPD tracker.

The following is a list of suggestions, but not definitive:

* focused observation of skilled teachers and/or other professionals; for example, a skilled PE/music teacher
* team teaching alongside an experienced teacher; for example to give experience of a subject or phase that they have not had the opportunity to access
* in-depth observation of child/children to enhance knowledge of personalised teaching and learning for children with additional educational needs.

## Planning, Preparation and Assessment (PPA) Time

The student teacher should have access to, and the same opportunities for, planning, preparation and assessment as other members of staff.

Where schools plan and prepare in teams (perhaps in shared PPA) students must take an active role by contributing ideas and collaborating in the planning process

Where possible, it would be helpful for student teachers to have the same PPA time as the class teacher. This will facilitate support for the student teacher and help them understand the needs of the children in the class.

## Other Expectations

Student teachers should follow the expectations set out by the school. They must stay after the end of the school day and engage in meetings, plan and prepare for the following day and ensure they are fully prepared. Time away from school can be granted for interviews but initial visits/ remote visits should be planned during CPD time or after school.

**Student teachers are not allowed to cover for any member of staff at short notice.**

# Overview of Student Teachers’ Programme

The student teachers began their programme in September 2020

|  |
| --- |
| Programme So Far |
| Experience in school: This is the third assessed placement of the PGCE programme and although most students will have gained a secure grounding during SE1 and SE2, this may vary due to time missed relating to the current public health situation. Adjustments to teaching expectations can be made to ensure confidence is built over time. The following list outlines areas of training our student teachers will have received by the start of this placement.  |
| Professional Module 1:* Introduction to planning
* Introduction to assessment
* Learning theories – behaviourism, constructivism, social constructivism, cognitive load & memory, metacognition, growth mindset
* English, mathematics & science subject knowledge
* Diversity, vulnerable groups, SEND & EAL
* Curriculum design
* Introduction to whole school and class data
* Additional phonics training to prepare for SE3
 |
| Professional Module 2:* Safeguarding
* Mental health
* Professional & British values
* Introduction to research informed practice
* Research methodology & research ethics
* Effective communication with parents
 |
| English: |
| Maths: |
| Science: |
| Foundation Subjects: |

# Planning and Assessment Requirements

## Pre-Placement Days

Student teachers are required to write session plans for every group and class session they teach, with learning outcomes suggested by and discussed with the class teacher as appropriate. **N.B. Telling a story to a group of children is teaching and requires a completed planning proforma.**

## Planning Requirements for the Block Placement

Partnership schools are asked to provide student teachers, as soon as possible, with guidance on curriculum areas, areas of learning, topics, or themes that they will be teaching, on the SE3 Placement. This will allow student teachers to focus on planning at an early stage so that school and university staff, as well as the student teachers, can have confidence in preparation for the block placement.

Planning proformas are available in the Planning and Assessment Guidance document issued to all students. School planning formats may be used if all key features of effective planning are evident. Formats should cover areas as identified on the lesson appraisal criteria.

As part of the Interim 1 review meeting it will be decided if student teachers are able to move to revised planning.  However, if schools feel that progress is not sufficient and student teachers are not demonstrating they are able to plan and teach effective lessons, they will be required to continue with the full planning proforma.

## Early Years Foundation Stage Planning

Student teachers placed with Nursery or Reception classes are expected to follow the cycle of planning set out in the Planning and Assessment Guidance document. In line with the ‘setting out’ of Foundation Stage classrooms in provision areas, (see Planning and Assessment Guidance document), they are expected to complete a continuous provision area plan for each existing area within their classroom and to further enhance these areas of provision, in accordance with their observations of children’s interests, fascinations, and learning needs, throughout their block placement. This may include removing or adding objects and materials to existing provision and/ or setting up further focus areas. (Planning for the criteria of EYFS Session Appraisal documents can be found on pages 6, 7, & 8 of the Appraisal Handbook).

## Key Stage 1 & 2 Planning

Student teachers will need to write:

* Their own medium term plans to cover the curriculum areas that they will be teaching, based on the current medium term plans for the class.
* Weekly plans for English (including a Phonics Weekly Plan) and Mathematics for each week that they are teaching these subject areas.
* A lesson plan for every lesson taught.

**Checking of Planning**

Any student teacher whose planning or preparation is unsatisfactory will not be allowed to progress into the block experience and the alliance mentor should be informed. Where there have been late changes in curriculum content, mentors should exercise some discretion but student teachers must not be allowed to start teaching in an unprepared state. Please see detailed expectation diaries.

It is expected that, whatever the planning format used, the following details **MUST** be provided.

|  |  |
| --- | --- |
| * Learning objective(s)
 | * Children’s activities to meet the learning objective(s)
 |
| * Success criteria
 | * Adults’ support, management and assessment of learning
 |
| * Assessment plans
 | * Evaluation of learning
 |
| * Organisation of other adults
 | * Evaluation of teaching
 |
| * Key vocabulary
 |  |

## Assessment Requirements

Student teachers need to put into place a manageable system for monitoring and assessing that ensures that they are able to meet the learning needs of their pupils as individuals.

Student teachers need to show, through practice and through documentation, that they are able to meet the Teachers’ Standards, particularly TS1, TS2, and TS6. Further guidance on monitoring and assessment as part of the SE3 Placement will be provided by mentors.

Thinking about children’s learning is an essential part of every plan. The pre-placement preparation period provides important opportunities for gaining assessment information and student teachers can begin to understand the children as individuals. Every opportunity should be taken to try out ways of recording assessment information whilst students are not responsible for managing the whole class.

**Although the ‘Tracker’ provided in the Planning & Assessment Guidance may meet the needs of many student teachers in KS1/2, others (and especially in EYFS) should adapt it or provide another pro forma in order to record information which will provide evidence of children’s learning and feed into future planning.**

# Assessment and profiling of student teachers

Formal Appraisals

* + There will be a minimum of eight formal written appraisals during the SE3 block placement.
	+ Written and oral feedback should be given to student teachers as soon as possible after each appraisal.
	+ Mentors must identify targets for further development in addition to commenting on the progress against or achievement of the Standards.
	+ Copies of appraisal forms should be on Abyasa

Informal Feedback

Formal appraisals by trained mentors only provide a limited picture of the student teachers’ practice in the classroom. **All** colleagues involved with the student teacher are encouraged to provide regular oral and written feedback on his/her professional performance throughout the school experience, referring to the Teachers’ Standard at all times.

Most student teachers will make enormous progress, with class teacher and mentor support, during the first three weeks. It is important that student teachers enter into an open and honest professional dialogue with their class teachers. They will look to the class teacher for feedback and advice on ways they can improve their performance. However, experience suggests that student teachers do not always feel they can ask. We would be grateful for advice and support offered by class teachers as this will be highly valued

Abyasa Timeline

Formative Profiling

* + At the beginning of the School Experience, student teachers should discuss SE3 placement targets with their mentor.
	+ It is essential that the Abyasa Timeline is used to record judgments throughout the block placement.
	+ Mentors should meet with the student teacher each week in order to record standards met using the Standards’ Grading Guidance to support the process.
	+ The student teacher and mentor should be guided by the descriptors within the Standards tab on Abyasa. These should be referred to and highlighted to evidence progress within each Teachers’ Standard. The descriptors should also be used to inform summative judgements.

Summative Profiling

There are two aspects to summative judgements for student teachers.

**1. Progress Review**  (undertaken with a university link tutor or alliance lead)

**2.** **Triangulation**

* Sign off all Teachers’ Standards.
* Record summative judgements.
* Record summative final judgement awarded at the end of the placement.

1. Progress Review

A progress review meeting will but undertaken from week 6 of the assessed SE3 block. The purpose of this meeting is to quality assure judgements and to check progress. A discussion will take place between the student teacher, mentor and the link tutor/alliance lead that will identify strengths and those Teachers’ Standards that require development within the final weeks of the assessed block. This discussion will inform target setting within the final weeks.

2. Triangulation

The final triangulation meeting will identify how all teachers’ standards have been met, record summative judgements, and award a grade for each.

**It is important that all parties prepare for the triangulation meeting, bringing together documented evidence of competence and a list of key points.** Evidence will be drawn from the information provided for each of the Teachers’ Standards.

Acknowledging the professionalism of all parties engaged in the profiling process, certain recommendations are made.

Each member should feel able to make honest, open comments.

Each member can take on the role of scribe at any point in the process.

Ideally, all parties must agree summative comments before being formally recorded on Abyasa. However, it should be acknowledged that the mentor has the responsibility for confirming summative comments.

It should be noted that the reports and targets will provide evidence for the professional reference written by the university and for the student teachers’ Career Entry and Development Profile*.*

Pass Requirements

The SE3 placement is a university module and the validated document sets out clear assessment strategies. These state that in order to achieve a pass on the SE3 Placement, student teachers must satisfactorily complete:

* + The School Experience Placement
	+ All School Experience files/portfolios as stated in the SE Handbook

**The student teacher must have met all of the teachers’ standards by the end of the placement.**

# Moderation Procedures

The partnership has established moderation procedures for ensuring that judgements are made consistently. The key question is: ‘Are criteria being interpreted and applied consistently?’

Progress Check

Moderation Arrangements in Mentoring Schools for this Placement

The Progress Review meeting is conducted at the mid-way point of the final school experience (SE3). It takes about one hour and is led by the link tutor/alliance lead alongside the student teacher and mentor. The purpose of the meeting is to:

* review the progress of the student teacher at this stage of their final placement
* identify the student teacher’s strengths and evidence towards meeting the Teachers’ Standards
* identify any gaps or areas for development in meeting the Teachers’ Standards
* suggest evidence which will support meeting the Teachers’ Standards
* set clear targets for the remainder of the placement so that the student teacher can make the expected progress to successfully complete the placement
* model a professional dialogue to support the mentor in their role
* enable the student teacher to take responsibility for their own development through professional dialogue (and thus support them in future performance management meetings as an NQT)

Preparation before the meeting

* The link tutor/alliance lead will arrange to meet with the student and mentor in a video/online meeting for one hour
* The student teacher will prepare and have ready some examples of evidence to show they are meeting the Teachers’ Standards and demonstrate areas where they have particular strengths.
* Evidence should not be onerous or burdensome for the student teacher. The focus of the meeting will be on the quality of the professional dialogue, with supporting evidence used to highlight examples of their progress as a teacher. This might include work from pupils, lesson planning, resources used to support pupils with additional needs, etc
* The student teacher should read through the example questions in the SE Handbook and if helpful, go through these with the mentor before the meeting

During the meeting

* The link tutor/alliance lead will lead the meeting, using some of the questions in the handbook, and following up with further questions as appropriate
* The mentor will contribute to the meeting through professional dialogue
* The student teacher will demonstrate strengths and evidence through professional dialogue
* All members will agree clear targets (no more than three) for the remainder of the placement and suggest further examples of evidence and opportunities within the school (if possible) to support these

After the meeting

* The link tutor/alliance lead will add and complete the Progress Review meeting template on Abyasa (format is listed below and can be used to make notes during the meeting)

|  |  |
| --- | --- |
| Exemplar Questions | Teachers’ Standards |
| How do you decide on the pitch of an activity or lesson?How do you ensure challenge for all starting points in the class? | TS1TS5 |
| How do you encourage pupils to reflect on their own progress and own their learning?  | TS2 |
| How has your subject knowledge developed over the programme? | TS3 |
| How has your pedagogical subject knowledge developed over the programme? | TS3 |
| In what different ways do you plan for pupil progress? | TS2TS4 |
| In what ways has your planning developed over time? | TS4 |
| Give an example of how reflecting on your planning resulted in changing your approach or strategy?  | TS4 |
| Through your use of assessment data, what impact have you had on pupil progress? | TS2TS6 |
| Give an example how you modified a lesson for a pupil with SEND. | TS5 |
| How have you used formative assessment approaches in lessons/ the learning environment (EYFS)?  | TS6 |
| What strategies have you found useful in developing and maintaining a purposeful and safe learning environment? | TS7 |
| Can you tell me what you have learnt from observations of experienced teachers that you then carried forward into your own practice? | TS8 |
| How have you demonstrated a regard for the need to safeguard pupils’ well-being? | PPC |
| How have you maintained proper and professional regard for the school’s ethos, policies and practices? | PPC |

Visits by External Examiners and Assessors

Additionally, on any Final School Experience in any ITE programme, External Examiners and Assessors take a moderation/quality assurance role.

* + External Examiners and Assessors will undertake Quality Assurance remote visits of about 20% of the student teacher cohort towards the end of the School Experience.
	+ Visits will take place on 8th June 2021.
	+ External examiners will also be meeting students during their visit and discussing aspects of your training. Dates and times to be confirmed.
	+ External Examiners and Assessors do not make decisions about whether a student teacher is awarded a pass or fail grade; their role is one of Quality Assurance, including the moderation of judgements made of student teachers’ competence by appraisers in schools.

Student teachers and schools will be notified by the YSJ School Partnership Office the week before if they are to be part of the sample.

# General Information

E-Protocol

In order to maintain professional standards at all times, student teachers are reminded to:

* + use their university email address (NOT a personal one) for ALL contacts with the school, class teacher and mentor(s)
	+ take care with the content and presentation of email messages, being aware that the content may be read by others
	+ consider professional and responsible use of mobile phones, texts, social networking sites etc., ensuring that no comments of a personal nature are made
	+ be aware of the school’s policy for the use of the internet.

Student Teacher Absence

**If an unexpected absence occurs, the student teacher should contact the school as early as possible and should also inform the Education Office soon after 8.30 am**. The purpose of the latter contact is to alert any alliance member or university tutor who may be contemplating a school visit, and **not** **as a means of relaying the information to school**. (Many class teachers and/or mentors offer the student teacher a personal contact telephone number so that very early warning of absence or other difficulties can be given). The student teacher is expected to keep both the school and the university informed of on-going illness/absence.

Use of Consumables and Photocopying

It is normally expected that consumables for use by children and photocopying costs for children’s’ materials will be borne by the school. Student teachers have been alerted to financial constraints of schools and are advised to act appropriately.

Health and Safety

It is expected that the school will make clear to the student teacher its health and safety policies and that the student teacher complies with these.

Issues Relating to School Experience

Any action by university or school, which may lead to termination of programme or involuntary extension of the programme in excess of its normal length, will be subject to the university’s appeals procedure.

Student Teachers Leaving the Placement Without Consultation

If, for any reason a student teacher unilaterally withdraws from his/her placement without consultation with the school/alliance and university he/she will be deemed to have failed the placement.

Re-Sits as a Result of Student Teacher Failing the SE Module

There is no automatic right of resit for failed school experiences and resit fees may be incurred. While we endeavour to arrange resits caused by mitigating circumstances and ill health, alliances/schools are not in any way obliged to accept student teachers from the alliance/university and neither can the university exert influence upon them.

# Contact List

|  |  |
| --- | --- |
| School Experience Director | Andy Atkins Senior Lecturer Email – a.atkins@yorksj.ac.uk |
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