

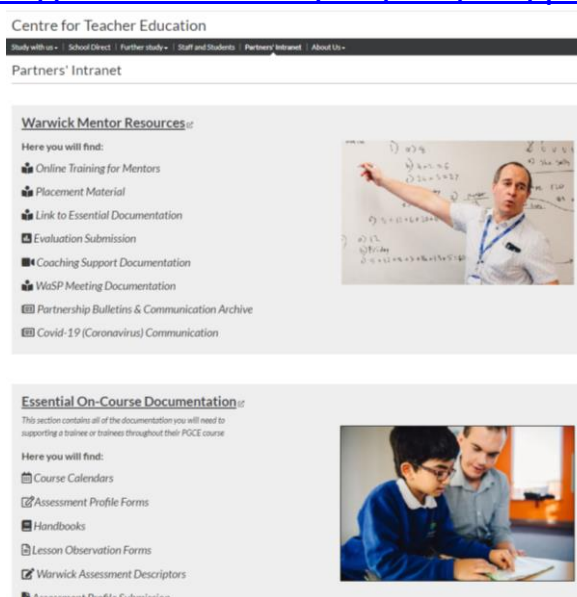
**Early Years and Primary
SCHOOL DIRECT
PGCE 22-23
AUTUMN PLACEMENT
GUIDE**



The Core PGCE Primary and Early Years Partners' Intranet

Explore the **Partners' Intranet** for placement resources, training information, dates, conference resources, examples of completed forms, 'how to' mini-videos and much more! This site is regularly updated to reflect the most current resources.

<https://warwick.ac.uk/fac/soc/cte/pintra/>



The screenshot shows the 'Partners' Intranet' page for the Centre for Teacher Education. At the top, there is a navigation bar with links for 'Study with us', 'School Direct', 'Further study', 'Staff and Students', 'Partners' Intranet', and 'About Us'. Below the navigation bar, the page is titled 'Partners' Intranet'. The main content area is divided into two sections:

- Warwick Mentor Resources**: This section includes a list of resources under the heading 'Here you will find:'. The resources are: Online Training for Mentors, Placement Material, Link to Essential Documentation, Evaluation Submission, Coaching Support Documentation, WeSP Meeting Documentation, Partnership Bulletins & Communication Archive, and Covid-19 (Coronavirus) Communication. To the right of this list is a small image of a man pointing at a whiteboard with mathematical equations.
- Essential On-Course Documentation**: This section includes a sub-heading 'Here you will find:' followed by a list of documents: Course Calendars, Assessment Profile Forms, Handbooks, Lesson Observation Forms, Warwick Assessment Descriptors, and Assessment Profile Submission. To the right of this list is a small image of a man and a young boy looking at a document together.

This page is password protected.

The password is shared at Professional Mentor and Class Teacher Development; alternatively contact the Partnership staff at Partnership@warwick.ac.uk or your Moderation Tutor.

AUTUMN PLACEMENT GUIDE

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1. KEY INFORMATION

University Contacts:	
Partnership	
Main contact point: partnership@warwick.ac.uk	
Partnership Development Officer: Leigh Capener	
Email: l.capener@warwick.ac.uk 024 765 23824	
Professional Support Service	
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Absence from School Placement

Absence from school placement is not something to be taken lightly. Unless you are ill, you must get permission from your Head teacher or School Professional Mentor and your Course Leader for any absence.

If your absence from school is inevitable, you **MUST** take the steps outlined in accompanying SCHOOL PLACEMENT HANDBOOK.

Priorities for this Placement

- Promote pupils' progress across all areas of learning (EY) or core subjects (primary)
- Manage children's behaviour positively, promote positive learning behaviours and attitudes and a climate for learning
- Develop skills of planning, teaching and evaluating through planning and teaching a series of lessons/adult directed activities and evaluating impact of teaching on pupil progress
- Promote progress in phonics and Early Reading
- Develop Assessment for Learning practice, including assessing and recording evidence of pupils' progress and using to adapt planning and teaching
- Build up to responsibility for around 50-60% of the timetable
- Demonstrate excellent professional behaviours

Autumn Placement Calendar						
w/b	Mon	Tue	Wed	Thurs	Fri	Notes
5.9.22	Week 1			Induction	Induction	
12.9.22	Week 2		University day PEn			
19.9.22	Week 3				University day	
26.9.22	Week 4		University day PEn			
3.10.22	Week 5				University day	
10.10.22	Week 6			Assessment Point 1	University day	Trainee and Professional Mentors to update the Collaborative Review Document with progress at Assessment Point 1.
17.10.21	Week 7				University day	Leicester half-term
24.10.22	HALF TERM (<i>all authorities except Leicester</i>)					Week 1 for Leicester schools
31.10.22	Week 8		University day PEn			
7.11.22	Week 9				University day	
14.11.22	Week 10				University day	
21.11.22	Week 11				University day	
28.11.22	Week 12				University day	
5.12.22	Week 13			Assessment Point 2	Research in Action Conference	Trainee and Professional Mentors to update the Collaborative Review Document with progress at Assessment Point 2. AND Qualtrics
12.12.22	Week 14				SELF-STUDY assignment writing day	

2. THE TEACHING FILE

Guidance in this section has been reviewed against the Reports from the 'Independent Teacher Workload Review Group' and the 'Core Content Framework'..

Planning, Assessment, Evaluation & Record-Keeping

A. The Teaching File (electronic OR printed/hard copy)

Trainees must set up and maintain a well-organised teaching placement file in which to store their planning, evaluations, record-keeping and training information. Trainees may **choose** whether to maintain an **electronic teaching file** (in the relevant folder on SharePoint) **OR** maintain a **printed/hard copy teaching file**. Trainees should choose electronic OR hard copy/printed form rather than a combination of both. The file must be readily available to those supporting the trainee's professional development i.e. Professional Mentors, class teachers and Moderation Tutors. To support organisation, a **file checklist** is available at the end of this section.

B. Planning Proformas

It is recognised that 'planning is essential for good teaching...'¹. On this first AUTUMN placement, it is recommended that trainees use the University of Warwick planning and evaluation formats for all activities and lessons. This is because:

- The University proformas ensure that trainees focus on the key elements which underpin beginning trainees' effective planning and pupils' learning;
- The University proformas contain carefully worded prompts, designed to scaffold and develop the beginning trainees' understanding of planning, assessment and evaluation;
- The level of detail required on these plans offers a degree of accountability to schools, so that schools are aware of trainee's thought processes and how they intend to meet the needs of the pupils; it also allows schools to review and support the planning/assessment/evaluation process to develop trainees' skills and better meet the needs of the school's pupils **and ensure pupil progress**.

The University understands that there are many possible structures for a lesson, however, the University proforma does offer a good starting point for beginning trainees, many of whom can find the process of learning to plan both challenging and time-consuming. As trainees gain experience, competence and confidence, then they will be able (with the support of class teachers and Professional Mentors) to begin to adapt the proforma to meet the needs of a range of learning intentions, pupils and contexts in order to promote learning.

Weekly Planning

In the later weeks of the placement, when the trainees are teaching 50% or more of the timetable, they *could* consider developing the skills of weekly planning. A weekly planning proforma is available to download from the 'Essential Documents' page. They should do this with the support of their class teacher/year group team. This is optional.

Using published Schemes

Where a school is using a published scheme, trainees should work in line with school expectations, using the school's chosen scheme as the basis for their planning. They should be encouraged to develop their planning skills through involvement in professional discussion with their guiding class teacher about when it may be appropriate, and how, to **adapt** the scheme to ensure learning and progress for all pupils.

How can schools help to develop trainees' effective planning and teaching?

The Independent Teacher Workload Review Group on planning recognises the importance of 'collaborative planning, which offers excellent opportunities for professional development'. It also states that 'Access to effective plans and materials for new entrants to the profession will support their

¹ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 6

development and allow them to concentrate on teaching.² The Core Content Framework also identifies trainees' entitlement to, 'Collaborate with colleagues to share the load of planning and preparation... making use of shared resources (e.g. textbooks).' It is for these reasons that we ask that class teachers:

- **share PPA time with trainees;**
- **undertake supported, guided planning**, including 'regular and professional discussion which focuses on the outcomes for pupils; thinking through the teaching of a subject, and the resources to support this'³; specifically, we recommend that **class teachers and trainees complete page 1 of the learning plan together**, trainees should be supported to **gradually develop independence** in planning as the placement progresses;
- **share weekly or medium-term plans with trainees.**

THE AIM of this developmental approach is to ensure quality provision for pupils enabling pupil progress, whilst at the same time developing the planning skills of new entrants to the profession **in a sustainable and manageable way.**

C. Assessment of pupils' learning

The focus for this first placement is upon **day-to-day, formative, assessment for learning**, which includes:

- setting clear objectives;
- setting clear success criteria which break down the objective and enable children to see how to be successful;
- ensuring that objectives and success criteria are shared with and understood by pupils;
- ensuring that the objectives and success criteria are used by the pupils and teacher **during** the lesson;
- assessment of achievement against learning objectives and success criteria by the trainee teacher;
- identifying opportunities for assessment in the Warwick Learning Plan including planning clear questions, strategies and focal points for observation to support teacher assessment;
- beginning to use assessment information to **adapt** teaching within the lesson;
- assessment of achievement against learning objectives and success criteria by pupils through peer and self-assessment;
- providing oral and written feedback and marking according to school policy which is **meaningful, manageable and motivating**⁴;
- encouraging pupils to take responsibility for their own learning;
- and, crucially, use of assessment information to inform planning/intervene to promote learning.

D. Evaluation

Evaluation is a key skill which enables professionals to be able to develop their own practice. At this stage, trainees will be learning to reflect upon and evaluate their own practice and this process will be supported by coaching discussions with class teachers, Professional Mentors and Moderation Tutors. They should use the assessment/evaluation proforma at the end of the Warwick Learning Plan.

Trainees should:

- assess and record pupils' learning against their lesson objectives;
- use assessment of pupils' learning to evaluate their teaching;
- **evaluate the impact of their teaching on the progress and learning of their pupils.**

They should be analytical in this self-evaluation process, avoiding description and focusing on specific elements of their practice which promoted learning and progress and specific aspects which could be improved to further promote progression e.g. clarity of modelling, teaching strategies/resources,

² Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 8

³ Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

⁴ Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p.5

questioning skills, pace, adaptive teaching, depth of planning, behaviour management, accuracy of subject knowledge etc..

E. Record-Keeping

All data collection should have a **'clear purpose'** and **'efficient' process**, with the aim of enhancing **'outcomes for pupils'**⁵.

Record-keeping provides the trainee with information to inform planning and can offer evidence to all (trainee, class teacher, Professional Mentor and Moderation Tutor) of pupil progress and the trainee's assessment skills.

(a) The trainee is expected to keep **records of pupils' achievements against learning objectives**

- on AUTUMN Placement trainees should keep records of achievement for **ALL** pupils that they teach
- these records should be **used** to inform trainees' planning in order to promote pupil progress

(b) It is also **good practice to develop pupil profiles** which provide a broader evidence base and help trainees understand each pupil as an individual, e.g. including information about pupils' interests, talents and strengths, likes and dislikes, views about what helps them to learn etc. The SEND Inclusion Enhancement introduces an **'All About Me/1 Page Profile'** to give an idea of how trainees might create a pupil profile, and the Professional Enquiry Module introduces the importance of understanding pupils as individuals in order to support high quality **adaptive teaching**.

Tips to support manageability:

Remember that, 'assessment' is making a judgement, for example the child knows or does not know something/can or cannot do something; 'record-keeping' is writing down or noting this judgement in some way. There are a range of ways to 'record' learning and progress e.g.:

- Marking against objectives (samples of marked work/annotated work)
- Post-it notes of observations
- Annotated photos (check school policy on photos)
- University record-keeping sheets
- School record-keeping sheets
- Records of personal development behaviour and wellbeing.

Trainees should **not** 'type up records neatly'. As long as they are legible, they are fine.

Trainees should try different approaches to record-keeping and be prepared to evaluate their use in terms of their manageability and their usefulness. Trainees might ask themselves: How long do they take to complete? When and how do I use the data that I record?

NB. Ensure the confidentiality of record-keeping and follow school policy.

⁵ Eliminating unnecessary workload associated with data management Report of the Independent Teacher Workload Review Group (2016) p.5

Divider Heading	Checklist for Teaching Placement File/ Checklist for SharePoint Teaching File	✓
TODAY	A section in which to keep current resources e.g.: <ul style="list-style-type: none"> • Today's learning plans and any associated resources • Copy of learning plan and a record-keeping sheet for TAs 	
ASSESSMENT FOR/OF LEARNING & PUPIL INFORMATION	<ul style="list-style-type: none"> • Day-to-day records of pupils' attainment against lesson/activity objectives <i>e.g. record-keeping sheets, 'post-it' notes, samples of marked work/annotated work against objectives</i> • Pupils' targets and information about prior learning and achievement (Provided by school) • Information about individual needs e.g. EHCPs etc. • Class Lists 	
TIMETABLES	<ul style="list-style-type: none"> • 1 timetable for <u>each week</u> of placement, identifying what and when the trainee is teaching. • Ensure that the timetable plans in time for additional responsibilities e.g. Shared PPA time, observation of expert colleagues, completion of AUTUMN PLACEMENT Focused Learning Opportunities (FLOs) etc. 	
CURRICULUM PLANS	Systematically organised e.g. by week and/or subject, to include <ul style="list-style-type: none"> • Medium-term/weekly plans (provided by school) • Learning Plans with Evaluations and any associated resources 	
INFORMATION ABOUT THE SCHOOL	<ul style="list-style-type: none"> • Any key policies <i>e.g. safeguarding/SRE/behaviour/assessment/marketing policies etc. NB. You do not have to store hard copies in your file, but you must have read, understand and be implementing school policies</i> 	

3. WEEKLY GUIDANCE FOR AUTUMN PLACEMENT

Suggested build-up of teaching timetable

***Individual needs:** all trainees will vary in terms of their previous experiences and their confidence and competence in a particular age phase. Therefore it is important that **Professional Mentors and Class teachers, in consultation with trainees, use their judgement and interpret the guidance given** to ensure that their trainees build up to their **50-60%** teaching responsibility as appropriate to the individual trainee.

Planning: Given the early stage of the course and the significant variability between schools, **ALL trainees will require significant support with planning** and it is anticipated that schools will involve trainees in their joint planning processes, and will provide the medium term/weekly plans for trainees (see previous section).

Non-contact time: ECTs are entitled to 20% of the weekly timetable as non-contact time. Consistent with this and based on best practice in our Partnership schools, WE RECOMMEND THAT throughout the placement, trainees should have a **minimum of 20% time (1 day equivalent) out of class** to support their planning, preparation, assessment and professional development.

Whilst out of class, trainees should:

- prepare for their mentor meeting *e.g. reviewing the week-by-week grids or CRD to identify areas for development*
- observe learning & teaching linked to targets (in other classes)
- carry out planning, preparation and assessment
- undertake PPA with the class teacher/year group colleagues
- complete FLOs
- maintain/update their teaching files
- undertake focused reading linked to targets

When in the class but not timetabled to teach trainees could:

- observe the class teacher
- work with/support groups of pupils

Wk	% of timetable	PRIMARY in KS1 or 2
1&2	-	Conduct focused observations in different subject areas; read aloud to the class e.g. story time; take the register; engage in some small group teaching within the class teacher led lesson
3&4	30%	Build up to teaching whole lessons across the core subjects – initially you may team-teach, so you are working alongside your class teacher or perhaps leading the introduction or other distinct aspects of the lesson.
5-7	30%	Plan and teach a series of whole class lessons for English OR mathematics alternating with subject taught last week. Plan and teach science or foundation subjects in areas of greater confidence.
8&9	40%	Plan and teach a week's lessons for maths OR English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach foundation subjects in areas of greater confidence.
10&11	45-50%	Plan and teach a week's lessons for maths OR English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach a mix of the remaining core subject and foundation subjects in areas of greater confidence.
12&13	50-60%	Plan and teach a week's lessons for maths OR English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach a mix of the remaining core subject and foundation subjects in areas of greater confidence.
14		Plan and teach a week's lessons of English AND mathematics. Plan and teach science. In any remaining time, teach foundation subjects.

1 st Half Term	Weekly Checklist – tick when achieved						
Weekly Tasks	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
PPA time with class teacher with supported, guided planning							
Daily marking and record-keeping							
Review week-by week grid to identify personal development priorities							
Engage with the CCF (Core Content Framework) (independently and with mentor): review relevant CCF statements to help support targets, actions and progress							
Engage with the CRD (independently and with mentor): review Term 1 Tab to identify where meeting expectations and areas to target for development							
Update Training Plan include Lesson Observation Forms (ICON & ELF)							
Prepare for and attend Mentor Meeting							
Complete FLOs (Focused Learning Opportunities)							
Observe expert colleagues using the ELF Form							
<i>Own tasks...</i>							
<i>Own tasks...</i>							

2nd Half Term	Weekly Checklist – tick when achieved						
Weekly Tasks	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
PPA time with class teacher with supported, guided planning							
Daily marking and record-keeping							
Review week-by week grid to identify personal development priorities							
Engage with the CCF (Core Content Framework) (independently and with mentor): review relevant CCF statements to help support targets, actions and progress							
Engage with the CRD (independently and with mentor): review Term 1 Tab to identify where meeting expectations and areas to target for development							
Update Training Plan include Lesson Observation Forms (ICON & ELF)							
Prepare for and attend Mentor Meeting							
Complete FLOs (Focused Learning Opportunities)							
Observe expert colleagues using the ELF Form							
<i>Own tasks...</i>							
<i>Own tasks...</i>							

Week-by-week Guidance: Overview

The section which follows aims to **link your University-based training with your school-based practice**. It is organised into the five strands of the Core Content Framework: Curriculum, Behaviour Management, Pedagogy, Assessment and Professional Behaviours.

It suggests foci from your University training which will be relevant for you to consider on placement.

Remember you can refer back to your **University-based taught seminars** for a reminder of key ideas e.g. how to promote behaviour to learn or use assessment of learning strategies (Professional Enquiry lectures/workshops) or how to implement subject-specific approaches by referring to your Maths, English, Science and whole Curriculum Studies lectures/workshops.

Whilst this next section is organised into groups of weeks, you can of course select from different weeks as appropriate to your own progress and development.

Trainees have always been advised to observe good practice and discuss practice with colleagues; more specifically, the Core Content Framework advocates the following:

- ***Observing expert colleagues ... and deconstructing this approach***
- ***Following expert input - by taking opportunities to practise, receive feedback and improve at...***
- ***Discussing and analysing with expert colleagues***
- ***Receiving clear consistent and effective mentoring***

The Core Content Framework also expects you to:

Engage critically with research and use evidence to critique practice; to support you with this, the additional reading listed in the CCF can be found by following the links below:

Trainees: Additional reading on any of the CCF areas can be accessed through a Talis Aspire List via the link below:

<https://rl.talis.com/3/warwick/lists/737E8B33-7F43-F8A6-619E-69485145B01E.html>

Mentors: can access an externally available list via the Mentors' Portal

<https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#KeyDocs>

Preparatory Days Checklist (Weeks 1 and 2)

Trainee tasks: Before the Placement

1. Meet with Personal Tutor to set targets for the placement and record these in your Training Plan.
2. Read the Placement Guide and other key documentation
3. Organise your placement file (this may be electronic on SharePoint OR a hard copy ring binder with file dividers) see checklist in previous section;
4. Meet your Moderation Tutor; ask any questions that you may have about AUTUMN PLACEMENT.

Trainee tasks: Preparation days

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| <ol style="list-style-type: none"> 1. Share the Collaborative Review Document folder with your Mentor and Moderation Tutor (ensure your mentor has 'write' access) 2. Share your Training Plan with Professional Mentor and class teacher and discuss and then add pertinent AUTUMN PLACEMENT targets. 3. Share FLOs (Focused Learning Opportunities) with Professional Mentor and class teacher. 4. In preparation for weeks 3 and 4 (and beyond), agree a timetable for planning/teaching and undertake SUPPORTED GUIDED PLANNING WITH YOUR CLASS TEACHER. 5. Ensure you have accessed and taken account of relevant school policies – especially Behaviour, SRE and Assessment & feedback. 6. Ask your school to brief you on their safe operating procedures and any health and safety guidance and ensure you follow this guidance. 7. Clarify safeguarding/child protection procedures and personnel 8. Ask the school to share their 'Emergency Plan' with you. 9. Find out about your school's approach to promoting SMSC development in pupils in order to address "British values" and prepare pupils for life in modern Britain. 10. For your class, ensure you are aware of: <ul style="list-style-type: none"> - pupils with specific needs e.g. SEND, EAL, physical and mental health, and practices to overcome barriers to learning. - pupils eligible for pupil premium funding and associated targeted interventions. - assessment data on pupils (e.g. age-related achievements); 11. Gather relevant classroom information e.g.: class/school timetables; class lists and how children are grouped, any commercial schemes used by the school/setting. 12. Work with groups, getting to know the class as this will help to inform your planning. 13. Undertake activities which help to establish you as an authority figure e.g. reading a story to the class, taking the register etc. | <ol style="list-style-type: none"> 14. Observe classroom and school routines. 15. Ensure you are aware of classroom rules. 16. Observe how the behaviour policy is implemented (including the use of rewards and sanctions). 17. Identify which 'learning behaviours' e.g. 'try new things', 'don't give up', are promoted and how this is achieved. 18. Identify 'stop'/attention gaining signal(s) in use. 19. Learn pupils' names quickly. 20. Identify the range of phases/age-specific activities, approaches and resources that the class teacher uses to engage pupils and promote learning (and minimise behaviour problems). 21. Identify how the teacher creates a good and safe environment and promotes a climate for learning. 22. If appropriate, ensure that appropriate steps/risk assessment have been undertaken to your medical needs and/or you have shared your ISP and agreed 'reasonable adjustments'. |
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Week-by-week guidance for PRIMARY trainees

PRIMARY: EARLY PLACEMENT - WEEKS 1-5

Review potential actions below - **highlight** those which would be a useful focus for your professional development

NB. Wednesday 2nd November is a University Day

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Explicitly teach mathematical skills and knowledge through using the CPA approach - Explicitly model reading and writing skills and behaviours within the English lesson e.g. Shared and Guided work - Teach early reading skills through Systematic Synthetic Phonics and how this is applied across the curriculum - explicitly teach science, both substantive knowledge (concepts) and disciplinary knowledge (working scientifically). <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Identifying essential concepts, knowledge, skills and principles of mathematics. - Identifying how learning is sequenced in English considering the Teaching Sequence (from Reading to Writing) <p>Discuss with expert colleagues</p> <ul style="list-style-type: none"> - The school's calculation policy for mathematics - how resources and materials are used to plan for mathematics - how the medium-term planning for English is developed and implemented; - the handwriting and Reading for Pleasure policies - how planning for the foundation subjects is undertaken 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - How the school behaviour policy is implemented and a positive learning climate established - Points of interest after reflecting on your 'Behaviour to Learn Checklist' <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - establishing and reinforcing routines, including through positive reinforcement - creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. - creating a culture of respect and trust in the classroom that supports all pupils to succeed - setting clear behavioural expectations (e.g. for contributions, volume level and concentration) - using positive language and rewarding the behaviour you want to see; - intervening promptly and using a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g. non-verbal communication, proximity, offering support); - applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - the needs of individual pupils, barriers to learning and any support that is in place - how to take into account pupils' prior knowledge when planning how much new information to introduce - How teaching is adapted to support and challenge learners <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning activities around what you want pupils to think hard about - Giving manageable, specific and sequential instructions - Using modelling, narrating your thought processes aloud to make explicit how experts think - Checking pupils' understanding of instructions before a task begins - Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). - Offering different levels and types of support to help pupils succeed - Implementing specified approaches to support pupils with SEND and/or barriers to learning 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - The school's marking policy - How to identify assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding (<i>what exactly will pupils be able to say or do to show that they have learned?</i>) - Using assessment information from one lesson, to inform planning of next lesson. <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Sharing learning objectives and success criteria with pupils - monitoring pupils' work during lessons, including checking for misconceptions. - Assessing the extent to which pupils have achieved the LO; - Providing effective feedback, in line with school policy, e.g. by identifying specific actions for pupils, providing time for pupils to respond to feedback, prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking and using verbal feedback during lessons - Use your assessment information to help evaluate your teaching and complete lesson evaluations 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Planning in time to complete FLOs (whilst teaching commitment is lower) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to CCF expectations - Reflecting upon your progress in relation to progress statements in the CRD (Term 1 Collaborative Review) - Preparing for your weekly Mentor meeting by identifying questions or targets upon which you would like to focus or aspects of your progress about which you would like coaching <p>Observe and learn from expert colleagues (own CT and others) depending on your needs (e.g. behaviour management, phonics) use the ELF form to support focused observation and discussion.</p> <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - How colleagues work together as a team <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Preparing teaching assistants for lessons with support of expert colleagues.

PRIMARY: MID-PLACEMENT - WEEKS 6 - 10

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - anticipate common misconceptions in maths and science and address these in teaching - Model and use strategies to engage pupils in shared reading and writing; consider how pupils' ideas and contributions are recognised and used within the lesson. - identify, model and promote the use of subject specific vocabulary in foundation subjects <p>Deliver a carefully sequenced and coherent curriculum by:</p> <ul style="list-style-type: none"> - discussing with the class teacher how the school's resources and materials for the maths curriculum are structured. - Focussing on establishing clear and measurable, skills-based learning objectives for English across the week in the current unit of work. - Discussing resourcing for working scientifically with the CT or science lead. - ensuring you have sound subject knowledge when teaching foundation subjects, researching as appropriate <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - modelling mathematical concepts, knowledge, skills and principles - modelling reading (comprehension or decoding) and/or writing e.g. through shared reading and writing - demonstrating sound subject knowledge in teaching foundation subjects <p>Discuss, analyse and receive clear and consistent feedback in how to:</p> <ul style="list-style-type: none"> - Support pupils' independent reading; the school's rationale for chosen approaches to the teaching of reading e.g. whole class, small group 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - Approaches taken to prevent/respond to bullying; anti-bullying week is w/b 14th Nov, with a theme of 'Reach out' see: https://anti-bullyingalliance.org.uk/; what is your school doing? <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - acknowledging and praising pupil effort and emphasising progress being made - Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate) - reinforcing routines, creating a positive environment with trust and respect - setting clear behavioural expectations, especially for practical and active lessons. - Promoting positive learning behaviours; if the school has a learning behaviours approach, then implement this; if not, identify specific behaviours you wish to promote, teach and reward e.g. 'trying hard/not giving up/working together'. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to identify possible misconceptions and plan how to prevent these forming - how to use concrete representation of abstract ideas (e.g. using analogies, metaphors, examples and non-examples). - How to set tasks that stretch pupils, but which are achievable within a challenging curriculum <p>Observe/deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Using intentional and consistent language that promotes challenge and aspiration - setting tasks that stretch pupils, but which are achievable, within a challenging curriculum. - Providing targeted support for pupils who are struggling - reframing questions to provide greater scaffolding - using/developing strategies to enable pupils with SEND/barriers to access the curriculum and be successful 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - how to check prior knowledge during lessons, e.g. structuring tasks/questions to identify knowledge gaps and misconceptions - how to use assessment information to begin to adapt teaching in the lesson <p>Observe and deconstruct how expert colleagues:</p> <ul style="list-style-type: none"> - use self and peer assessment - gather assessment information DURING the lesson to adapt teaching 'minute-by-minute' to promote learning <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - identifying assessment opportunities and strategies linked to learning objectives/ success criteria when planning, thinking ahead about what will indicate understanding. - Pre-planning clear questions - Providing effective and efficient feedback (see weeks 1-2) - assessing the extent to which pupils have achieved the success criteria and objective, using this information to adapt planning - ensuring your record-keeping and planning link, e.g. where a pupil/group of pupils didn't achieve the LO, how is this followed up in the next lesson? 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see weeks 1-2) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to progress statements in the CRD - Ensuring completion of FLOs <p>Observe/deconstruct how expert colleagues...: (own CT and others)</p> <ul style="list-style-type: none"> - use the ELF form to support focused observation and discussion in relation to your targets <p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how colleagues communicate with parents/carers proactively and make effective use of parents' evenings to engage them in their children's schooling <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - extending subject and pedagogic knowledge as part of the lesson preparation process <p>In week 6 – with your Mentor, review your progress in the CRD – 'Term 1 Collaborative Review' – Assessment Point 1; add your own comments and ensure that you understand your targets</p>

PRIMARY LATE PLACEMENT - WEEKS 11 - 14

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

<p align="center">Curriculum TS 3</p>	<p align="center">Behaviour management TS 1 & 7</p>	<p align="center">Pedagogy TS 2, 4 & 5</p>	<p align="center">Assessment TS 2 & 6</p>	<p align="center">Professional Behaviours TS 8</p>
<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how to revisit foundational skills in mathematics over time - how the school approaches topic based and cross curricular teaching and learning <p>How to revisit the key concepts in English over time and through a range of examples</p> <p>how to effectively sequence the learning of science concepts and build on prior knowledge / learning.</p> <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - carefully sequencing mathematical concepts that build upon pupils' prior knowledge - carefully sequencing learning in English so pupils' are prepared and feel confident to tackle independent reading and/or writing activities - teaching science specific vocabulary - identify, model and promote the use of key subject specific vocabulary in foundation subjects <p>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</p> <ul style="list-style-type: none"> - identifying opportunities to transfer mathematical skills and concepts to the wider curriculum. - Draw links between new content and prior learning e.g. application of taught skills in Phonics or grammar being applied in a writing or reading lesson 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - how teachers manage more 'challenging behaviour' (to prepare you for subsequent placements). <p>Observe expert colleagues ... and deconstruct</p> <ul style="list-style-type: none"> - Where possible observe in an alternative key stage – how is the school behaviour policy adapted to different age ranges/phases? (to prepare you for subsequent placements) - how expert colleagues promote a climate for learning which encourages pupils to take responsibility for their own learning (self-regulation) <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - promoting a climate for learning which encourages pupils to take responsibility for their own learning - consistently promoting learning behaviours, developing a rapport with learners, motivating all learners to engage and sustain interest in learning - for which pupils has this been more challenging? What else could you do to improve these pupils' engagement in learning? 	<p>Discuss and analyse with expert colleagues:</p> <ul style="list-style-type: none"> - how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, <i>so that attention is focused on the content</i>) - see also assessment <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - identifying potential misconceptions and planning how to prevent these forming/encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. - using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples - Adapting teaching to respond to any pupils who are struggling (including targeted strategies) to enable all pupils to be successful - Developing your questioning by Including a range of types of questions in class discussions to extend and challenge and providing appropriate wait time between question and response. 	<p>Discuss and analyse with expert colleagues</p> <ul style="list-style-type: none"> - How clarity of the desired outcome and clear success criteria can help focus teaching, keeping the complexity of explanations/ modelling to a minimum, <i>so that attention is focused on the key content.</i> - How to identify efficient approaches to assessment and marking <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Planning/implementing effective assessment strategies, thinking ahead about what will indicate understanding in relation to LO/SC - using assessment information to adapt teaching between lessons and to begin to adapt teaching in the lesson - making effective use of self and peer assessment at different stages of the lesson, e.g. lesson introduction, mini-plenaries etc. - prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. 	<p>Take responsibility for your own professional development e.g. by:</p> <ul style="list-style-type: none"> - Preparing for your weekly Mentor meeting (see weeks 1-2)) - Reflecting upon your practice by: completing lesson evaluations - Reflecting upon your progress in relation to the CCF - Reflecting upon your progress in relation to CRD progress statements - Ensuring completion of FLOs <p>Observe/deconstruct expert practice (own CT and others):</p> <ul style="list-style-type: none"> - use the ELF form to support focused observation and discussion in relation to your targets <p>Practise, reflect, receive coaching and improve at:</p> <ul style="list-style-type: none"> - Managing your workload effectively and developing a positive work-life balance (see also 'Managing workload on School Placement' in The School Placements Handbook) <p>In week 13 – with your Mentor, review your progress in the CRD – 'Term 1 Collaborative Review' – Assessment Point 2; ensure that you understand your targets</p>

4. FOCUSED LEARNING OPPORTUNITIES (FLOs)

Focused Learning Opportunities or FLOs are undertaken in school, with the support of Professional Mentors and Class Teachers. They integrate the trainee’s University-based curriculum with school-based training and development. They **map the trainee’s Core Content Framework (CCF) training entitlement** across the year and thus it is **essential that trainees complete all FLOs**.

The FLOs include both guidance for the trainee and coaching questions to support Mentors.

Whilst all FLOs must be completed, trainees select 5 FLOs (2 in the Autumn Term, 2 in the Spring Term and 1 in the Summer Term) to undertake further reading. The school-based learning opportunities in the FLO and further reading form the basis of a 500-word Reflective Writing Assessment which is recorded in the trainee’s e-PDP (online reflective portfolio). Any FLOs not selected as a Reflective Writing Assessment will be assessed dialogically via the Summer Placement viva. The reflective writing and viva contribute to the assessment of the Professional Practice Module.

AUTUMN TERM FLOs			FLO completed	FLO selected for Reflective Writing Assessment (select 2)
	FLO focus	Additional Notes	√	√
1.	Planning			
2.	Maths misconceptions	<i>Primary Trainees to complete in the Autumn Term and Early Years Trainees to complete in the Spring Term</i>		
3.	Modelling			
4.	Behaviour to Learn			
5.	Phonics and Early Reading	<i>This FLO should be undertaken on EVERY placement. Please read the detail in the FLO carefully as there are different expectations depending on the age phase in which you are placed.</i>		

All FLOs can be found in the online on Moodle > Professional Practice