

School of Education

1PSE01 and 2PSE02

School Experience 2 Handbook

Academic year 2020-21



<ul style="list-style-type: none"> ● SE BRIEFINGS FOR Y2 STUDENT TEACHERS 	<p>1st March 2021 22nd March 2021</p>
<ul style="list-style-type: none"> ● SE2 PHASE OF PLACEMENT 	<p>12th April –25th June 2021 (10 weeks + half term), Exact dates may vary depending on school holidays.</p>
<p>PLANNING AND FILES CHECKED BY MENTOR</p> <p>The following must be in place for the student teacher to proceed with the placement beyond week 4:</p> <ul style="list-style-type: none"> ● ALL MEDIUM TERM/ OUTLINE PLANNING ● WEEKLY, DAILY AND SESSION PLANS FOR WEEK 5 (AS APPROPRIATE) ● CORRECTLY ORGANISED FILES <p>IF THESE ARE NOT IN PLACE THE LINK TUTOR MUST BE INFORMED IMMEDIATELY.</p>	<p>Friday 7th May 2021</p>
<p>INTERIM REPORTS DEADLINE</p> <p>These should be completed online; each mentor will be sent individual log in details in order to complete this.</p>	<p>Interim report 1: Friday 7th May – end of week 4 Interim report 2: Friday 21st May – end of week 6</p>

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1. Detailed expectations diary for early years foundation stage

EXPECTATIONS FOR STUDENTS IN EYFS

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
PRIOR TO PLACEMENT	<ul style="list-style-type: none"> ● Send an introductory email to your school and external mentor (if applicable). ● Telephone the school to introduce yourself and organise the arrangements for your first day including time of arrival. ● Ensure your two school experience files are in place. 	<ul style="list-style-type: none"> ● Check all SE dates and ensure staff are expecting their student teacher. ● Check your induction arrangements. ● Check that you have access to the SE handbook and to Abyasa online system. ● Familiarise self with the requirements and expectations of the placement.
<p>Throughout the placement, whenever possible:</p> <ul style="list-style-type: none"> ● Observe the class teacher and other experienced teachers; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children. ● Work alongside teachers/practitioners as directed by them. ● Get involved in wider aspects of school life, e.g. sports clubs, playground duty, meetings with parents (as appropriate). ● Attend staff meetings (and training days) unless school staff deem the content inappropriate. ● Work on school-based tasks. 		
<p>EYFS</p> <p>WEEK 1</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Meet with class teacher and mentor to understand expectations for placement. ● Check that copies of all SE documentation are available in school for head teacher, mentor and class teacher. ● Gather contextual information as outlined in the Planning and Assessment Guidance Document Section 1: Contextual Information. Ensure you have hard copies of <i>all</i> relevant materials that will impact on your professional role, including: <ul style="list-style-type: none"> ○ List of all staff members (including non-teaching staff) ○ Behaviour policy ○ Handwriting policy ○ GDPR Policy ○ Safeguarding ○ Timetables for playtime, hall, laptops, etc. ● Become familiar with the detailed organisation and management of the setting, using the guidance in Section 1 of the Planning and Assessment Guidance document. ● Observe and engage with children engaged in self-initiated play and note how provision areas are being used (or not): <ul style="list-style-type: none"> - By individuals (in solitary or parallel play) - By groups (in cooperation or collaboration) - By different genders ● Spend time getting to know the children. 	<ul style="list-style-type: none"> ● Meet student teacher and discuss expectations for placement; and planning and teaching arrangements. ● Check access to copies of SE documentation. ● Enable student teacher to gather contextual information. ● Ensure student teacher has access to relevant materials, including statutory and non-statutory guidance (e.g. SACRE or Diocese Agreed Syllabus on RE). ● Enable the student teacher to access information about children's attainment in all areas of learning. Provide details of children with health issues or additional educational needs. ● Engage in discussion with student teacher about the different provision areas. ● Discuss student teacher's observations of children. Provide details of children with health issues or additional educational needs. ● Discuss student teacher's observations about practitioner engagement with children. ● Observe student teacher's level of engagement with children and ability to promote sustained shared thinking. ● Discuss the appropriateness of the planned small/large group activities. ● Share any plans or themes intended for the placement period.

	<ul style="list-style-type: none"> ● Observe all experienced practitioners as they engage with children during self-initiated play. ● Observe practitioner-led small and large group focus activities and discuss with class teacher her/his evaluation of these sessions. ● Engage with children during self-initiated play. ● Discuss with class teacher any plans or themes covered during placement period and resources for these. ● Carry out the Class and Behaviour Management Audit (School Based task 2 – see appendices). ● Consider small and large group focus activities which would support any identified plan or theme. ● Days 3-5: Plan and undertake a small group focus activity each day. Plan and undertake a large group focus activity each day (this may be a story, music-making, sharing time, etc). ● Organise with class teacher a timetable for week 2. ● Complete Weekly Reflections on Abyasa in preparation for mentor meeting (Part 1 of Weekly Progression Proforma). 	<ul style="list-style-type: none"> ● Discuss the student timetable for week 2. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma on Abyasa) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>EYFS</p> <p>WEEK 2</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Manage Retrospective planning for at least 3 taught sessions (to include one phonics lesson) timetabled across this week. Observe the class teacher teach, then retrospectively write up the lesson plan. ● Plan and undertake a small group focus activity each day. Plan and undertake one whole class/ large group teaching activity on each day. ● Prepare and plan to take at least 3 focused sessions with whole class responsibility over period of weeks 3 and 4, in discussion with mentor. ● Make notes on children's prior learning. ● Discuss week 3 with class teacher. ● Work on plans for continuous provision area and check available resources/make arrangements for this new provision. ● Highlight grading criteria (on Abyasa) using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for your weekly meeting with your mentor. 	<ul style="list-style-type: none"> ● Provide support for the student teacher during teaching and planning. ● Share LOs for each session to be observed by the students. ● Check writing up of previous sessions. ● Discuss the timetable for following week, including lesson appraisal. The student should prepare and plan to take at least 3 focused sessions with whole class responsibility over period of weeks 3 and 4. If you judge that students are ready, responsibility for more sessions would be encouraged. ● Please use NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012 and highlight the grading criteria (on Abyasa) as appropriate to indicate current characteristics of student teacher. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p>EYFS</p> <p>WEEK 3</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Work on plans for continuous provision area and check available resources/make arrangements for this new provision. ● Appraisal 1 – session with whole class responsibility. ● Study and begin to adapt medium term plans/Overview of key events, curricular intentions and resources (in accordance with school’s approach) for week 5 onwards. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for your weekly meeting with your mentor. 	<ul style="list-style-type: none"> ● Discuss student teacher’s planning for continuous provision area. ● Undertake appraisal 1. ● Share medium term planning (if available) for the current half term. ● Discuss development of medium-term plans Overview of key events, curricular intentions and resources, in accordance with school’s approach to planning. ● Discuss teaching responsibility and timetable for week 4. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>EYFS</p> <p>WEEK 4</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Complete plans for enhanced provision and check available resources/make arrangements for this new provision. ● Adapt school’s medium-term plans/overview of key events, curricular intentions and resources. Using Section 2 of Monitoring and Assessment Guidance document or similar in school’s format, adapt to ensure you have: <ul style="list-style-type: none"> - Overview of Key Events, Curricular Intentions and Resources for remainder of half term. - Weekly Overview and first two days group plans for week five by Friday 7th May for mentor to check. - Phonics Weekly Plan (if appropriate). ● Appraisal 2 – session with whole class responsibility. ● Discuss teaching responsibility and detailed timetable for week 5 onwards, including: <ul style="list-style-type: none"> - Arrangements for the early reading/phonics appraisal with your mentor to take place at later stage in placement. - Observation and teaching of a PE lesson during placement. - CPD tracker and identify opportunities for CPD. - TS5 tracker and identify opportunities for development. - Check progress towards completing school-based tasks and timetable completion dates. 	<ul style="list-style-type: none"> ● Check student teacher’s planning for remainder of half term and following week by Friday 7th May: <ul style="list-style-type: none"> - Overviews of Key events, Curricular Intentions and Resources (adapted from school’s plan if available) - Provision area plans - Weekly Overview for week 5 and first two days’ group plans - Phonics Weekly Plan (if appropriate). ● Undertake appraisal 2. ● Complete interim report on student teacher’s work and progress up to this stage of placement by Friday 7th May. Note: this interim grade be pass/fail and will signify a pass and completion of SE1 (halted last year due to pandemic). For students not yet gaining a pass, please defer interim report, inform link tutor and complete and action plan. ● Discuss teaching responsibility and detailed timetable for week 5 onwards, including: <ul style="list-style-type: none"> - Student teacher to observing and teaching a PE lesson during placement. - Arrangements for the early reading/ phonics appraisal. - CPD tracker and opportunities for CPD. - TS5 tracker and identify opportunities for development. - Check progress on school-based tasks and opportunities to complete them. ● Check the student teacher’s medium-term plans/overview for remainder of half term, weekly overview and group plans for first two days of week five by Friday 7th May. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>Student teachers must be registered as a PASS in the interim report before taking on greater responsibility, as below.</p>		

<p>EYFS</p> <p>WEEK FIVE</p> <p>20% team teaching, working with groups, etc. as directed by teacher.</p> <p>30% teaching and whole class responsibility</p> <p>40% PPA</p> <p>10% PD</p>	<ul style="list-style-type: none"> ● Set up continuous provision area as planned. ● Appraisal 3 ● Monitor children's response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. ● Prepare weekly overview and first two days' group plans for week six. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● All medium-term and other plans should have been agreed by mentor Friday 7th May. If not, please ensure link tutor is informed. ● Undertake Appraisal 3. ● Enable student teacher to set up their provision area and discuss quality and enhancements of this. ● Discuss observations made by student teacher, including those on Daily Reflective Planning Sheet. ● Discuss targets and strategies to address these. ● Discuss planning for following week. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
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<p>EYFS</p> <p>WEEK SIX</p> <p>50% teaching and class management responsibility</p> <p>30% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 4. ● Monitor children’s response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. ● Prepare weekly overview and first two days’ group plans for following week. ● Begin to work on medium term plans for next half term (assuming half term is week after week 7). These may be adapted from schools MTP, if available. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. ● Review items listed for inclusion in detailed timetable prepared during Week 4, and ensure progress/timetabling of specific tasks highlighted. 	<ul style="list-style-type: none"> ● Undertake Appraisal 4. ● Discuss planning for following week. ● Discuss targets and strategies to address these. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week. ● Discuss and support with medium term planning for next half term. ● Undertake moderated appraisal with link tutor prior to completion of placement (week 6, 7 or 8). ● Discuss planning for following week. ● Review items listed for inclusion in detailed timetable prepared during Week 4, and ensure progress/timetabling of specific tasks highlighted. <p>Complete interim report 2 (graded) by Friday 21st May.</p>
<p>EYFS</p> <p>WEEK SEVEN</p> <p>60% teaching and class management responsibility</p> <p>20% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 5. ● Monitor children’s response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. ● Complete medium-term plans/overview of key events, curricular intentions and resources for next half term. ● Prepare weekly overview and first two days’ group plans for following week. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake Appraisal 5. ● Discuss planning for following week. ● Discuss targets and strategies to address these. ● Check completed medium-term planning/overview for next half term. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week. ● <u>Raise any concerns with the Link Tutor- particularly if progress is not being made</u> (Consider need to complete ‘Requiring Improvement; Action plan pro forma in this instance).
<p>EYFS</p> <p>WEEK EIGHT</p> <p>60% teaching and whole class responsibility</p> <p>20% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 6. ● Monitor children’s response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. ● During PD time observe a lesson in KS1 before end of placement. ● Prepare weekly overview and first two days’ group plans for week nine. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake Appraisal 6. ● Discuss targets and strategies to address these. ● Discuss planning for following week. ● Plan for PD time in KS1 before end of placement. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>EYFS</p> <p>WEEK NINE</p> <p>70% teaching</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 7. ● Monitor children’s response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. 	<ul style="list-style-type: none"> ● Appraisal 7 ● Discuss targets and strategies to address these. ● Discuss planning for following week. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to

10% PPA	<ul style="list-style-type: none"> ● Prepare weekly overview and first two days' group plans for final week. ● Review CPD tracker and develop where possible or appropriate. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<p>complete this and Part 2 (Discussion Record) and set targets for upcoming week.</p>
EYFS WEEK TEN 70% teaching 20% PD 10% PPA	<ul style="list-style-type: none"> ● Prepare for and take part in the triangulation meeting. ● Monitor children's response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. Share observations with mentor. ● Highlight grading criteria using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. ● Ensure all school-based tasks are completed. ● Ensure all resources are returned to the school. 	<ul style="list-style-type: none"> ● Ensure 7 appraisals + early reading appraisal have been completed. ● Prepare for and take part in the triangulation meeting. ● Please use NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher.

2.Detailed expectations diary for KS1/2

EXPECTATIONS FOR STUDENTS IN KS1/2

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
PRIOR TO PLACEMENT	<ul style="list-style-type: none"> ● Send an introductory email to your school and external mentor (if applicable). ● Phone the school to introduce yourself and organise the arrangements for your first day including time of arrival. ● Ensure your two school experience files are in place. 	<ul style="list-style-type: none"> ● Check all SE dates and ensure staff are expecting their student teacher. ● Check your induction arrangements. ● Check that you have access to the SE handbook and to Abyasa online system. ● Familiarise self with the requirements and expectations of SE2.

Throughout the placement, whenever possible:

- Observe the class teacher and other experienced teachers; make notes on how they promote a purposeful atmosphere and positive behaviour, organise the lesson and meet the needs of different children.
- Work alongside teachers/practitioners as directed by them.
- Get involved in wider aspects of school life, e.g. sports clubs, playground duty, meetings with parents (as appropriate).
- Attend staff meetings (and training days) unless school staff deem the content inappropriate.
- Work on school-based tasks.

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
KS1/2 WEEK 1 Work with children as directed by class teacher. Work on tasks set out in next column.	<ul style="list-style-type: none"> ● Meet with class teacher and mentor to understand expectations for placement. ● Check that copies of all SE documentation are available in school for head teacher, mentor and class teacher. ● Gather contextual information as outlined in the Planning and Assessment Guidance Document Section 1: Contextual Information. Ensure you have hard copies of all relevant materials that will impact on your professional role, including: <ul style="list-style-type: none"> ● List of all staff members (including non-teaching staff) ● Behaviour policy ● Handwriting policy ● GDPR Policy ● Safeguarding ● Timetables for playtime, hall, laptop access, etc. 	<ul style="list-style-type: none"> ● Meet student teacher and discuss expectations for placement, and planning and teaching arrangements. ● Check access to copies of SE documentation. ● Enable student teacher to gather contextual information. ● Enable the student teacher to access information about children's attainment in all areas of the curriculum. Provide details of children with health issues or additional educational needs. ● Ensure student teacher has access to relevant materials, including statutory and non-statutory guidance (e.g. SACRE or Diocese Agreed Syllabus on RE). ● Discuss the appropriateness of the planned small/large group activities. ● Share any planning or themes intended for the placement period.

EXPERIENCE FOR STUDENT TEACHERS IN KS1 AND KS2

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p>KS1/2</p> <p>WEEK 1</p> <p>(cont.)</p>	<ul style="list-style-type: none"> ● Spend time getting to know the children. ● Make notes on children's prior learning in all curriculum areas that will be taught during the placement. ● Discuss with class teacher any planning or themes to be covered during placement period and resources for these. ● Carry out the Class and Behaviour Management Audit (School Based Task 2 – see appendices). ● Complete Overview of Curriculum Coverage in Planning and Assessment Guidance document. Discuss as appropriate. ● Consider small and large group focus activities which would support any identified plan or theme. ● Days 3-5: Plan and undertake a small group focus activity each day. Plan and undertake a large group focus activity each day (this may be a story, music-making, sharing time...). ● Organise with class teacher a timetable for week 2. ● Complete Weekly Reflections on Abyasa in preparation for mentor meeting (Part 1 of Weekly Progression Proforma). 	<ul style="list-style-type: none"> ● Meet student teacher and discuss expectations for placement, and planning and teaching arrangements. ● Check access to copies of SE documentation. ● Ensure student teacher has access to relevant materials, including statutory and non-statutory guidance (e.g. SACRE or Diocese Agreed Syllabus on RE). ● Discuss the student timetable for week 2. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma on Abyasa) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>KS1/2</p> <p>WEEK 2</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Manage Retrospective planning for at least 3 taught sessions (to include one phonics lesson) timetabled across this week. Observe the class teacher teach, then retrospectively write up the lesson plan. ● Plan and undertake a small group focus activity each day. Plan and undertake one whole class/ large group teaching activity on each day. ● Make notes on children's prior learning. ● Prepare and plan to take at least 3 sessions with whole class responsibility over period of weeks 3 and 4. ● Discuss week 3 with class teacher. Organise with class teacher a detailed timetable for following week, including one lesson appraisal. ● Highlight grading criteria (on Abyasa) using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for your weekly meeting with your mentor. 	<ul style="list-style-type: none"> ● Share LOs for each session to be observed by the students. ● Check writing up of previous sessions. ● Provide support for the student teacher during teaching and planning. Offer constructive feedback. ● Discuss the timetable for following week, including planning to teach sessions with whole class responsibility ● Timetable lesson appraisal. ● Give guidance on opportunities to complete school-based tasks. ● Please use NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012 and highlight the grading criteria (on Abyasa) as appropriate to indicate current characteristics of student teacher. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.

<p>KS1/2</p> <p>WEEK THREE</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Work on session plans for weeks 3 and 4, ● Study and begin to adapt school's medium-term plans for week 5 onwards with class teacher. Adapted medium term / curriculum coverage plans should be completed by Friday 7th May. ● Appraisal one. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for your weekly meeting with your mentor. 	<ul style="list-style-type: none"> ● Share medium term planning (if available) for the current half term. ● Undertake Appraisal one. ● Discuss targets and strategies to address these. ● Support student with medium term planning. ● Discuss teaching responsibility and timetable for week 4. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.
<p>KS1/2</p> <p>WEEK FOUR</p> <p>Work with children as directed by class teacher.</p> <p>Work on tasks set out in next column.</p>	<ul style="list-style-type: none"> ● Complete by Friday 7th May to be checked by mentor: <ul style="list-style-type: none"> - Adapted medium term/plans for week 5 onwards. - weekly plans and first two days session plans for week five. ● Appraisal 2 – session with whole class responsibility. ● Discuss detailed timetable for week 5 onwards: <ul style="list-style-type: none"> - Discuss arrangements for the early reading/phonics appraisal with your mentor to take place at later stage in placement. - Arrange to observe and teach a PE lesson during placement. - Discuss CPD tracker and identify opportunities for CPD. - Discuss TS5 tracker and identify opportunities for development. - Check progress towards completing school-based tasks and timetable completion dates. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for your weekly meeting with your mentor. 	<ul style="list-style-type: none"> ● Undertake appraisal 2. ● Discuss teaching responsibility and detailed timetable for week 5 onwards. <ul style="list-style-type: none"> - Enable student teacher to observe and teach a PE lesson during placement. - Discuss arrangements for the early reading/phonics appraisal. - Discuss CPD tracker and identify opportunities for CPD. - Discuss TS5 tracker and identify opportunities for development. - Check progress on school-based tasks. ● Check the student teacher's medium-term plans for week 5 onwards, weekly plans for week five (as appropriate) and session plans for first two days of week five by Friday 7th May. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week. <p>Complete interim report 1 by Friday 7th May. Note: this interim grade be pass/fail + targets and will signify a pass and completion of SE1 (halted last year due to pandemic). For students not yet gaining a pass, please defer interim report, inform link tutor and complete and action plan.</p>

Student teachers must be registered as a PASS in the interim report before taking on greater responsibility, as below.

<p>WEEK FIVE</p> <p>20% team teaching, working with groups, etc. as directed by teacher.</p> <p>30% teaching and whole class responsibility</p> <p>40% PPA</p> <p>10% PD</p>	<ul style="list-style-type: none"> ● Appraisal 3 ● Prepare weekly overview and first two days' session plans for week two. ● Discuss teaching and planning with mentor. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> ● All medium-term plans should have been agreed by mentor Friday 6th March. If not, please ensure link tutor is informed. ● Undertake Appraisal 3. ● Give feedback on teaching, discuss targets and strategies to address these. ● Discuss planning for following week. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>KS1/2</p> <p>WEEK SIX</p> <p>50% teaching and class management responsibility</p> <p>30% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 4. ● Prepare weekly overview and first two days' session plans for following week. ● Begin to prepare medium term plans for next half term (assuming half term is week after week 7). These may be based on school's MTP, if available. ● Discuss teaching and planning with mentor. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake Appraisal 4. ● Discuss teaching, and targets and strategies to address these. ● Discuss and support with medium term planning for next half term. ● Discuss planning for following week. ● Undertake moderated appraisal with link tutor prior to completion of placement (week 6, 7 or 8). ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week. ● Discuss planning for week seven. <p>Complete interim report 2 (graded) by Friday 21st May</p>
<p>KS1/2</p> <p>WEEK SEVEN</p> <p>60% teaching and class management responsibility</p> <p>20% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 5. ● Complete medium-term plans for period after half term. ● Prepare weekly overview and first two days' group plans for week eight. ● Discuss teaching and planning with mentor ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake Appraisal 5. ● Discuss targets and strategies to address these. ● Check medium term plans for following half term. ● Discuss planning for week eight. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>KS1-2</p> <p>WEEK EIGHT</p> <p>60% teaching and whole class responsibility</p> <p>20% PPA</p> <p>20% PD</p>	<ul style="list-style-type: none"> ● Appraisal 6. ● During PD time observe a lesson in other key stage before end of placement. ● Prepare weekly overview and first two days' session plans for week nine. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake Appraisal 6. ● Discuss targets and strategies to address these. ● Discuss planning for following week. ● Enable PD time for observation in other key stage before end of placement. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.

<p>KS1/2</p> <p>WEEK NINE</p> <p>70% teaching</p> <p>20% PD</p> <p>10% PPA</p>	<ul style="list-style-type: none"> ● Appraisal 7 ● Prepare weekly overview and first two days' session plans for week ten. ● Review items listed for inclusion in detailed timetable prepared during Week 4, and ensure completion of specific tasks highlighted. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Appraisal 7 ● Discuss targets and strategies to address these. ● Discuss planning for week ten, ● Review items listed for inclusion in detailed timetable prepared during Week 4, and ensure completion of the specific tasks highlighted. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set targets for upcoming week.
<p>KS1/2</p> <p>WEEK TEN</p> <p>70% teaching</p> <p>20% PD</p> <p>10% PPA</p>	<ul style="list-style-type: none"> ● Prepare for and take part in the triangulation meeting. ● Observe in class in different key stage. ● Highlight grading criteria using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. ● Ensure all resources are returned to the school. 	<ul style="list-style-type: none"> ● Ensure 7 appraisals + early reading appraisal have been completed. ● Enable observation in class in different key stage. ● Prepare for and take part in the triangulation meeting. ● Please use NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher.

3. Rationale and aims

This placement aims to provide students with the opportunities to develop and implement their pedagogical skills and curriculum knowledge in order to provide effective teaching and learning. Student teachers will develop their understanding of different approaches to teaching, how children learn, and relationships between theory and practice. They will develop knowledge and understanding of National and Early Years Foundation Stage Curriculum and how they can be planned for, implemented and assessed in the classroom. Student teachers will continue to monitor their own progress in relation to the standards for qualified teacher status and set themselves targets.

Student teachers will investigate different approaches to learning and teaching in the primary school and how to manage and organise the classroom with particular attention to:

- the curriculum;
- theories of teaching, thinking and learning;
- ethos, grouping, differentiation;
- behaviour for learning;
- planning and assessment;
- assessing, recording and reporting progress;
- target setting;
- diversity and inclusion;
- SEN Code of Practice;
- child protection;
- learning out of the classroom.

The module aims to provide opportunities for students to:

- Demonstrate a broad understanding of curricula and an ability to utilise this knowledge in the teaching context.
- Appreciate, understand and apply the key principles and theories which underpin good practice in the teaching of children in student teachers' chosen key stages.
- Acquire knowledge and understanding of learning, teaching and planning strategies within the learning environment and demonstrate an ability to apply these appropriately.
- Acquire knowledge and understanding of learning, teaching and planning strategies within an out-of-school context and demonstrate an ability to apply these appropriately.
- Acquire, appreciate and apply the key principles and methods of assessment.
- Demonstrate sustained progress towards meeting the current standards for the award of qualified teacher status.



4. Summary information

Essential features of this school experience:

Weeks one to four

- Work with children as directed by the class teacher, including working with groups, team teaching and whole class management experience, such as story time, leading lesson introductions, plenaries.
- Undertake a series of Retrospective plans, negotiated with the teacher
- Plan and teach at least 3 lessons. Work towards increased demands of week 5 onwards
- PPA and CPD for 50% of the time to complete planning and preparation for weeks five to ten.
- Pass/fail – not graded.

Weeks five to ten

- Whole class teaching responsibility increasing to 70% in weeks 9 and 10.
- Responsibility for writing medium term plans (or adapting school's medium term plans as appropriate), as well as weekly and individual session plans.
- Focus on classroom and behaviour management as well as continuing to develop all other aspects of teaching.
- Develop awareness of assessment of pupil progress and achievement and begin to develop strategies for recording this.

Teaching responsibility

	Teaching responsibility	Professional Development (PD) and Planning, Preparation and Assessment (PPA) time.
Weeks one - four	<ul style="list-style-type: none"> As directed by class teacher and weekly expectations/tasks, as listed in weekly table above 	<ul style="list-style-type: none"> As in weekly expectations/tasks table
Week five	<ul style="list-style-type: none"> 20% team teaching, working with groups, etc. as directed by teacher. 30% teaching and whole class responsibility 	<ul style="list-style-type: none"> 10% PD time and 40% PPA time
Week six	<ul style="list-style-type: none"> 50% of the time whole class 	<ul style="list-style-type: none"> 20% PD, 30% PPA
Week seven	<ul style="list-style-type: none"> 60% of the time whole class 	<ul style="list-style-type: none"> 20% PD, 20% PPA
Week eight	<ul style="list-style-type: none"> 60% of the time whole class 	<ul style="list-style-type: none"> 20% PD, 20% PPA
Week nine	<ul style="list-style-type: none"> 70% of the time whole class 	<ul style="list-style-type: none"> 20% PD, 10% PPA
Week ten	<ul style="list-style-type: none"> 70% of the time whole class 	<ul style="list-style-type: none"> 20% PD, 10% PPA
<p>The percentages are guidelines and can be altered to suit the setting and development level of the student teacher; however, the student teacher should not be asked to teach more than 70% of any week and should have at least 10% PPA time every week. The progress towards this responsibility should be through negotiation with the mentor/external mentor and class teacher.</p>		

Appraisals

A minimum of SEVEN appraisals, plus early reading appraisal:

- Student teachers in Early Years Foundation Stage should have seven appraisals (plus early reading appraisal – see below) which, in total, should cover all areas of learning and development. Student teachers should be appraised in all aspects involved in the nature of EYFS provision, including focus groups, management of provision areas and other adults.
- Student teachers in Key Stage 1 or 2 should have seven appraisals in English, Mathematics, Science and any foundation subject (plus early reading appraisal – see below).

Early Reading Appraisal

Following Ofsted's recommendation that all student teachers should be appraised teaching early reading, there must be an early reading appraisal. 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.

Use of non-contact time for student teacher

Professional development (PD) (Equates to NQT statutory induction CPD time)

THE FOLLOWING IS A LIST OF SUGGESTIONS, BUT NOT DEFINITIVE:

- Focused observation of skilled teachers and/or other professionals, e.g. cross phase, addressing targets from appraisals e.g. behaviour management strategies and observing curriculum areas which will not be taught in the placement.
- Team teaching, e.g. to gain experience of a subject or phase that they have not had the opportunity to access.

The student teacher's CPD tracker identifies areas in which they need further experience.

The student teacher should spend some time in the preceding or following key stage (if possible) in preparation for SE3.

2. Planning Preparation and Assessment (PPA)

- Student teachers should have access to, and the same opportunities for, planning, preparation and assessment as other members of staff. Where possible it would be helpful for the student teachers to have the same PPA time as the class teacher, as this will enable planning to be carried out as part of a team, with the guidance of an experienced teacher.
- Student teachers will work to the requirements of the partnership school. All student teachers have been instructed that they must be in school at an agreed and appropriate time before the school day begins and that they must be prepared to work and attend meetings as appropriate at the end of the period timetabled for pupils.

PLEASE NOTE: PPA time should not be carried out at home even if this is normal policy at the school.

5. Overview of Student Teachers' programme prior to SE2

The first year of the programme aims to raise awareness of learning and teaching through observation and enquiry. Student teachers focus on the development of children as learners. **It is important to consider that the students had only the equivalent of two weeks in school on SE1 before school closures caused by the Covid 19 pandemic. They have not been able to visit schools for over 12 months.** Having observed and explored various philosophies of education and the learning process in the first year, the second year then focuses on the theories supporting observation and enquiry, so that links can be made to first-hand experience. Different teaching styles will be explored and researched in relation to the question: How do I teach? The nature of the curriculum and ideologies will be investigated. By the end of the second year, all areas of the primary school curriculum will have been covered.

At the start of SE2 student teachers are only part way through their training and there will inevitably be gaps in their subject knowledge. Prior to SE2 the course has covered the following aspects:

PROGRAMME CONTENT
Experience in school: The first school placement (SE1) usually forms an integral part of the Module 1PSE01 Awareness of Learning and Teaching and School Experience and commences in November with several serial visits to school throughout the year until the four-week block placement in May/June. Student teachers work in pairs or teams of three. This placement was ended in March 2020, prior to the commencement of the four-week block.
Professional modules: including child development, learning theory, active learning, planning, introduction to assessment, behaviour management, introduction to SEND.
English modules: including an introduction to language for learning, word reading skills and strategies, phonics, comprehension, shared and guided reading, assessing reading, the writing process, unit and session planning.
Mathematics module: including early and pre-number, place value, addition and subtraction, multiplication and division, mental calculation and key instant recall facts, planning and assessment.
Science module: including science enquiry and the processes of science, electricity, magnetism, sound, light and colour, planning and assessment.
Children's learning in the early years foundation stage module (3-7 students). Student teachers study pedagogy relating to early childhood, in particular the current curriculum for young children in England, the Early Years Foundation Stage.
Children's learning in the wider curriculum module (5-11 students). This provides students with sufficient understanding to be able to plan, teach, and assess a range of work across the following subjects: Computing, Geography, History, PSHE, Art, DT, PE, Drama, RE, Music, Languages.

6.Planning requirements

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 in the placement.

Early Years Foundation Stage Planning

Early Years Foundation Stage settings have very varied approaches to planning, and in order for student teachers to work effectively in their setting, it is appropriate for them to use the planning approach and documents of the setting.

Planning guidance, information and pro forma is available in the Planning and Assessment Guidance document.

SCHOOL PLANNING PRO FORMA MAY BE USED IF APPROPRIATE AND SUITABLE.

Student teachers will be required to complete the following plans:

- A 'Continuous provision area plan' for every area of continuous provision in the setting. (This should be done on the school's format).
- One 'Overview of key events, curricular intentions and resources' for weeks five-ten.
- A 'Weekly Overview' and a 'Phonics Weekly Plan' (if appropriate) for weeks 5-10
- A 'Daily Reflective Planning Sheet' from week 5.
- A plan for every session taught.

Key Stage 1 and 2 Planning

Student teachers will be required to complete the following plans using the guidance available in the Planning and Assessment Guidance document:

- 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. This should provide an overview of their curriculum responsibilities for the school experience, and how each subject for which they are responsible will develop over the duration of the school experience. A medium-term plan is not required for mathematics.
- Weekly plans for literacy (including a Phonics Weekly Plan). Planning for mathematics should reflect the school's approach to planning and include the key features highlighted in the YSJ Planning and Assessment Guidance for phase 1 and 2. This could include 'S' planning or a planning overview for a unit of work.
- A session plan for every lesson taught.

Checking of Planning

Any student teacher whose planning or preparation is unsatisfactory at the end of week 4 will not progress to the increased demands of week 5. The link tutor and school experience director should be informed. Where there have been late changes in curriculum content, mentors and external mentors should exercise some discretion.

7. Monitoring and assessment requirements

Monitoring and assessment (M & A) is an essential and integral part of teaching and learning and student teachers must begin to develop their understanding and practice in this area.

During the placement student teachers should work closely with the class teacher/ other professionals to:

- **Become familiar with the various ways of assessing children which come under the headings of formative and summative assessment.**
- **Become familiar with the ways of recording the information gained from assessment.**
- **Try out different ways of assessing children's learning and of recording this assessment (trial, evaluate and modify a variety of pro forma).**
- **Use any assessment information formatively to adjust and adapt future teaching and learning.**

Specifically, student teachers should record their assessment of children's learning from every taught session.

- **This can be done on any pro forma: the tracker, another York St John University pro forma, a pro forma used by the school/ setting or one created by the student teacher.**
- **This might be a record of assessment of all children in the class but most likely will be of a targeted group.**

School-Based Task One – Personalising Learning

Description of school-based task: The aims of this task are for you to:

- find out in detail about the educational needs of a pupil with additional educational needs (AEN);
- learn more about the origins of additional educational needs and the interaction between the pupil's difficulties/disabilities and environmental factors;
- learn about how the additional educational needs of a pupil are assessed;
- develop your skills in planning and teaching to meet the pupil's identified educational needs, monitoring the progress that the pupil makes as a result; and
- form a teaching relationship with a pupil with additional educational needs and gain experience of how they learn.

QTS Standards to be addressed: TS2, TS5, TS6, TS8

TASK REQUIREMENTS

Understanding the child's individual needs:

- Identify the concerns/problems, the targets and strategies being used. Discuss with the class teacher, teaching assistant and SENCO if appropriate.
- Observe the child in various teaching-learning contexts if possible; find the time to talk with the pupil about learning in general and specifically about their individual targets if appropriate.

Supporting the child in working towards current target(s) during SE2:

- This is where decisions about setting, grouping, strategies, materials, period of time etc. for your teaching are relevant. **You must consult with the class teacher before any new strategies are implemented.**
- Implement your plans only after discussion with the class teacher/mentor, recording **briefly** how the teaching-learning went, how the pupil responded, signs of learning and progress, and any changes that you have made to support the learning.

Reflection and evaluation:

Reflecting on your experiences of undertaking this task and consolidating your learning from it will be supported by consultation with school-based staff including, if appropriate, the SENCO. You should evaluate what you have done and write a succinct report using the given pro forma, including any recommendations you may have for future interventions.

Writing up the task

Your work with an individual child for this task should be written up for the Professional module using the attached pro forma in about **1,000 words (maximum)**.

It would be helpful if the mentor/class teacher would:

- Support the student teacher in selecting a child and understanding his/her needs and how these are being supported within school.
- Support the student teacher's evaluation in the final stage of the task.

Evidence source:

This evidence will contribute to the understanding needed to be able to plan, teach and assess effectively in relation to individual educational needs.

Please sign and date when the above school-based task has been completed.

Student	_____	Class teacher/Mentor	_____
Signed	_____	Signed	_____
Student name	_____	Date	_____
School	_____	Year group(s)	_____

Record of personalised learning undertaken

Name of pupil

Date

Contextual information

Work planned and undertaken, including evaluation of impact

Conclusions and recommendations for the future

Name

Date

School-Based Task Two - Behaviour management (TS7)

Student Teacher: Age of Pupils	Evidence/Observed: behaviours, causal or contributing factors and management strategies	How I could use this in my future practice
Commanding attention/presence: <ul style="list-style-type: none"> • How does the teacher command attention/ show presence and authority? • How do the children respond generally? • Do different children respond differently? 		
Relationships and respect: <ul style="list-style-type: none"> • What is the nature of teacher-pupil relationships? • How are these established and promoted? • How do they underpin good behaviour management? 		
Behaviour for learning and progress? <ul style="list-style-type: none"> • How does good pupil behaviour promote good pupil learning and progress? Be specific. • How does good pupil learning and progress promote good pupil behaviour? Be specific. 		
Use of praise, rewards and sanctions: <ul style="list-style-type: none"> • What strategies are used? • How do the children respond generally? • Do different children respond differently? 		
Confrontation: <ul style="list-style-type: none"> • What experiences have you of situations of confrontation e.g. a pupil refusing to do as requested? • How were these resolved? 		
Challenging behaviours: <ul style="list-style-type: none"> • What challenging situations and behaviours have you observed? • What strategies are used by the teacher? • How do the children respond generally? • Do different children respond differently? 		
Low level disruption: <ul style="list-style-type: none"> • Is low repeated level disruption an issue? • How is it managed? 		
Attention seeking behaviour <ul style="list-style-type: none"> • What experiences have you of attention seeking behaviour? • How is it managed? 		

School-Based Task Three

Reflections on impact of SOTS on learning and teaching in SE2

Student teachers should gather relevant information in school, but complete this task after their SE2 school placement through reflecting on their SE2 school's approach to LOtC. Reflections should be included in SOTS portfolio.

- How was Learning Outside the Classroom used in your placement school?
- How might Learning Outside the Classroom in your placement school be further developed?

Prompts for discussion and reflection

- Was there a coordinator for out of school visits? What other roles and responsibilities does that member of staff have in school?
- During the past year where have children in your school visited? How are the choices made? Why?
- What preparation or follow up work takes place for a school visit?
- Did the school make use of their grounds, building or the local environment in any way? How? Why?
- What learning opportunities might be found outside the classroom in your school?
- Does the school make use of any visiting experts or outreach opportunities? Do they access resources/ artefacts / experts, etc. from other organisations? If not, what opportunities / cross curricular learning opportunities were there?
- Did you have opportunities to engage with / develop Learning Outside the Classroom whilst on your SE2 placement?
- What is the school policy on risk assessments? Do you consider risk assessments to be important? Why?

School-Based Task Four - Equality and Diversity

School-based task: Investigating how equal opportunities, anti-bullying and race relations policies operate in school and considering the impact of the Equality Act 2010 on policy and practice.

Aim

This Supported Open Learning activity is designed to enable you to be aware of statutory obligations, the policies and procedures adopted by schools and your role in promoting race, gender and disability equality, equal opportunities and anti-bullying within school.

Background

The Equality Act 2010 has replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and Sex Discrimination Act.

*Please read the following document related to the Equality Act 2010 prior to your placement:
Department for Education – Equality Act 2010 – Advice for school leaders, school staff, governing bodies and local authorities*

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Task

All schools have in place policies and action plans for race, gender and disability equality and anti-bullying outlining the practical ways in which the school acts positively to prevent and respond to all forms of discrimination and harassment. You may find these are presented in the form of separate policies or as a Single Equality Scheme.

When you have completed each task please date and sign the task list below. When you have completed the task and discussed issues with your Mentor, ask them to sign at the bottom of this sheet.

TASK	DATE COMPLETED
I have examined the school's race, gender and disability equality and anti-bullying policies / Single Equality Scheme.	
I have established any procedures and systems that I am expected to adhere to whilst in school. For example: <ul style="list-style-type: none">● What would happen if a child was making racist remarks about another child in the class?● What would happen if a child reported he/she was being bullied?	
I have made notes on important aspects and have placed them in my school experience file for future reference.	
I have discussed with relevant staff how I can promote equality of opportunity through my own teaching of the curriculum and have made relevant notes.	
I have considered how the school monitors such policies and action plans / Single Equality Scheme	

School-Based Task Five - Assessment (TS6)

How are the core curriculum subjects assessed throughout the year and how does this data impact on the teaching, learning and promote progression?

Collect information about the assessment points throughout the year, what these are and how they are administered.

Discuss with your class teacher and/or assessment coordinator how this data is used within the school to promote progression.

Explore how your class teacher assesses the children and how this used to adapt teaching and promote progression.

How does this classroom practice link or contrast with the reading that they have done on assessment for the assignment prior to going into school so that their examples in their writing have context?

Make notes below.

Assessment points throughout the year in school.	
How is this data used within school to promote progression?	
How does your class teacher assess children and use this to adapt teaching and promote progression?	
Links or contrasts with reading on assessment for your Y2 assignment?	

PLACEMENT ATTENDANCE RECORD – print and put in Teaching file

Week beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					

Task	Tick when completed	Signed (mentor/ class teacher)
Medium term planning checked by Friday 7 th May		
Interim Report 1 completed Friday 7 th May		
Interim Report 2 completed Friday 21 st May		
Triangulation meeting.		
Completed school-based tasks: <ol style="list-style-type: none"> 1. Personalising learning 2. Behaviour management 3. SOTS (information gathered on SE2. Completion on after SE2). 4. Equality and diversity task 		

SCHOOL EXPERIENCE DIRECTOR

Margaret Meredith

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LINK TUTOR

(Please add this information when confirmed)

Name:

T:

E:

MENTOR

(Please add this information when confirmed)

Name:

T:

E:

PLACEMENTS TEAM

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