

School of Education

BA Hons in Primary Education

2QTSSE2 and 3QTSSE3

School Experience 2 (continuation) Level 2 | 20 Credits

School Experience 3 Handbook

Level 3 | 40 Credits | Semester 2 | 2020-21



Key Dates – SE2 and SE3

SE2 (4 WEEKS)	
DATES OF PLACEMENT Planning and files checked by mentor on or before The following must be in place for the student teacher to commence their main block experience: FS: <ul style="list-style-type: none"> all provision area plans details of any planned theme weekly overview KS1/2: <ul style="list-style-type: none"> all medium term planning up to 29th January weekly plan for remainder of week 2 session plans for remainder of week 2 All student teachers: <ul style="list-style-type: none"> Correctly organised files (see section 2) 	4TH JANUARY – 29TH JANUARY 2021 12TH JANUARY Mentors please note that SE2 was interrupted by lockdown in spring 2020. Most students had completed 2 preparation weeks and 2 weeks of the main block at this stage. However, a significant number of students did not complete this time in school due, for example, to the need to self-isolate. Please use your discretion at the beginning of the placement to ensure that students whose experience was disrupted in the spring are able to prepare adequately and that all are appropriately supported and challenged towards 50% teaching responsibility for final 2 weeks of SE2. HOWEVER, IF PLANNING AND FILES ARE NOT IN PLACE BY 12th JAN, PLEASE INFORM LINK TUTOR IMMEDIATELY.
Final report for SE2 submitted (no interim report for SE2, but please inform link tutor of any concerns at any stage).	29th JANUARY
SE2 link tutor visits The Link Tutor will contact the school in advance of the placement to introduce themselves and will then make one remote 'visit' during week 3/4 to discuss the progress of the student. Please make this earlier if there are concerns.	END OF WEEK 3 OR BEGINNING OF WEEK 4
SE3 (7 WEEKS)	
DATES OF PLACEMENT Planning and files checked by mentor (content as for SE2) ready for 7-week block at SE3 level.	1ST FEBRUARY – 26TH MARCH 2021 29TH JANUARY NB: 1 week half term during February.
PROGRESS REVIEW This should be completed online (Abyasa) by mentors.	This will take place during week 4 (W/B 22/02/21)
SE3 LINK TUTOR VISITS Moderated appraisal	W/C 22ND FEBRUARY (dependent on half term dates) which will also encompass the mid-point Progress Review meeting and discussion.
EXTERNAL EXAMINER VISITS	Two dates in March 2020 – a small sample of schools/student teachers only

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- 4. Summary Information**
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- 6. Monitoring and Assessment Requirements**
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Appendix 1. School Based Tasks

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Appendix 3. Record of attendance

Appendix 4 Appraisal Information

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Planning Note

There is no longer a requirement to use the YSJ session plan pro forma (unless student teachers choose to do so) but student teachers on school experience will need to complete an overview for each block and session plans for every taught session. Not only will this ensure they are clear about the content and structure of the lesson, but it will help provide evidence against some of the Teacher's Standards. Student teachers must prepare medium term plans in advance and session plans for every taught session. Please refer to the 'Planning and Assessment Guidance' document for further information.

The blank and completed assessment pro forma to be found on Moodle and on the York St John website are offered as both guidance and tools to work with. They are not examples of 'this is the way to do it'.

Student teachers may use the planning format used by the setting (this is particularly relevant in EYFS) or they may devise their own format for planning but in all cases must ensure they pay particular attention to the impact of their teaching on pupil progress.

The overriding principle is that teaching should only be undertaken by student teachers based on clear and prior planning.

A review of planning competency is required at interim report stage. Where there are issues with planning competency additional targets may need to be set. There will be a planning workshop for those student teachers requiring additional support during half-term (**week beginning 15th February**). Medium term planning for the main block must be approved by mentors by **Friday 29th January**. If planning has not been approved, the student teacher must **NOT** start SE3 and the SE Director must be informed.

Please note the Appraisal forms for 2020-21 are now templates on Abyasa Pro.

SE Overview Note

For all SE2 and SE3 placements in 2020-2021, students will be graded and assessed on how they are meeting the Teachers' Standards. This is the same process as in previous years. The NASBTT guidance grid is used by mentors in a formative way when meeting with the students each week (weekly progression meeting) and when writing interim and final reports.

Undergraduate SE3 is slightly different this year as the students did not have a full SE2 experience in their second year due to the C19 pandemic. SE3 will start on 4th January 2021 and will incorporate both an SE2 phase and an SE3 phase.

At the end of the SE2 phase, the mentor will complete a summative SE2 report to verify that the student has met the requirements of that phase and is able to progress straight into the SE3 phase. There will be no need for an interim SE2 report during this placement, only the summative SE2 report.

The SE3 phase begins straight after the SE2 phase and a Final SE3 Report written by the mentor will indicate the student has met the Teachers' Standards. The reports will grade the student teacher for each of the Teachers' Standards. Students who complete the first phase with a Grade 3 will require interventions and an action plan to support them during the next phase.

1. Detailed expectations diary for Foundation Stage

BEFORE PLACEMENT		
ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR	
<p>Send a letter of introduction to the class teacher and email a copy to your link tutor.</p> <p>Telephone the school to introduce yourself and organise the arrangements for your first day, including time of arrival.</p> <p>Ensure appropriate school experience files are in place. Be prepared to share and discuss standards file with SE2 information with your mentor.</p>	<p>Check all SE dates and ensure staff are expecting student teacher.</p> <p>Check your induction arrangements.</p> <p>Check the SE Handbook and ensure you have accessed the Mentor Training Abyasa Pro PowerPoint.</p>	
SE2 (CONTINUATION) 4 WEEK PLACEMENT		
	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p>SE2 Week 1</p> <p>50% working with children as directed by class teacher</p> <p>40% PPA 10% Professional development and SE tasks</p>	<ul style="list-style-type: none"> ● Meet mentor to discuss progress/targets from SE2 in the spring. ● Meet with class teacher and mentor to understand expectations for placement. ● Become familiar with the detailed organisation and management of the setting, using the pro forma on page 3 of the Planning and Assessment Guidance document. ● Make notes, as appropriate. ● Gather contextual information as outlined in the Planning and Assessment Guidance Document Section 1: Contextual Information (started prior to placement). 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, ICT suite etc. ● Look in detail at provision areas and complete provision area plans. 	<ul style="list-style-type: none"> ● Meet student teacher and discuss progress/targets from SE2 in the spring. ● Clarify expectations for the placement. ● Ensure student teacher has access to relevant materials. ● Discuss organisation of files and planning and teaching arrangements with student teacher ● Engage in discussion with student teacher about the different provision areas. ● Discuss student teacher 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 student teacher's suggestions for enhancements to provision areas (which will be undertaken during the placement). ● Discuss the appropriateness of the planned small/large group activities. ● Share any plans or themes intended for the SE2 period ● Check appropriateness of enhanced provision plan and small and large group focus activities.

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| | <ul style="list-style-type: none"> ● 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. ● 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. ● 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...). ● Discuss with class teacher any plans or themes covered during the current SE2 period ● Consider small and large group focus activities which would support any identified plan or theme ● Organise the timetable for the placement with the class teacher so that you are aware which sessions you will be responsible for. ● Prepare enhanced provision plans for the placement and check available resources/make arrangements for this new provision. ● Complete Overview of key events, curricular intentions and resources for the SE2 period ● Complete Weekly Overview for SE2 period ● Work on SE2 school-based tasks not completed during SE2 in the spring (Personalised learning; Behaviour management; Learning outside the classroom; Equality and diversity). ● Consider CPD tracker and plan/develop in consultation with mentor as appropriate. | <ul style="list-style-type: none"> ● Discuss the student timetable for week 2, 3 and 4. ● Ensure that the student teacher has completed the Overview of key events, curricular intentions and resources and Weekly Overview pro formas. Discuss as appropriate ● Discuss student's planning for placement. Sign off by day 7, or notify link tutor that planning cannot be signed off. ● Read/comment on Reflections and meet with student to set targets for following week |
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	<ul style="list-style-type: none"> ● Complete Reflections 	
SE2 week 2 50% teaching 20% PD 30% PPA	<ul style="list-style-type: none"> ● Days 1 and 2 as above. Days 3-5: manage/teach class for at least 1 session per day using own planning. ● Work with children as directed by teacher. ● Arrange phonics appraisal for period of SE2/3. ● Prepare weekly overview and first two days' group plans for week three. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. ● Highlight grading criteria (on Abyasa) using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. 	<ul style="list-style-type: none"> ● As above: discuss student teacher's planning for placement. Sign off by day 2 of 2nd week, or notify link tutor that planning cannot be signed off yet. ● Discuss planning for week three. ● 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. ● 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.
SE2 week 3 50% teaching 20% PD 30% PPA	<ul style="list-style-type: none"> ● Manage/teach the class 50% of the time. ● SE2 Appraisal 1. ● Prepare weekly overview and first two days' group plans for week four. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> ● Undertake SE2 Appraisal 1. ● Discuss targets and strategies to promote progress of student. ● Check the student teacher is making progress towards meeting their targets from previous SE, as appropriate. ● 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. ● Raise any concerns with the Link Tutor- particularly if targets from previous SE will not be met. (Consider need to complete 'Requiring Improvement; Action plan pro forma in this instance). ● Discuss student teacher's progress in meeting with link tutor. ● Discuss planning for week four.
SE2 week 4 50% teaching 20% PD 30% PPA	<ul style="list-style-type: none"> ● Interim report due this week ● Place copy of interim into file ● SE2 Appraisal 2. ● Manage/teach whole class 50% of the time. ● Prepare weekly overview and first two days' group plans for SE3 week 1. ● Review CPD tracker and develop where possible or appropriate. 	<ul style="list-style-type: none"> ● Interim report due in this week with Link Tutor ● Undertake SE2 Appraisal 2 with link tutor ● Discuss targets and strategies to address in light of Appraisal 2. ● Discuss planning for SE3. ● Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2

	<ul style="list-style-type: none"> ● Prepare for and take part in triangulation meeting. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<p>(Discussion Record) and set targets for upcoming week.</p> <ul style="list-style-type: none"> ● Sign off CPD tracker as appropriate. ● Carry out triangulation meeting and complete SE2 final report. Discuss summative judgements and targets for SE3. ● 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.
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SE3 7 WEEK PLACEMENT

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
SE3 Week 1 60% teaching	<ul style="list-style-type: none"> • Discuss your M&A strategy/audit for SE3. • Understand the monitoring and assessment strategies in place. Reflect upon SE2 audit and propose strategies. • Enhance provision areas as planned. • Monitor children’s response to enhancement of provision areas and log on the Daily Reflective Planning Sheet. • Share Daily Reflective Planning Sheet observations with mentor. • Plan and undertake a small group focus activity <u>or</u> a large group focus activity every day and spend time with the whole class. • Observe and engage with children during self-initiated play • Work with groups as directed by the class teacher. • Complete Weekly Overview for week 2 • Consider CPD tracker and develop where possible or appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Spend time preparing planning further– 2 half days maximum within school time. • Manage the class for 60% of the time 	<ul style="list-style-type: none"> • Monitor the quality of enhancements made. • Discuss observations made by student teacher, including those on Daily Reflective Planning Sheet. • Carry out one full appraisal of a focus activity and working with whole class responsibility. • Discuss evaluations made by student teacher at the end of each focus group session. • Ensure that the student teacher has completed the Weekly Overview pro forma. Discuss as appropriate. • Support the student teacher in preparing planning for 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. • Sign off CPD tracker as appropriate

<p>SE3 Week 2</p> <p>60% teaching</p>	<ul style="list-style-type: none"> • As above • Undertake one full appraisal (SE3 Appraisal 1) with a focus on the quality of all planning to date • Plan and teach two different activities (either small or large group) every day. • Spend time further finalizing planning – 2 half days maximum within school time. • Spend time gathering data/information for behaviour management SBT. • Manage the class for 60% of the time • Consider CPD tracker and develop where possible or appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<p>As above plus:</p> <ul style="list-style-type: none"> • Undertake one full appraisal (SE3 Appraisal 1) with a focus on the quality of all planning to date. • 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. • Check the student teacher is making progress towards meeting their targets from previous SE. Focus should be on planning competency and additional targets set if necessary • <u>Raise any concerns with the Link Tutor-particularly if targets from previous SE will not be met.</u> (Consider need to complete Cause for Concern; Action plan pro forma in this instance.)
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WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p>SE3</p> <p>Week 3</p> <p>70% teaching</p>	<ul style="list-style-type: none"> • As above. • Manage the class for 70% of the time. • Highlight grading criteria in a different colour (from that used in the week 1 workshop of 3QTG50) using the UCET / NASBTT guidance on the Teachers Standards 2012 • Complete Weekly Overview for the following week. • Plan for 10% CPD time (include as part of Weekly Overview). • Spend time developing planning – 2 half days maximum within school time. • Agree your SE3 M&A strategy with your mentor. • Any additional Targets etc. to be discussed at weekly meeting • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Consider CPD tracker and develop where possible or appropriate • Begin collating evidence for Monitoring and Assessment file • Work on Behaviour Management portfolio (school-based task). • Undertake behaviour management observation in a key stage other than that you are placed in. • Copy interim report and place in Teaching File. 	<p>As above plus:</p> <ul style="list-style-type: none"> • Please use UCET / NASBTT guidance on the Teachers Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher and discuss with the student teacher. • Agree the SE3 M&A strategy. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and Part 2 (Discussion Record) and set any targets. • Sign off CPD tracker as appropriate • Check progress on school based tasks. • Arrange opportunity for student teacher to undertake behaviour management observation in a key stage other than that the student is placed in. • <u>Raise any concerns with the Link Tutor</u>

<p style="text-align: center;">SE3</p> <p style="text-align: center;">Week 4</p> <p style="text-align: center;">60% teaching</p>	<ul style="list-style-type: none"> • <u>Undertake SE3 Appraisal 2 (Appraisal to be joint appraisal with YSJ Link Tutor)</u> • Progress Review meeting with link tutor • Manage the class for 70% of the time. • Begin to lead team planning meetings. • Complete Weekly Overview for the following week. • Plan for 10% CPD time. • Revisit SE3 M&A strategy evaluate and update as appropriate. • Consider CPD tracker and develop where possible and appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • <u>Undertake SE3 Appraisal 2 (Appraisal to be joint appraisal with YSJ Link Tutor)</u> 	<ul style="list-style-type: none"> • Undertake SE3 Appraisal 2 and progress review (to be joint appraisal with YSJ Link Tutor) this will be done virtually this year. The mentor will observe the lesson, followed by a Teams meeting between the LT, mentor and student to discuss feedback more info to follow) • Check student teacher's files. • Sign off standards where evidenced. • Ensure that student teacher's planned CPD time is appropriate and support /enable. • Check planning for the following week. • Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.
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WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p style="text-align: center;">SE3</p> <p style="text-align: center;">Week 5</p> <p style="text-align: center;">80% teaching</p>	<ul style="list-style-type: none"> • Continue to lead team planning meetings. • Revisit M & A audit; reflect on strategies in place and record appropriate modifications. • Discuss characteristics from grading criteria with mentor • Complete Weekly Overview for the following week. • Plan for 80% teaching time, 10% CPD time and 10% PPA time. • Consider CPD Tracker and develop where possible and appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> • Sign off standards where evidenced. • Check planning for the following week. • Discuss M & A audit with student teacher • Ensure that student teacher's planned CPD time is appropriate and support / enable. Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.

<p>SE3 Week 6 80% teaching</p>	<ul style="list-style-type: none"> • Manage the class for 80% of the time. • Undertake SE3 Appraisal 3 • Continue to lead team planning meetings • Complete Weekly Overview for the following week. • Plan for 10% CPD time. Consider CPD tracker and develop where possible and appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> • Undertake SE3 Appraisal 3 • Discuss grading criteria Please use UCET / NASBTT guidance on the Teachers Standards 2012 on Abyasa Pro • Check student teacher's files. • Sign off standards where evidenced. • Ensure that student teacher's planned CPD time is appropriate and support / enable. Sign off CPD tracker where appropriate • Check planning for the following week. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.
<p>SE3 Week 7 80% teaching</p>	<ul style="list-style-type: none"> • Manage the class for 80% of the time. • Undertake SE3 Appraisal 4 • Continue to lead team planning meetings. • Highlight grading criteria in a third and final colour. • Plan for 10% CPD time. Complete tracker as appropriate. • Revisit SE3 M&A strategy evaluate and update as appropriate. • Prepare for triangulation meeting. • Complete final report for SE3 • Save Templates, summative judgments and targets for CEDP. • You may have an external examiner visit this week but you will be informed well in advance. • Complete final Reflections (Part 1 of Weekly Progression Proforma). 	<ul style="list-style-type: none"> • Undertake SE3 Appraisal 4 • Discuss grading criteria Please use UCET / NASBTT guidance on the Teachers Standards 2012 on Abyasa Pro • Complete final report for SE3 • Check student teacher's files. • Sign off standards where evidenced. • Ensure that student teacher's planned CPD time is appropriate and support/enable. Sign off as appropriate. • Check planning for the following week. • Conduct triangulation meeting; discuss summative judgments and targets for CEDP. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for NQT year. • There may an external examiner visit this week but this will be negotiated well in advance.

2. Detailed expectations diary Key Stage 1 & 2

BEFORE PLACEMENT		
	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
	<p>Send a letter of introduction to the class teacher and email a copy to your link tutor.</p> <p>Send a letter of introduction to the class teacher and email a copy to your link tutor.</p> <p>Ensure appropriate school experience files are in place. Be prepared to share and discuss standards file with SE2 information with your mentor.</p>	<p>Check all SE dates and ensure staff are expecting student teacher.</p> <p>Check your induction arrangements.</p> <p>Check the SE Handbook and ensure you have accessed the Mentor Training Abyasa Pro PowerPoint</p>
SE2 (CONTINUATION) 4 WEEK PLACEMENT		
	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
SE2 Week 1	<ul style="list-style-type: none"> ● Meet mentor to discuss progress/targets from SE2 in the spring. ● Meet with class teacher and mentor to understand expectations for placement. ● Become familiar with the detailed organisation and management of the setting, using the pro forma on page 3 of the Planning and Assessment Guidance document. ● Make notes, as appropriate. ● Gather contextual information as outlined in the Planning and Assessment Guidance Document Section 1: Contextual Information (started prior to placement). 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, ICT suite etc. ● Observe children whilst engaged in different situations e.g. whole class, ability groups, friendship groups, pairs/talk partners etc. 	<ul style="list-style-type: none"> ● Meet student teacher and discuss progress/targets from SE2 in the spring. ● Clarify expectations for the preparation days. ● Ensure student teacher has access to relevant materials. ● Discuss organisation of files and planning and teaching arrangements with student teacher ● Discuss student teacher observations of children. Provide details of children with health issues or additional educational needs. ● Discuss student teacher's observations about teacher engagement with children. ● Provide planning and opportunity for student teacher to work with a small group/larger group on each day. ● Identify useful opportunities. ● Ensure that the student teacher has completed the overview plan for SE2. Discuss as appropriate. ● Discuss session plans for week 2 ● Discuss and plan CPD development using tracker ● Read/comment on Reflective Learning Journal and meet with student to complete this and set targets for week 2.

	<ul style="list-style-type: none"> ● Observe children at different times of the day in different scenarios e.g. whole class teaching, interactive work, assemblies, playtime, lunchtime etc. ● Spend time getting to know the children. ● Observe teachers supporting children both in and out of the classroom. ● Days 3-5: Plan activity and teach small group activity each day as appropriate. Plan and undertake a large group activity each day (this may be a story, lesson introduction, etc.) ● Discuss with class teacher plans or themes to be covered during the current SE2 period. ● Organise the timetable for the placement with the class teacher so that you are aware which sessions you will be responsible for. ● Complete Weekly Overview for week 2. ● Complete a numeracy and/or literacy weekly plan for week two (using teacher's weekly plan, as appropriate). ● Work on SE2 school-based tasks not completed during SE2 in the spring (Personalised learning; Behaviour management; Learning outside the classroom; Equality and diversity). ● Consult with mentor re: CPD ● Complete Reflections 	
<p>SE2 Week 2</p> <p>50% teaching</p> <p>20% PD</p> <p>30% PPA</p>	<ul style="list-style-type: none"> ● Days 1 and 2 as above. Days 3-5: manage/teach class for at least 1 session per day using own planning. ● Work with children as directed by teacher. ● Arrange phonics appraisal for period of SE2/3. ● Prepare weekly overview and first two days' group plans for week three. Complete a numeracy/literacy weekly plan for week 3 (as appropriate). ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. ● Highlight grading criteria (on Abyasa) using the NASBTT guidance on the Teaching grade descriptors for the Teachers' Standards 2012. 	<ul style="list-style-type: none"> ● As above: discuss student's planning for placement. Sign off by day 2 of 2nd week, or notify link tutor that planning cannot be signed off yet. ● Discuss planning for week three. ● 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>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.</p>

<p>SE2</p> <p>Week 3</p> <p>50% teaching</p> <p>20% PD</p> <p>30% PPA</p>	<ul style="list-style-type: none"> ● Manage/teach the class 50% of the time. ● SE2 Appraisal 1. ● Prepare weekly overview and first two days' session plans for week four. Complete a numeracy/literacy weekly plan for week 4 (as appropriate). ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> ● Undertake SE2 Appraisal 1. ● Discuss targets and strategies to promote progress of student. ● Check the student teacher is making progress towards meeting their targets from previous SE, as appropriate. ● 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. ● Raise any concerns with the Link Tutor-particularly if targets from previous SE will not be met. (Consider need to complete 'Requiring Improvement; Action plan pro forma in this instance). ● Discuss student's progress in meeting with link tutor. ● Discuss planning for week four.
<p>SE2 week 4</p> <p>50% teaching</p> <p>20% PD</p> <p>30% PPA</p>	<ul style="list-style-type: none"> ● Interim report due this week with link tutor ● Place copy of interim into file ● SE2 Appraisal 2 with link tutor. ● Manage/teach whole class 50% of the time. ● Prepare weekly overview and first two days' session plans for SE3 week 1. ● Review CPD tracker and develop where possible or appropriate. ● Prepare for and take part in triangulation meeting. ● Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting. 	<ul style="list-style-type: none"> ● Undertake SE2 Appraisal 2 with link tutor remotely for feedback. ● Interim report due in this week with link tutor done remotely. ● Please use UCET / NASBTT guidance on the Teachers Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher and discuss with the student teacher. ● Discuss targets and strategies to address in light of Appraisal 2. ● Discuss planning for SE3. ● 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. ● Sign off CPD tracker as appropriate. ● Carry out triangulation meeting and complete SE2 final report. ● Discuss summative judgements and targets for SE3. ● 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.

SE3 SEVEN WEEK PLACEMENT

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
SE3 Week 1 60% teaching	<ul style="list-style-type: none"> • Understand the monitoring and assessment strategies in place. Reflect upon SE2 audit and propose strategies. • Manage the class 60% of the time • Continue to support class teacher with group activities. • Share session evaluations with mentor. • Complete Weekly Overview • Consider CPD tracker and develop where possible and appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Continue finalising planning for the placement – 2 half days maximum within school time. 	<ul style="list-style-type: none"> • Share monitoring and assessment strategies used. Discuss student teacher strategies. • Monitor the quality of daily session plans, ensuring the student teacher has the opportunity to teach as wide a range of curriculum areas as possible. • Discuss evaluations made by student teacher at the end of each taught session. • Ensure that the student teacher has completed the Weekly Overview pro forma. Discuss as appropriate. • Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week. • Support the student teacher in preparing planning

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
SE3 Week 2 60% teaching	<ul style="list-style-type: none"> • Manage the class 60% of the time • Undertake one full appraisal (Appraisal 1), with a focus on the quality of all planning to date. • Continue to support class teacher with group activities. • Share session evaluations with mentor • Spend time finalising planning for the placement – 2 half days maximum within school time. • Complete Weekly Overview • Consider CPD tracker and develop where possible or appropriate • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> • Carry out one full appraisal (Appraisal 1), with a focus on the quality of all planning to date. • Focus should be on planning competency and additional targets set if necessary • Check the student teacher is making progress towards meeting their targets from previous SE. • <u>Raise any concerns with the Link Tutor- particularly if targets from previous SE will not be met. (Consider need to complete Cause for concern; Action plan pro forma in this instance.)</u> • Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.

<p style="text-align: center;">SE3 Week 3</p> <p style="text-align: center;">70% teaching</p>	<ul style="list-style-type: none"> • Manage the class 70% of the time • As above • Highlight grading criteria in a different colour (from that used in the week 1 workshop of 3QTG50) using the UCET / NASBTT guidance on the Teachers Standards 2012 • Complete Weekly Overview • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Begin collating evidence for Monitoring and Assessment file. • Work on Behaviour management portfolio (school-based task). • Undertake behaviour management observation in a key stage other than that you are placed in. • Consider CPD tracker and develop where possible and appropriate • Continue to work on planning for rest of the placement 	<ul style="list-style-type: none"> • As above. • Please use UCET / NASBTT guidance on the Teachers Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher and discuss with the student teacher. • Agree the SE3 M&A strategy. • Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets. • Check progress on school-based tasks. • Arrange opportunity for student teacher to undertake behaviour management observation in a key stage other than that the student is placed in. • <u>Raise any concerns with the Link Tutor</u>
<p style="text-align: center;">SE3 Week 4</p> <p style="text-align: center;">70% teaching</p>	<ul style="list-style-type: none"> • Manage class for 70% of the time. • Complete the Weekly Overview. • Undertake appraisal 2 with link tutor • Progress review completed with link tutor • Plan for 10% CPD time (include as part of Weekly Overview). Consider CPD tracker and any 'gaps' – develop where possible and appropriate • Complete a numeracy and literacy weekly plan for the following week (as appropriate). • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Highlight grading criteria in a different colour (from that used in the week 1 workshop of 3QTG50) using the UCET / NASBTT guidance on the Teachers Standards 2012 	<ul style="list-style-type: none"> • Undertake Appraisal 2 to be joint appraisal with YSJ Link Tutor) this will be done virtually this year. The mentor will observe the lesson, followed by a Teams meeting between the LT, mentor and student to discuss feedback more info to follow) of a whole class activity. • Complete the progress review with link tutor as well - remotely • Please use UCET / NASBTT guidance on the Teachers Standards 2012 and highlight the grading criteria as appropriate to indicate current characteristics of student teacher and discuss with the student teacher • Check student teacher's files. • Ensure that student teacher's planned CPD time is appropriate and support/enable. • Check planning for the following week • Sign off CPD tracker as appropriate • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week. • Sign off standards where evidenced.

WEEK	ROLE OF STUDENT TEACHER	ROLE OF CLASS TEACHER OR MENTOR
<p>SE3</p> <p>Week 5</p> <p>80% teaching</p>	<ul style="list-style-type: none"> • Manage class for 80% of the time. • Complete Weekly Overview for the following week • Plan for 10% CPD time. Consider CPD tracker and any 'gaps' – develop where possible and appropriate • Revisit SE3 M&A strategy evaluate and update as appropriate. • Discuss characteristics from grading criteria with mentor (used to inform interim report). • Complete a numeracy and literacy weekly plan for the following week (as appropriate). • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> • Check student teacher's files. • Sign off standards where evidenced. • Check planning for the following week. • Discuss M & A audit with student teacher. • Ensure that student teacher's planned CPD time is appropriate and support / enable. Sign off CPD tracker as appropriate. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.
<p>Week 6</p> <p>80% teaching</p>	<ul style="list-style-type: none"> • Undertake Appraisal 3 and Discuss grading criteria • Manage class for 80% of the time. • Complete Weekly Overview for the following week. • Plan for 10% CPD time. Consider tracker and any 'gaps' – develop where possible and appropriate • Revisit M & A audit; reflect on strategies in place and record appropriate modifications. • Complete a numeracy and literacy weekly plan for the following week as appropriate). • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting 	<ul style="list-style-type: none"> • Undertake Appraisal 3 • Sign off standards as evidenced. • Check student teacher's files. • Ensure that student teacher's planned CPD time is appropriate and support / enable. Sign off CPD tracker as appropriate. • Discuss M & A audit with student teacher. • Check planning for following week. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet with student to complete this and set targets for upcoming week.
<p>Week 7</p> <p>80% teaching</p>	<ul style="list-style-type: none"> • Manage class for 80% of the time. • Undertake Appraisal 4 and Discuss grading criteria • Complete final report • Highlight grading criteria in a third and final colour. • Plan for 10% CPD time. Develop where possible and appropriate. • Complete Reflections (Part 1 of Weekly Progression Proforma) in preparation for weekly meeting • Prepare for triangulation meeting. • Save summative judgements and targets for CEDP. 	<ul style="list-style-type: none"> • <u>Undertake Appraisal 4</u> • Please use UCET / NASBTT guidance on the Teachers Standards 2012 Check student teacher's files. • Complete final report • Sign off standards where evidenced. • Ensure that student teacher's planned CPD time is appropriate and support/enable. Sign off CPD tracker as appropriate. • Highlight grading criteria again to indicate summative characteristics of student teacher. • Check student teacher's files. • Read/comment on Reflections (Part 1 of Weekly Progression Proforma) and meet

	<ul style="list-style-type: none">You may have an external examiner visit this week but you will be informed well in advance.	<p>with student to complete this and set targets for NQT year.</p> <ul style="list-style-type: none">Conduct triangulation meeting; discuss summative judgements and targets for CEDP.There may an external examiner visit this week but this will be negotiated well in advance.
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Third Final School Experience

The final school experience is the culmination of the three year programme. Student teachers will continue to develop the professional competencies demonstrated within their first and second school experiences (1QTSP2 and 2QTSP2), with a particular emphasis upon a reflective approach.

Each student teacher will work with increasing professional autonomy but still in close association with a class teacher and under the general supervision of the school mentor or university external mentor, as appropriate.

Student teachers will have to demonstrate, through sustained competence across the whole curriculum, the potential to become Newly Qualified Teachers (NQTs). In order to be awarded Qualified Teacher Status (QTS), student teachers must be seen to meet all Teaching Agency Teachers' Standards (2012) during this placement. The final, summative grading of student teachers will be in accordance with the provided grading guidance. This supports mentors in judging the extent to which student teacher has met the standards at this stage of their development:

Mentors should note that the Teachers' Standards 2012 should be **applied at the level appropriate to the stage of the student teacher's development**

Assessment Strategies

Assessment Strategies 1 and 2 are within the taught/university element of the module

Summative

1. Write a 3000-word personal philosophy of their approaches to learning and teaching (50%) Learning Outcomes 1 & 3
2. Successful completion of SE (Pass/Fail basis)

1	Met – at an outstanding level
2	Met – at a good level
3	Requires improvement to be good
4	Not met

4. Summary information

Essential features of School Experience 3:

(for SE2 please see SE2 handbook published spring 2020)

- 1. Continuation from SE2 (4 weeks 4th January to 29th January, 2021)
- 2. SE 3 Seven-week block – 1st February – 26th March 2021

Prior to the placement, student teachers must undertake research to familiarise themselves with the setting. This will include:

- The school's website
- The most recent Ofsted report, noting particular strengths
- The geographical location
- The community in which the school is situated

Through SE2, student teachers will already be familiar with the context of the setting and have gathered information necessary for quality teaching and learning. They will already 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

During the seven-week SE3 placement (1st February – 26th March 2021), student teachers will be teaching 60% of the time in weeks 1 and 2, 70% of the time in weeks 3 and 4 and 80% of the time for the remainder of the block. By the submission of the interim report, they will have been appraised on one session and, as a result of this appraisal, will have been assessed in planning competency. Those students requiring additional support with planning will be set additional targets and may be asked to attend an additional workshop in University (w/c Monday 15th February).

Throughout weeks 1 and 2 of the SE3 placement student teachers will prepare and finalise planning and some time should be spent doing this in school (see “Detailed Expectations”).



Appraisals:

There should be 2 appraisals for the SE2 phase of the placement in English and maths and 4 appraisals for SE3 carried out across the placement. These will be formatively assessed, in addition to a moderated appraisal, interim report and progress review all of which must be submitted onto Abyasa and must take place at regular intervals across the 7 weeks. In addition, students will need to undertake an early reading appraisal during SE2 or SE3.

Student teachers in the Early Years Foundation Stage

It is expected that most of the time in a 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:

- Supporting child-initiated activity throughout the time observed;
- Leading a small group focused activity (which may include early reading, maths 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 during SE3 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, irrespective of Key Stage, the appraiser must set 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 and conform to the requirements set out in the 'Guidance for all school experiences' handbook



Early Reading Appraisals

Following OFSTED's recommendation (June 2008) 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. Students must undertake an early reading appraisal during the placement.

For student teachers who have yet to be appraised in the teaching of early reading (in a previous SE), please adhere to the following:

- You must undertake your early reading appraisal in a KS1 or EYFS class.
- You are expected to plan and teach a sequence of three (minimum) lessons on phonics with a class or group.
- Your appraisal should take place in the final taught lesson.
- You can be appraised by your mentor or EYFS/KS1 teacher.

Students need to undertake an early reading appraisal in SE2 or SE3.

Teaching responsibility

TEACHING RESPONSIBILITY	
SE3 SEVEN WEEK PLACEMENT	
1 st and 2 nd week	<ul style="list-style-type: none">• 60% of the time whole class
3 rd and 4 th week	<ul style="list-style-type: none">• 70% of the time whole class
5 th to 7 th week	<ul style="list-style-type: none">• 80% of the time whole class

Use of non-contact time for student teacher

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

PD (Equates to NQT statutory induction CPD time – NOT PPA TIME) 10% of the week (equivalent of half a day) should be used to develop your professional needs on SE3. You must consider how best to spend this time – consult your personal development plan from week 1 of 3QTSP1, considering your aspirations as an emerging professional. You must also refer to the CPD tracker for requirements which will need to be signed off by mentors. There is space on the tracker to include other additional aspects which student teachers and mentors may decide upon.

This time must be clearly indicated on your weekly overview

Planning Preparation and Assessment (PPA) 10% of the week

- The student teacher should have access to, and the same opportunities for, planning, preparation and assessment as other members of staff.
- In the SE2 phase of the placement, additional time is given to planning whilst student teachers are gaining familiarity with the needs of the children and the setting.

5. Overview of Student Teachers' Experience

The learning outcomes for this module are:

1. Analyse and critically evaluate on own emerging identity as a professional and engage in analytical dialogue regarding the students' learning and teaching.
2. Critically discuss educational theory and concepts, drawn from academic study and school experience, and apply to their thinking about professional issues.
3. Demonstrate a conceptual understanding of the importance of values and relationships in an educational organisation.
4. Know and understand the impact of current legislation on teachers and educational settings.
5. Demonstrate sustained proficiency in meeting the current standards for the award of qualified

The aim of the Emerging Professional module (3QTSP2) is the development of the autonomous professional, capable of making judgements which are informed by knowledge of appropriate theory and practice. It builds from work undertaken in the previous professional modules, 1QTSP2 and 2QTSP2. It complements the module 3QTSC1 (Contemporary Educational Issues) and allows for student teachers to make connections with their Advanced Professional Focus (APF) and subject specialisms (3QTSS1)

The module aims to provide opportunities for student teachers to:

- Explore their own educational values and beliefs and how these are informed by current theory and practice.
- Analyse and evaluate critically, the policies, procedures and legal responsibilities active in primary schools today.
- Engage critically with their own continuing professional development as teachers and learners.

SE3 is embedded within this module.

Key questions to be answered during this module

- What is your learning journey for year 3? (What is your personal development plan for the next 12 months?).
- What is your personal philosophy for teaching? (Building on wider reading along with behaviourist, constructivist and social constructivist theories studied in years 1 and 2).
- How is your personal philosophy informed by your preferred learning style?
- What else informs your personal philosophy – and what are the challenges and constraints for you within the education system as it currently exists?
- How do policies and legislation (including national initiatives) impact on your personal philosophy and practice? How are these evident in your school setting?
- What are the most effective strategies for involving children in the assessment and evaluation of their own learning target setting? How do these relate to theories of learning explored in 1QTSP2 and 2QTSP2?
- How do success criteria apply to open-ended learning or child-initiated activity?
- What constitutes effective curriculum leadership?

Because this is their final year, student teachers have university modules which engage them in research. It will be necessary for individuals to undertake some data collection and they may also need the opportunity to speak to a subject leader or SENCO. We believe all these requirements can be fulfilled during periods before and after school and during the 10% CPD time, so additional time away from the classroom should not be needed. Since time management is an important professional attribute we expect student teachers to organise this sensitively, taking account of other colleagues' time constraints.

6. Monitoring & 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 M&A Standards. Further guidance on monitoring and assessment as part of SE3 will be given in briefings to student teachers.

Student teachers are expected to build upon their SE2 M&A practice by devising an M&A audit for SE3 which details the intended approaches and strategies. This should be shared and discussed with mentors during preparation days and the student teachers' M&A strategies for SE3 should be discussed before, midway and towards the end of SE3, refining approaches as appropriate.

Although the 'Tracker' provided in the 'Planning and Assessment Guidance' document may meet the needs of many student teachers in KS1/2, others (and especially in Early Years Foundation Stage) should adapt it in order to record information which will provide evidence of children's learning and feed into future planning. Student teachers on final placement should be developing their own adapted strategies, building on university basics and school approaches.



7. Frequently Asked Questions

Planning:

- Q** Does a student teacher need to submit a plan for every taught lesson?
- A** Yes, a student teacher must plan and evaluate every lesson taught by them. Guidance can be found in the 'Planning and Assessment guidance' document.
- Q** Does the student teacher need to use the York St John lesson pro forma for an appraised lesson?
- A** No. The student teacher can use their preferred format for lesson planning as long as it fulfills all the requirements as outlined in the 'Planning and Assessment Guidance' document.

Absence

- Q** Can a student teacher have a day off for: e.g. for partner's graduation/holiday?
- A** School should only give student teachers a day off for circumstances when an employed member of staff would normally be given leave, for example, hospital appointment, bereavement of close relative. If the request seems unreasonable then York St John University advice must be sought; on some extraordinary occasions a leave of absence may be granted.
- Q** Do student teachers have to "make up" missed days in school?
- A** This does depend on individual student teachers and their level of professionalism and competence.

Insurance

- Q** Are student teachers insured to undertake a PE session?
- A** No, a member of the teaching staff must be present.
- Q** Are student teachers insured to supervise children on a climbing frame in an area of outside provision?
- A** No, a member of the teaching staff must be present.

Moderated appraisals

- Q** What is a moderated appraisal?
- A** This is a shared appraisal which enables tutors from York St John University the opportunity to moderate judgements with either school-based or external mentors.

External examiners

- Q** Why do external examiners visit?
- A** Visits from external examiners are opportunities to look at standards and practice at York St John University and compare them to other ITE institutions as part of the quality assurance process.

School Based Task – Behaviour management

MODULE TITLE: PROFESSIONAL	CODE: 3QTSP2/3QTSSE3
Description of school-based task: Gathering a portfolio of evidence on the effective management of behaviour.	
TASK REQUIREMENTS 1. Complete focused observations of the class teacher to identify and analyse established strategies, rewards and sanctions etc. with a particular focus on: <ul style="list-style-type: none">• Low level disruption• Challenging behaviour. 2. Identify one child in the class with specific behaviour issues. (If there are no children in the class with such issues, then permission should be sought to identify another child in the school as appropriate). <ul style="list-style-type: none">• Work with the class teacher to consider strategies and to set a minimum of two targets for the effective management of behaviour for that child.• Review progress across SE3 3. Gather information on school policy in relation to behaviour management and behaviour for learning. Discuss the following with the SENCO: <ul style="list-style-type: none">○ Challenging behaviour,○ Autism,○ ADHD,○ Anti-bullying policy (include racist / homophobic / cyber) The student should reflect upon their findings by asking themselves: How will I apply my findings to my school practice? How can they support my development as an emerging teacher? What strategies might I use to support the effective management of behaviour in my own classroom?	
Evidence source: A portfolio of evidence including school policies, IEPs, a case study, records of interventions, session plans identifying additional support etc.	
Mentor - Please sign and date when the above school-based task has been completed: Signature of mentor: _____ Date: _____	

Appendix 2

Mid-Point Progress Review Meeting: Exemplar Questions

The rationale for the Progress Review Meeting is to review the student teacher's progress at the mid-point of SE3 and set clear targets to work on for the remaining time so achievement is at least good in all Teachers' Standards. Although assessment (TS6) is still a national priority of NQTs, the meeting should focus on those areas where the student teacher needs additional support and guidance.

Below are a series of questions that can be used or adapted during the mid-point of SE3. These are asked by the link tutor/alliance lead with the mentor in attendance. Guidance, support and targets for the remainder of SE3 will then be agreed and discussed with the student teacher. The template for a summary of the meeting is uploaded onto Abyasa by the student teacher and completed jointly by link tutor/alliance lead and mentor.

Exemplar Questions	Teachers' Standard
How do you decide on the pitch of an activity or lesson? How do you ensure challenge for all starting points in the class?	1, 5
How do you encourage pupils to reflect on their own progress, and own their learning?	2
How has your subject knowledge developed over the programme?	3
How has your pedagogical subject knowledge developed over the programme?	3
In what different ways do you plan for pupil progress?	2, 4
In what ways has your planning develop over time?	4
Give an example of how reflecting on your planning resulted in changing your approach or strategy	4
Through your use of assessment data, what impact have you had on pupil progress?	2, 6
Give an example of how you modified a lesson for a pupil with SEND	5
How have you used formative assessment approaches in lessons / the learning environment (EYFS)?	6
What strategies have you found useful in developing and maintaining a purposeful and safe learning environment??	7
Can you tell me what you have learnt from observations of experienced teachers that you then carried forward into your own practice?	8
When 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

The meeting should take about 30 minutes for discussion and 15 minutes of write-up time.

RECORD OF ATTENDANCE

	M	T	W	Th	F
SE2 Week 1					
SE2 Week 2					
SE3 Week 3					
SE2 Week 4					
SE3 Week 1					
SE3 Week 2					
SE3 Week 3					
SE3 Week 4					
SE3 Week 5					
SE3 Week 6					
SE3 Week 7					



SE2 Task	Tick when completed	(mentor/ class teacher)
SE2 planning checked		
School based tasks completed (from current or previous placement) Additional needs		
Behaviour management		
Learning outside the classroom		
Equality and diversity		
Triangulation meeting. Final Judgements; NASBTT highlighted; Targets for NQT year and CEDP		
SE3 Task	Tick when completed	(mentor/ class teacher)
SE3 planning checked		
Interim Report 1 completed		
Triangulation meeting. Final Judgements; NASBTT highlighted; Targets for NQT year and CEDP		
Completed school-based task: 1. Behaviour management		
CPD tracker discussed, completed and signed off		
Early Reading Appraisal (during SE2 or 3)		

Documents seen and approved

SE2	Approved by:				Date:
Contextual notes					
Overview of key events/ SE Overview					
Medium term plans/weekly overviews					
Weekly plans					
Session plans					
Reflections (Part 1 of Weekly Progression Proforma) s	1	2	3	4	

SE3	Approved by:							Date:
Overview of key events/ SE Overview								
Medium term plans								
Weekly plans								
Session plans								
Reflections (Part 1 of Weekly Progression Proforma) s	1	2	3	4	5	6	7	

Appendix 4

York St John University ITE Partnership

Lesson Appraisal Record

Templates are now on Abyasa Pro and will provide the record of lesson appraisals, weekly progression meetings, targets and interim/summative reports

Part 1: Descriptive account (completed by mentor/link tutor)

Time	Evidence of pupil progress, including key strengths and areas to develop (<i>especially with reference to the above target</i>)	Link to TS
Strengths in teaching that enabled pupil progress:	Areas for development for greater impact on pupil progress (<i>linked to TS</i>):	

Part 2. Evaluation - for completion by trainee during feedback on this session

TS1, TS5: High expectation, stretch and challenge, adaptation for learning.	
Subject knowledge and ability to address misconceptions in connection with securing pupil progress and learning.	
<i>What went well:</i>	<i>Areas for improvement:</i>
TS3, TS4: Subject and curriculum knowledge, addressing misconceptions (addressed also in planning)	
<i>What went well:</i>	<i>Areas for improvement:</i>
TS6: Effective assessment of pupils' learning	
<i>What went well:</i>	<i>Areas for improvement:</i>
TS7: Behaviour for learning and the learning environment	
<i>What went well:</i>	<i>Areas for improvement:</i>
TS2: Overall impact on pupil progress:	

Priority Target:	Strategies to support the target:

Signed: **Mentor/Link Tutor/Teacher**

Signed:

Student teacher

Student teachers should complete the evaluation box on the lesson plan and this should be discussed with mentors as part of the weekly mentor meeting. (*Refer to the Student teacher and mentor handbook for further guidance*)

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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:

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