

Thursday 22<sup>nd</sup> and Friday 23<sup>rd</sup> September;  
Thursday 29<sup>th</sup> and Friday 30<sup>th</sup> September;  
Thursday 6<sup>th</sup> and Friday 7<sup>th</sup> October

# Early Years and Primary PGCE 22-23

## Serial Placement Guide

for Trainees, Professional Mentors  
and Class Teachers



## 1. CONTACTS

University Contacts:	
<b>Partnership</b>	
Main contact point: <a href="mailto:partnership@warwick.ac.uk">partnership@warwick.ac.uk</a>	
Partnership Development Officer: Leigh Capener	
Email: <a href="mailto:l.capener@warwick.ac.uk">l.capener@warwick.ac.uk</a> 024 765 23824	
<b>Professional Support Service</b>	
Emma Rawlings	Email: <a href="mailto:E.Rawlings@warwick.ac.uk">E.Rawlings@warwick.ac.uk</a> 02476 528340

## 2. AIMS and OUTCOMES

### Aims:

- to develop trainees' understanding of:
  - the links between the **theory** and **practice** of learning and teaching
  - areas of **national priority** e.g. Behaviour, and *Phonics (where possible)*
- to offer early opportunities to develop **teacher presence** and teacher identity
- to support trainees' professional development.

### Outcomes: a portfolio of notes and reflections which will:

- a. support trainees' ability to actively engage in seminars and discuss effective teaching and learning in the early stages of the PGCE
- b. recognise links between theory and practice and develop capacity to write the first assignment and professional reflections
- c. support a developing sense of teacher identity and teacher presence in preparation for the Autumn Placement

### 3. INTRODUCTION, ORGANISATIONAL & HEALTH AND SAFETY

Given the aims of the serial days to help the trainees to make links between university-based training and real classroom practice, and to begin to develop their teacher presence and identity, trainees should:

- (a) be able to work with small groups and observe the class teacher
- (b) have opportunities to begin to develop a teacher presence e.g. by taking the register, dismissing a class to playtime, bringing in children from playtime (with guidance of the class teacher), read a story/poem to the whole class.
- (c) begin to have a go, in a limited way, at teaching e.g. groups and ideally build up to a short whole class teaching experience – to feel what it is like to stand in front of a class.
- (d) Have opportunities to discuss their observations and experiences with expert colleagues (e.g. class teachers, mentors, subject or phase leads as appropriate)

#### Organisation of Serial Placement days and Health and Safety

Schools will organise Serial Placement days to ensure that they meet the relevant health and safety requirements. Ask your school to brief you on their safe operating procedures and expectations. You will be expected to follow all guidance and expectations of your training school whilst on placement.

Previous Serial Placements have used a ‘Home/Away’ structure whereby trainees spent half a day of each Serial Day with a base class, and the other half days visiting a range of classrooms/age groups. Health and safety requirements in relation to COVID-19 *may* mean that this is not possible, and the trainee may need to remain with one class.

However, where possible, schools may operate a full or partial version of the home/away structure, as below.

<b>SUGGESTED DAILY ORGANISATIONAL STRUCTURE</b>	
<b>Morning: ‘Home’ Class Focus</b>	<p><b>Meeting with School Professional Mentor (or their representative) at start of each week</b></p> <ul style="list-style-type: none"> <li>• Meeting to establish timetable</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Trainee spends half a day with a ‘home’ class i.e. a class that trainees return to every day, become familiar with, and gets to know. This is <i>likely</i> to be the trainee’s Autumn Block Placement class.</li> <li>• For <b>Early Years</b> trainees, the <b>HOME class</b> <i>ideally</i> will be in <b>Nursery</b>.</li> <li>• <b>Primary trainees the HOME class</b> <i>ideally</i> will be <b>KS 1 or 2</b>.</li> </ul>
<b>Afternoon</b>	<p>The trainee may also spend the afternoons of each day with their home class, or, where possible, schools may plan for trainees to visit alternative classes for some afternoons to enhance the trainee’s breadth of experience.</p> <hr style="border-top: 1px dashed black;"/> <p><b>Meeting with School Professional Mentor (or their representative) at the end of each week.</b></p> <ul style="list-style-type: none"> <li>• Towards/at the end of each week, trainees should meet with the Professional Mentor/an expert colleague to discuss their observations, ask questions etc.</li> <li>• Trainees should ask question so that they are prepared for the following week.</li> </ul>

## 4. SAFEGUARDING

Keeping pupils safe and promoting the wellbeing of all pupils both in school and online, is a key responsibility for schools, consequently safeguarding is EVERYONE'S responsibility.

On all placements, as a priority you must ensure that you:

- (a) know who the Designated Safeguarding Lead (DSL) is;
- (b) have a copy of the school's/setting's Child Protection/Safeguarding policy in your teaching folder;
- (c) have read and understood the school's/setting's Child Protection and Safeguarding policy, paying particular attention to the online safeguarding guidance;
- (d) have signed a copy of the school's 'Staff Behaviour Policy' or 'Code of Conduct' and keep this in your teaching folder;
- (e) implement these policies/codes.

### What to do if a child makes a disclosure

- All disclosures must be taken seriously. It is of vital importance that if a child discloses experience of abuse or mistreatment, you listen carefully to the child disclosing:
- Take them seriously
- Don't judge
- Ask open, non-leading questions
  - You are allowed to ask 'TED' questions – Tell me, Explain, Describe
- Don't promise to keep it secret
- Tell them, if you can, what you will do next
- Check you have got their details
- Carefully record the conversation as soon as possible and keep the record in a secure place.

**Share it with the Designated Safeguarding Lead (DSL) using the school procedure. Do not share the information with anyone else.**

**If the allegation is against the DSL go to the Head or the Chair of Governors.**

### What to do if you observe signs of potential abuse or mistreatment

If you observe injuries or behaviours in children, you should:

- ask open questions about any injuries you observe
- note what the child says in response
- carefully record your observations as soon as possible
- and keep the record in a secure place.

**Share it with the Designated Safeguarding Lead (DSL) using the school procedure. Do not share the information with anyone else.**

**The piece of information you have may be the piece of the jigsaw that makes everything clear and may safeguard a child's life.**

## 5. PROFESSIONALISM

Arguably the most important elements of the Teachers' Standards are the **Preamble** and **Part Two** (which address professionalism and the professional behaviour of teachers) and the Professional Behaviours of the Core Content Framework.

- You will be expected to follow all guidance and expectations of your training school whilst on placement.
- Any school absence must be recorded using the online form: <https://warwick.ac.uk/fac/soc/cte/students-partners/students/absenceform>

## 6. SUGGESTED TASKS AND ACTIVITIES

The **Core Content Framework** advocates trainees' entitlement to the following:

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

On the following pages, possible tasks/activities are suggested including where trainees might take **opportunities to practise** in the classroom, where trainees might **observe expert colleagues** and where trainees might engage in **discussion and analysis with expert colleagues** to learn more.

Suggestions are made for trainees whilst in **key stages 1 or 2** and for trainees who are in **Nursery/Reception**.

Trainees should focus on tasks/activities which meet the aims of the Serial Days, their professional development needs and which fit in with the school and classes in which they are placed. There is, then, considerable flexibility in what they undertake at the discretion of expert colleagues/school Mentors.

### Linking University-based and School-based Training

For Professional Mentors, information in brief is also provided on what trainees have been undertaking within the Professional Enquiry element of their course (see '**From theory to practice**' in each table). Trainees are particularly encouraged to make links between theory and practice in these and all areas of their training.

## Observation Forms

A generic lesson observation proforma can be found at the back of this guide. Where other observation forms are referred to, these may be found online on the Essential Documents page via Moodle > Placement Documentation.

### Modelling

**Modelling is a key teaching pedagogy. On Serial Placement, you should observe how expert colleagues ‘model’, and develop your understanding by analysing/deconstructing this practice with peers and mentors.**

#### Defining Modelling

**A model** is an example of the learning outcome you would like the children to achieve e.g. a quality piece of writing, a ‘worked example’ of a maths problem (think ‘Blue Peter – here is one I made earlier’).

**Modelling** is a teaching technique whereby the teacher demonstrates how to do something, often using a model. The teacher ‘thinks aloud’ to, for example, show children how to solve a problem step-by-step, or complete a process to create something. In ‘thinking aloud’, the teacher will draw the learners’ attention to significant points/principles or important actions.

It relies on the children being able to imitate or copy what the teacher does and how they do it.

**Modelling** is a research-based teaching strategy and Rosenshine’s 4<sup>th</sup> principle of instruction.

#### References

Rosenshine, B. *Principles of instruction: research-based strategies that all teachers should know* American Educator Spring p 12-39  
Sherrington, T. (2020) *Rosenshine Masterclass II Sequencing Concepts and Modelling*  
<https://www.youtube.com/watch?v=jEctD5lv84I> accessed 10.8.21

#### Recommended reading for a detailed step-by-step guide on how to model:

Sherrington, T. (2020) *Teaching walkThrus : five-step guides to instructional coaching* Melton, Woodbridge : John Catt Educational Ltd see pages: 230 – 236 Live Modelling (5 steps)  
<http://webcat.warwick.ac.uk/record=b3764592~S1>

**WEEK-BY-WEEK  
GUIDANCE  
FOR ALL TRAINEES  
WORKING IN  
PRIMARY  
CLASSROOMS  
(Y1-Y6)**

## Thursday 22nd and Friday 23rd September in KEY STAGE 1 or 2

<b>Before-hand</b>	<ul style="list-style-type: none"> <li>• Read and analyse the school's <i>Behaviour Policy</i> (on the school's web site)</li> <li>• Read about the school's use of <i>Pupil Premium</i> (on school web site)</li> </ul>		<b>From theory to practice:</b> Your university-based training has introduced you to: - <b>HOW CHILDREN LEARN</b> and a set of learning theories  - <b>BEHAVIOUR TO LEARN</b> including key principles and strategies;
<b>In school</b>	<ul style="list-style-type: none"> <li>• Ask your school to brief you on their safe operating procedures and expectations in regard to COVID-19; you will be expected to follow all guidance and expectations of your training school whilst on placement.</li> <li>• Read the School's <b>Safeguarding</b> Policy and ensure you know who the Designated Safeguarding Lead (DSL) is and the procedure for reporting concerns or disclosures;</li> <li>• Read the school's Code of Conduct for staff.</li> <li>• Agree your timetable with the Mentor;</li> <li>• Today is an observational/work with small groups day; identify how you can access opportunities to develop your teacher identity to implement on subsequent days. e.g. supporting playground duty, bringing children in from break/dismissing to break etc.</li> </ul>		
	<b>English/Phonics</b>	<b>Maths</b>	<b>Professional Enquiry</b>
<b>Opportunities to practise</b>	<b>Teach</b> –support a group of lower attaining pupils during the main learning activities of their English lesson, in order to support their progress.	<b>Teach</b> – support a group of pupils during the main learning activities of their maths lesson, in order to support their progress. How do they engage in discussions and use resources to develop their understanding?	Use the prompts on the next page to focus your observations and develop your understanding of <b>behaviour to learn</b> .  Cumulative thread: look for evidence of <b>learning theories</b> in practice. <b>Observe</b> - Can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen? Make some notes below. These will support your trainee-led presentation on learning theories.  Deconstruct your observations with your class teacher/mentor.
<b>Observe expert colleagues</b>	<b>Observe</b> how your teacher uses the technique of <b>modelling</b> and discuss this with them. How does modelling differ from simple explanation? (see definition on p. 6)		
	<b>Observe</b> - an English lesson. Make notes about the strategies used by the teacher to engage and include pupils: the balance of teacher-pupil talk; activities/strategies used to generate talk and discussion; strategies for maintaining pace and interaction. Make additional notes to outline any additional support for Pupil Premium children – through for example: questioning, resourcing, support etc. that you notice.	<b>Observe</b> - a maths lesson and make notes specifically on the introduction and any strategies the teacher models, so that you are focussing on whole-class teaching. Use the <b>observation proforma</b> (available at "Follow up Tasks" <a href="https://moodle.warwick.ac.uk/mod/book/view.php?id=1639130&amp;chapterid=208977">https://moodle.warwick.ac.uk/mod/book/view.php?id=1639130&amp;chapterid=208977</a> ) and prompts to support your observations of NCETM's five big ideas for mathematics mastery.	
<b>Discuss/ analyse with expert colleagues</b>	<b>Identify</b> three book titles/authors, used within school, that are new to you and within a genre of literature that you are less familiar with (see interview targets) Spend time engaging with your chosen texts find out how they are used within the planning for English.  <b>Ask</b> for a copy of the maths weekly planning and half-termly plan. Are the school using a particular maths scheme of work? Talk to the class teacher about the use of concrete and pictorial resources to support children's understanding.		
<b>Notes</b>			
<b>Reflections</b>			
<ul style="list-style-type: none"> <li>• Re-read your notes.</li> <li>• Highlight key points that might have interested you, surprised you, changed your attitude (etc.) this week.</li> </ul>			



## Thursday 22nd and Friday 23rd September in KEY STAGE 1 or 2

### Behaviour Management

Over the Serial Placement – aim to observe a range of lessons, including practical lessons (e.g. D&T, Art, PE).

#### Key Questions:

- How does the class teacher use the school's system of rewards and sanctions?
- How does this affect the pupils' behaviour and **learning**?
- What techniques does the class teacher use to **minimise** the chances of misbehaviour?
- Use your 'Behaviour Management Checklist' and the CCF to support your analysis of behaviour management.

#### Other Questions:

- What specific strategies are employed in a practical/PE lesson which differs from other lessons?

### Foundation Subjects

It is a statutory requirement that children receive a **broad and balanced curriculum**. This will look different from school to school, some schools may teach subjects discreetly whereas others may teach subjects in a topic-based approach. These subjects are often taught in the afternoons.

The following activities can be completed at any time over the Serial Placement days.

- Find out about the school's approach to teaching the foundation subjects. Are these taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Are subjects taught as stand-alone or through a topic-based approach? Is a 'bought in' scheme used?
- Over the 6 days, try and observe a range of foundation subjects being taught in your class/year group, using the observation proforma and supporting prompts to guide your observations.
- Find out about the foundation subjects taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for enquiry-led learning / questioning / collaborative work / cross curricular links are included? How do the children 'record' what they have done? If possible, obtain a copy of the medium-term subject specific/topic plan.
- Note details of the learning environments in the classroom. How are the different foundation subjects represented through displays /artefacts /resources /table-top displays etc? Can you identify any interactive displays that promote independent and/or collaborative learning? How does the teacher encourage children to engage with the displays to support learning?
- Be prepared to share what you have learnt about your school's approach to foundation subject planning and the learning environment in future foundation subject sessions.
- How are different foundation subjects assessed? Do schools use assessment criteria provided by 'schemes of work' or have they designed their own assessment tools. If possible, bring examples of assessment tools and medium/long term plans to cross-curricular and subject planning sessions.

### Science

*Science is a core subject like maths and English, though not taught on a daily basis. These activities can be completed at any time over the Serial Placement days.*

- If possible, **observe** science being taught in **both KS1 and KS2**, using the **observation proforma** and supporting prompts to guide your observations.
- Find out about the school's **approach to teaching science**. Is it taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Is science taught as a stand-alone subject or through a topic-based approach? Is a 'bought in' scheme used?
- Find out about the science taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for science investigation / working scientifically are included? How do the children 'record' what they have done? If possible obtain a copy of the medium term science plan.
- Identify a picture book or story that might be used as a hook in teaching science. Which science topics or concepts does it link to?

## Thursday 29th and Friday 30th September in KEY STAGE 1 or 2

<b>Before-hand</b>	Read the school's assessment and/or marking policy		<b>From theory to practice:</b> Your university-based training has introduced you to: <b>ADAPTIVE TEACHING</b> – (your school may use the term differentiation – though these are different concepts) including <ul style="list-style-type: none"> <li>• adaptive strategies such as support, feedback, and resources;</li> <li>• associated concepts such as 'high expectations', 'challenge' and 'growth mindsets'.</li> </ul> <b>PRINCIPLES OF INCLUSION and</b> <ul style="list-style-type: none"> <li>• a range of <i>educational</i> needs e.g. EAL.</li> <li>• a range of <b>special educational needs and disabilities</b> (SEND)</li> </ul> Key concepts such as ' <b>Quality first teaching</b> '
<b>In school</b>	<ul style="list-style-type: none"> <li>• Agree in which class each activity (below) will be undertaken</li> <li>• Identify how you can access other opportunities e.g. supporting playground duty; taking the register, bringing the class in from break etc.</li> <li>• For next week, agree a time to read aloud to the whole class – perhaps explore options: a rhyming text, short story or chapter from the class novel</li> </ul>		
	<b>English/Phonics</b>	<b>Maths</b>	<b>Professional Enquiry</b>
<b>Opportunities to practise</b>	Support a different group of pupils during the main learning activities of their English lesson. Consider if and how these pupils are challenged in order to their support progress.	Support a different group of pupils during the main learning activities of their maths lesson. How do they differ from the group you supported last week?	How is teaching adapted to meet a range of needs within the home class? What strategies are used? What strategies are used? Where children struggle, how are they supported? Where children grasp learning quickly, how are they challenged? How are high expectations established and sustained?
<b>Observe expert colleagues</b>	<b>Observe</b> how your teacher uses the technique of <b>modelling</b> and discuss this with them. How does modelling differ from simple explanation? (see definition on p. 6)		Talk to 2 or 3 children about their learning. What do they feel they are good at? How do they feel when they are unable to do something or are struggling? What can they do to help themselves when this happens?  Focus on one of the S.E.N. children in the class. What are their <b>barriers to learning</b> ? What provision is made to overcome these <b>barriers</b> ? Interview the child about their learning. E.g. What do they enjoy in school? What do they feel they are best at? Do they find anything hard? What helps them to learn? If possible, speak to the class teacher and/or SENCO about barriers to learning, Education and Health Care Plans (EHCPs) and/or Individual Education Plans (IEPs) and interventions to promote progress.  <b>How Children Learn:</b> Cumulative thread: look for evidence of <b>learning theories in practice</b> – see week 1.  Deconstruct your observations with your class teacher/mentor.
	Observe a Phonics session, <i>ideally with a whole class</i> , or if in KS2, with an intervention group or younger class. Use the ' <i>Phonics Observation</i> ' sheet (in your Eng school-based task document). If this is not possible, then please observe/make notes on explanations and modelling during an English lesson – use the observation sheet as before to make notes.	Observe the different strategies used by the teacher to adapt the learning and ensure that all pupils can access new learning. How are resources used and distributed? How are additional adults used to support learning? You may want to use the observation sheet from last week to record your findings.	
<b>Discuss/ analyse with expert colleagues</b>	<b>Find out about</b> - the teaching of Early Reading and Phonics: <b>Ask</b> to see the Phonics scheme used by the school and <b>collect</b> a copy of this week's planning. <b>Ask</b> to see the range of resources available to support Phonics teaching. Make notes below.	<b>Find out</b> about how the classroom environment promotes maths. Is there a maths working wall? (Compare different classrooms if you can). Which resources are easily accessible for the children? Talk to the class teacher to identify a mental maths activity you can <b>plan</b> and <b>teach</b> next week.	
	Find out about how children are grouped for reading and writing in the class you are working with and the strategies used to adapt teaching to suit different learning needs. Ask if you may have a copy of the weekly plan for this week.		
<b>Notes</b>			
<b>Reflections</b>			
<ul style="list-style-type: none"> <li>• Re-read your notes.</li> <li>• Highlight key points that might have interested you, surprised you, changed your attitude (etc.) this week.</li> </ul>			

## Thursday 29th and Friday 30th September in Key Stage 1 or 2

### Behaviour Management

Over the Serial Placement days – aim to observe a range of lessons, including practical lessons (e.g. D&T, Art, PE).

#### Key Questions:

- How does the class teacher ensure a good, **safe learning environment** and a '**climate for learning**' e.g. by using positive language and behaviour strategies, respectful language, recognising effort.
- Does the class have a specific programme of **learning behaviours** e.g. resilience, concentration, trying new things, taking turns, listening, learning from mistakes, trying different approaches, improving...?
- Are these displayed? How aware are the children of them? How does the teacher encourage these learning behaviours?
- Use your 'Behaviour Management Checklist' and the CCF to support your analysis of behaviour management.

#### Other Questions:

- What specific strategies are employed in a practical/PE lessons in different classes/age phases/ranges?

### Foundation Subjects

It is a statutory requirement that children receive a **broad and balanced curriculum**. This will look different from school to school. Some may teach subjects discretely whereas others may teach a topic-based approach. Foundation subjects are often taught in the afternoons. Complete the following activities at any time over the Serial Placement days.

- Find out about the school's approach to teaching the foundation subjects. Are these taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Are subjects taught as stand-alone or through a topic-based approach? Is a 'bought in' scheme used?
- Over the Serial Placement days, try and observe a range of foundation subjects being taught in your class/year group, using the observation proforma and supporting prompts to guide your observations.
- Find out about the foundation subjects taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for enquiry-led learning/questioning/collaborative work/cross curricular links are included? How do the children 'record' what they have done? If possible, obtain a copy of the medium-term subject-specific/topic plan.
- Note details of the learning environments in the classroom. How are the different foundation subjects represented through displays/artefacts/resources/table-top displays etc? Can you identify any interactive displays that promote independent and/or collaborative learning? How does the teacher encourage children to engage with the displays to support learning?
- Be prepared to share what you have learnt about your school's approach to wider curriculum planning and the learning environment in future foundation subject sessions.
- How are different foundation subjects assessed? Do schools use assessment criteria provided by 'schemes of work' or have they designed their own assessment tools. If possible, bring examples of assessment tools and medium/long term plans to cross-curricular and subject planning sessions.

### Science

Science is a core subject like maths and English, though not taught on a daily basis. These activities can be completed at any time over the Serial Placement days.

- If possible, **observe** science being taught in **both KS1 and KS2**, using the **observation proforma** and supporting prompts to guide your observations.
- Find out about the school's **approach to teaching science**. Is it taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Is science taught as a stand-alone subject or through a topic-based approach? Is a 'bought in' scheme used?
- Find out about the science taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for science investigation / working scientifically are included? How do the children 'record' what they have done? If possible obtain a copy of the medium term science plan.
- Identify a picture book or story that might be used as a hook in teaching science. Which science topics or concepts does it link to?

## Thursday 6th and Friday 7th October in Key Stage 1 or 2

<b>Before-hand</b>	<ul style="list-style-type: none"> <li>Read the school's Special educational needs and disability policy.</li> <li>Be prepared to read a rhyming text, short story or chapter from the class novel.</li> </ul>	<p><b>From theory to practice:</b> Your university-based training has introduced you to:</p> <p><b>Assessment for Learning:</b> Dylan Wiliam's 5 key strategies <b>(1)</b> Clarifying, sharing and understanding learning intention; <b>(2)</b> engineering activities and tasks that elicit evidence of learning; <b>(3)</b> providing feedback that moves learners forward; <b>(4)</b> activating students as learning resources for one another (e.g. peer assessment); <b>(5)</b> activating students as owners of their own learning e.g. self-assessment)</p> <p><b>Planning for Assessment:</b></p> <ul style="list-style-type: none"> <li>Process and checklist success criteria;</li> <li>The relationship between learning objectives and success criteria;</li> </ul>	
<b>In school</b>	<ul style="list-style-type: none"> <li>Agree in which class each activity (below) will be undertaken</li> <li>For Thursday/Friday, try to arrange for an opportunity to teach a small group phonics session (6 pupils). Speak to your class teacher about how to plan for this (you will need some guidance and support) or ask to use their planning if appropriate.</li> <li>Identify how you can access other whole-class opportunities e.g. taking register; moving the class to assembly etc.</li> </ul>		
	<b>English/Phonics</b>	<b>Maths</b>	<b>Professional Enquiry</b>
<b>Opportunities to practise</b>	<b>Teach</b> – read a short story/chapter from the class novel or a rhyming text/poem to the whole class.	<b>Do - teach</b> a mental maths activity (10-15 mins) to the whole class. Use the <b>planning sheet (available at Placement Documentation on Moodle)</b> to record your lesson plan. Reflect on your teaching.	<b>Assessment for Learning:</b> Can you see evidence of Dylan Wiliam's 5 key strategies? e.g. - how does the teacher use learning objectives and <b>success criteria</b> to support children's learning? - watch how the teacher finds out (during the lesson) what children know/can do i.e. what <b>strategies</b> do they use? E.g. mini-whiteboards, questioning, marking work. <b>How do they use this assessment information to adapt teaching?</b> <b>Assessment for Learning: Success Criteria</b> How do the learning objectives for each lesson link to the success criteria? What form do the success criteria take? Are these created with the children or given to them? How are the success criteria use by teachers and pupils during the lesson? <b>How Children Learn:</b> Cumulative thread: look for evidence of <b>learning theories in practice</b> – see week 1. Deconstruct your observations with your class teacher/mentor.
<b>Observe expert colleagues</b>	<p><b>Observe</b> how your teacher uses the technique of <b>modelling</b> and discuss this with them. How does modelling differ from simple explanation? (see definition on p. 6)</p>		
	<p><b>Observe</b> either an English lesson or Phonics lesson (or both!) Note and discuss how the teacher <b>assesses</b> the pupils' understanding throughout the lesson. What sort of questions are asked? You may find it useful to record the questions and responses the children give. Note how the teacher directs questions and see how responses are built upon and developed by either the teacher and/or other pupils.</p>	<p>Note and discuss how the teacher <b>assesses</b> the pupils' understanding throughout the remainder of the lesson. What sort of questions are asked? (closed, open, probing, etc.) You may find it useful to record the questions and responses the children give.</p>	
<b>Opportunities to practise</b>	<b>Find out about</b> - children's attitudes to reading. Do the class enjoy reading for pleasure? Is there a gender divide? How does the teacher and/or classroom environment contribute to engaging children with reading? e.g. is there a book corner, library, story time or reading display? Speak to your class teacher about this and make notes below.	<b>Find out</b> about record keeping and attainment of pupils in maths. <b>Gather:</b> Note resources, strategies and interventions used to support pupils who are not making expected progress. If possible, <b>observe</b> a maths intervention and make notes specifically on the development of key skills in maths.	
<b>Notes</b>			
<b>Reflections</b>			
<ul style="list-style-type: none"> <li>Re-read your notes.</li> <li>Highlight key points that might have interested you, surprised you, changed your attitude (etc.) this week.</li> </ul>			

## Thursday 6th and Friday 7th October in Key Stage 1 or 2

### Behaviour Management

Over the Serial Placement days – aim to observe a range of lessons, including practical lessons (e.g. D&T, Art, PE).

#### Key Questions:

- What strategies have you observed where pupils take **responsibility for their own behaviour (social justice)**?
- How would you evaluate the **relationship** between the class teacher and pupils and Adult Support and pupils? How do you think this was developed?
- 'How does the class teacher manage the **start and end of a lesson** and **transition** points to ensure that learning time is maximised?
- Use your 'Behaviour Management Checklist' and the CCF to support your analysis of behaviour management.

#### Other Questions:

- How do teachers make use of **intrinsic** and **extrinsic motivation** to promote behaviour to learn?

### Foundation Subjects

It is a statutory requirement that children receive a **broad and balanced curriculum**. This will look different from school to school. Some may teach subjects discretely whereas others may teach a topic-based approach. Foundation subjects are often taught in the afternoons. Complete the following activities at any time over the Serial Placement days.

- Find out about the school's approach to teaching the foundation subjects. Are these taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Are subjects taught as stand-alone or through a topic-based approach? Is a 'bought in' scheme used?
- Over the Serial Placement days, try and observe a range of foundation subjects being taught in your class/year group, using the observation proforma and supporting prompts to guide your observations.
- Find out about the foundation subjects taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for enquiry-led learning/ questioning/collaborative work/cross curricular links are included? How do the children 'record' what they have done? If possible, obtain a copy of the medium-term subject-specific/topic plan.
- Note details of the learning environments in the classroom. How are the different foundation subjects represented through displays/artefacts/resources/table-top displays etc? Can you identify any interactive displays that promote independent and/or collaborative learning? How does the teacher encourage children to engage with the displays to support learning?
- Be prepared to share what you have learnt about your school's approach to foundation subject planning and the learning environment in future foundation subject sessions.
- How are different foundation subjects assessed? Do schools use assessment criteria provided by 'schemes of work' or have they designed their own assessment tools. If possible, bring examples of assessment tools and medium/long term plans to cross-curricular and subject planning sessions.

### Science

*Science is a core subject like maths and English, though not taught on a daily basis. These activities can be completed at any time over the Serial Placement days.*

- If possible, **observe** science being taught in **both KS1 and KS2**, using the **observation proforma** and supporting prompts to guide your observations.
- Find out about the school's **approach to teaching science**. Is it taught in blocks or weekly? Is the approach the same across both key stages? What is the time allocation? Is science taught as a stand-alone subject or through a topic-based approach? Is a 'bought in' scheme used?
- Find out about the science taught in your home class this half term. What 'hook' is used to introduce the topic? How is it developed from week to week? What opportunities for science investigation / working scientifically are included? How do the children 'record' what they have done? If possible obtain a copy of the medium term science plan.
- Identify a picture book or story that might be used as a hook in teaching science. Which science topics or concepts does it link to?



**WEEK-BY-WEEK  
GUIDANCE  
FOR ALL TRAINEES  
WORKING IN  
EARLY YEARS  
CLASSROOMS**



## Thursday 22nd and Friday 23rd September in the Early Years Foundation Stage

<b>Before-hand</b>	<ul style="list-style-type: none"> <li>• Read the school's/setting's <i>Behaviour Policy</i> (on the school web site)</li> <li>• Read about the school's use of the <i>Pupil Premium</i> (also on school web site)</li> <li>• Read the school's setting's Early Years Policy.</li> </ul>	<b>From theory to practice:</b> your university-based training has introduced you to: <b>- BEHAVIOUR TO LEARN</b> including key principles and strategies. <b>- HOW CHILDREN LEARN</b> and a set of learning theories. Look for evidence of <b>learning theories</b> in practice.
<b>In School</b>	<ul style="list-style-type: none"> <li>• Ask your school to brief you on their safe operating procedures; you will be expected to follow all guidance and expectations of your training school whilst on placement.</li> <li>• Read the school's Code of Conduct for staff.</li> <li>• Establish the school's policy on photographs and whether you will have permission to take photos of your classroom observations, the setting etc.</li> <li>• Establish how you might take responsibility for key groups in the following week e.g. reading a rhyming text, taking the register, helping to supervise outdoor activities etc.</li> <li>• Establish if the class uses Development Matters or Birth to 5 Matters as a guide.</li> <li>• Arrange to spend a morning in KS1 for each of the next 2 weeks if possible.</li> </ul>	

A unique child	Positive Relationships	Enabling Environments	Learning and Development
<b>Find out how the setting keeps children safe:</b> - Read the School's <b>Safeguarding Policy</b> ; ensure you know who the Designated Safeguarding Lead (DSL) is and the procedure for reporting concerns or disclosures; - How is the start and the end of the day managed to ensure children are safe and go with their correct adult? - How are transitions managed, going to the toilet, lunch, going outside, so staff know where the children are at all times? - Make a note of the timetable or structure of the day (class routine), what time they are on the carpet, group times, tidy up times, snack times?	<b>Notice how staff build/maintain positive relationships:</b> - How is a sense of belonging created in the classroom? - What are the settling strategies used (home visits, induction meeting?) - How do staff appropriately respond to children's needs, feelings and interests? - Begin to find out about the class rules, boundaries and how they are maintained consistently and made understandable to the children.	<b>Identify how the setting values all the people and learning that is taking place:</b> - Is children's work shared? - What displays can you see? Are these working walls or displays of projects? (this early in the year there might be less; ask how the teacher is planning to use the space) - How do toys and resources reflect the different cultures of the children in the class?	<b>Observe and note what opportunities children have to:</b> - Play and explore - Behave as active learners - Think critically and behave creatively - Engage with listening activities to support early phonics - How are children's interests used, followed up and enhanced to bring their learning and thinking on?  <b>Look for evidence of learning theories in practice:</b> - Can you identify examples of each learning theory in practice? Why do you think this particular approach to learning was chosen? - Make some notes below. These will support your trainee-led presentation on learning theories.

### Notes

### Reflections

- Re-read your notes.
- Highlight key points that might have: interested you, surprised you, changed your attitude (etc.)



## Thursday 29th and Friday 30th September in the Early Years Foundation Stage

<b>Before hand</b>	<ul style="list-style-type: none"> <li>Prepare a rhyming text to read to the class/a group</li> </ul>		<b>From theory to practice:</b> Your university-based training has introduced: <b>ADAPTIVE TEACHING</b> – (your school may use the term differentiation – though these are different concepts) including <ul style="list-style-type: none"> <li>adaptive strategies such as support, feedback, and resources;</li> <li>associated concepts such as ‘high expectations’, ‘challenge’ and ‘growth mindsets’.</li> </ul> <b>PRINCIPLES OF INCLUSION and</b> <ul style="list-style-type: none"> <li>a range of <i>educational</i> needs e.g. EAL.</li> <li>a range of <b>special educational needs and disabilities</b> (SEND)</li> <li>Key concepts such as ‘<b>Quality first teaching</b>’</li> </ul>
<b>Nursery Class</b>	<ul style="list-style-type: none"> <li>Take responsibility for a group e.g. reading a rhyming text, taking the register, helping to supervise outdoor activities etc.</li> <li>Focus on how the prime areas of learning and development are planned for and delivered.</li> <li>Talk to your class teacher about you planning for leading an adult-led activity each day over the last 2 days. One of these sessions should be either a Phase 1 phonics activity or a maths activity. This may involve making simple resources which could be left in the continuous provision.</li> <li>Sustained Shared Thinking: Observe adults in the environment to see if you recognise any of these techniques and try out some for yourself.</li> </ul>		<b>Professional Enquiry</b> <b>Observe</b> How is teaching adapted to meet a range of pupils’ needs? What strategies are used? Where children struggle, how are they supported? Where children grasp learning quickly, how are they challenged? How are high expectations established and sustained? <b>How Children Learn:</b> Look for evidence of <b>learning theories in practice</b> . <b>PRINCIPLES OF INCLUSION:</b> how are the needs of pupils with SEND met and how is progress enabled for these pupils? What ‘barriers to learning’ do pupils have? What provision is made to overcome these <b>barriers</b> ?
<b>KS1 Class</b>	<p><b>Discuss-</b> Ask for a copy of the weekly planning for the Phonics/English/Maths lesson you are going to observe and support. Are the school following a particular scheme?</p> <p><b>Observe-</b> the main input of the lesson. Make notes about the strategies used by the teacher to engage and include pupils; the balance of teacher-pupil talk, teacher modelling (see specific definition of modelling on p.6 of this guide) and peer to peer interaction.</p> <p><b>Support-</b> several lower attaining pupils with their progress in the independent parts of a lesson.</p> <p><b>Note-</b> Does the class teacher use the school’s system of rewards and sanctions? How does this affect the pupils’ behaviour and <b>learning</b>? What techniques does the class teacher use to <b>minimise</b> the chances of misbehaviour?</p>		<b>Observe</b> How is teaching adapted to meet a range of pupils’ needs? What strategies are used? Where children struggle, how are they supported? Where children grasp learning quickly, how are they challenged? How are high expectations established and sustained? <b>How Children Learn:</b> Look for evidence of <b>learning theories in practice</b> . <b>PRINCIPLES OF INCLUSION:</b> how are the needs of pupils with SEND met and how is progress enabled for these pupils? What ‘barriers to learning’ do pupils have? What provision is made to overcome these <b>barriers</b> ?
<b>A unique child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
<b>Understand and observe each child’s development and learning, assess progress, and plan for next steps.</b> <ul style="list-style-type: none"> <li>Find out how children are observed and how their next steps are planned for.</li> <li>How are children’s individual needs met?</li> <li>How are additional needs identified and supported?</li> <li>How are pupils challenged?</li> </ul>	<b>Find out how key person relationships are built and developed in the setting:</b> <ul style="list-style-type: none"> <li>How is the key person system implemented in the setting?</li> <li>How does it link and develop home school relationships?</li> <li>How does the setting/school engage parents in what is going on in school to support children’s learning?</li> <li>How much of the adults’ time is spent supporting children accessing the continuous provision?</li> </ul>	<b>Children learn and develop well in enabling environments in which their experiences meet their individual needs:</b> <ul style="list-style-type: none"> <li>Make a map of the classroom, note where the different tables are and what is set up on each e.g. writing table, maths area, small world, etc.</li> <li>How does this organisation support development of all areas of learning?</li> <li>Observe and note whether the children are able to choose what is set up or if it is planned.</li> <li>Look at group work areas, and how positioning allows the adult to continue to be aware of activity in the rest of the classroom.</li> </ul>	<b>Prime areas of learning:</b> <b>PSED</b> <ul style="list-style-type: none"> <li>How are positive relationships between children and staff built/maintained?</li> <li>How is self-confidence and self-awareness developed?</li> <li>How are children helped to manage their feelings and behavior, and supported to self-regulate?</li> </ul> <b>Physical Development</b> <ul style="list-style-type: none"> <li>What opportunities are there for children to move and handle, small and large objects inside and out?</li> </ul> <b>Communication and Language</b> <b>Note opportunities for</b> <ul style="list-style-type: none"> <li>Children and staff to listen to each other and pay attention;</li> <li>Showing understanding;</li> <li>Speaking</li> <li>Phonics</li> </ul> Match your observations to the age levels in Development Matters/Birth to 5 Matters to identify the levels at which pupils are working.
<b>Notes/Reflections</b> <ul style="list-style-type: none"> <li>Re-read your notes.</li> <li>Highlight key points that might have interested you, surprised you, changed your attitude (etc.)</li> </ul>			

## Thursday 6th and Friday 7th October in the Early Years Foundation Stage

<b>Before hand</b>	<ul style="list-style-type: none"> <li>Prepare an adult-led activity (using a Warwick proforma) which may involve making simple resources which could be left in the continuous provision.</li> </ul>	<p><b>From theory to practice:</b> Your university-based training has introduced you to:</p> <p><b>Assessment for Learning:</b> Dylan Wiliam's 5 key strategies <b>(1)</b> Clarifying and sharing learning intentions; <b>(2)</b> engineering activities/tasks that elicit evidence of learning; <b>(3)</b> providing feedback that moves learners forward; <b>(4)</b> students as learning resources for one another (e.g. peer assessment); <b>(5)</b> students as owners of their own learning e.g. self-assessment)</p> <p><b>Planning for Assessment:</b></p> <ul style="list-style-type: none"> <li>success criteria/steps to success;</li> </ul> <p>The relationship between learning objectives and success criteria;</p>	
<b>Key Stage 1 Class</b>	<p><b>Discuss-</b> Ask to see the range of resources to support Phonics/English/Maths in KS1</p> <p><b>Observe-</b>a Phonics/English/maths lesson. How does the teacher adapt the learning? How are resources used and distributed? How are additional adults used to support learning? How are children grouped?</p> <p><b>Support-</b> several higher attaining children. Consider how they are challenged.</p>	<b>Professional Enquiry</b>	
<b>Nursery Class</b>	<ul style="list-style-type: none"> <li>Focus on the four specific areas of learning. Keep in mind the themes and note how they are being included to enhance children's learning in the four specific areas.</li> <li>Observe adult-led activities (use the observation sheet)</li> <li>Teach your adult-led activities, reflect on your teaching.</li> <li>Track 2 children, including one who has identified SEND. Make a detailed 15 minute observation of each child as they move around the setting, noting: what they do; what they say (in their words); interactions with others (adults and children); body language. Then analyse your observations and look for learning using DM/Bto5 to help you; how many areas of learning can you identify? What 'next steps' would you plan to meet his/her needs and promote development?</li> </ul>		
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People, Culture and communities The Natural World	Creating with Materials Being Imaginative and Expressive
<ul style="list-style-type: none"> <li>In each of these four areas, note what learning intentions have been set <b>both within adult-led activities and in the continuous provision</b>. What success criteria staff are looking for? How are these shared with the children?</li> <li>Find out why activities have been chosen (previous day's interests? Building on previous day's activities?)</li> <li>Spend time in each of the areas and make observations of what children are doing and match these experiences against DM/Bto5 to identify learning levels and possible next steps.</li> <li>Link your observations to the characteristics of effective Learning, what key behaviours do you see?</li> </ul>			
<b>Notes</b>			
<b>Reflections</b>			
<ul style="list-style-type: none"> <li>Can you identify learning intentions for <b>all 7</b> areas of the EYFS either through taught sessions or through what is offer across the continuous provision? What characteristics of effective learning do you notice?</li> <li>Re-read your notes.</li> <li>Highlight key points that might have interested you, surprised you, changed your attitude (etc.) this week.</li> </ul>			

## Looking for Learning: Guidance for Observing Teaching and Learning

- Use the proforma which follows to guide your observations and note your observations
- For each lesson you observe, try to identify what the teacher is doing, or what the teacher has planned for the children to do, under **some** of the headings, in order to enable learning to take place. Rather than trying to observe everything, it might be helpful to identify a specific focus e.g. behaviour management or modelling.
- Some of the information may not be apparent simply through observation, e.g. Children's 'Prior Learning', or the 'Outcome of Series of Lessons'; if the opportunity arises, you might ask the class teacher about this, but don't worry if you can't complete all the boxes.
- The following explanatory notes might also help:

<p><b>Prior Learning:</b> <i>what have the children already learnt about this topic, in this class or in previous year groups? How much of their prior learning do pupils remember? How does the teacher find this out? EY – identified next steps, building on previous learning.</i></p>	<p><b>Outcome of Series of Lessons:</b> <i>if this lesson is part of a series of lessons, e.g. in a weekly or medium term plan, what is this learning building towards? For example, the children may be completing a series of lesson about persuasive writing, which leads to them creating their own persuasive writing e.g. an advertisement.</i></p>
<p><b>Learning Objective:</b> <i>The learning objective should state what the pupils will know/understand/be able to do by the end of the lesson, which they couldn't do at the start of the lesson i.e. what will their new learning be. How does the teacher share the learning objective? Is the learning objective stated in child friendly, positive language? How is this done in EY? What does it look like?</i></p>	<p><b>Success Criteria:</b> <i>The success criteria should be closely linked to the learning objective. How does the teacher break down the objective into clear steps or criteria so the children understand how to be successful? Do the success criteria use child friendly, positive language? How does the teacher share/display the success criteria? EY how are Success Criteria used with children?</i></p>
<p><b>Key concepts &amp; vocabulary:</b> <i>What key concepts and vocabulary does the teacher explain and model? How are pupils encouraged to use specific vocabulary? What attention was paid to 'tier 2 and 3' vocabulary?</i></p>	
<p><b>Teaching: Modelling Learning:</b> <i>How does the teacher actively teach the lesson skills/knowledge/concepts? What techniques does the teacher use to support pupils' learning? Consider strategies/techniques such as interactive, practical, enactive, strategies such as partner talk, modelling, explanation, demonstration, questioning; and modelling the use of resources such as ICT, puppets, games, visual resources, artefacts? Consider subject-specific pedagogies such as the use of models and images in maths, enquiry-led learning in science and guided reading/writing in English. What strategies help to engage pupils?</i></p>	<p><b>Anticipated Misconceptions:</b> <i>How does the teacher use his/her knowledge of common misconceptions? How are the children made of aware of common misconceptions?</i></p> <p><b>Adaptive Teaching to Enable Learning:</b> <i>How is teaching adapted to meet the needs of all pupils and ensure that all pupils can access the curriculum? e.g. additional resources, adult support. How are pupils grouped? [e. g. mixed attainment, similar-attainment grouping etc.] EY – consider adapted support in continuous Provision.</i></p>
<p><b>Guided and/or Independent Learning</b>  <i>What opportunities are provided for the pupils to practise what has been modelled, either independently, in pairs or groups? Consider strategies/techniques such as interactive, practical, enactive, strategies such as partner talk, modelling, explanation, demonstration, questioning; and modelling the use of resources such as ICT, puppets, games, visual resources, artefacts? Early Years: this will include consideration of extending child-initiated learning in the environment.</i></p>	<p><b>Plenary:</b> <i>How does the teacher revisit the learning objective/success criteria in the plenary? Is the plenary used for any other purpose e.g. to summarise key points; review meta-learning (what children have learnt about themselves as learners); connect – link with learning in other subjects/lessons; to apply learning e.g. to future learning, real-life contexts etc.? EY – how do children reflect on their achievements?</i></p>
<p><b>Checking Children's Learning: AfL:</b> <i>How does the teacher check that each success criterion has been achieved? What AfL strategy do they use? e.g. questioning, observation, outcomes etc. At what stage(s) of the lesson/activity do they check on-going understanding and that each has been achieved? Are mini-plenaries used to check understanding? Are children involved in assessment e.g. via self and peer assessment? How are the success criteria used and by whom?</i></p>	<p><b>Behaviour to Learn:</b> <i>If not addressed in the success criteria, which learning behaviours are expected/encouraged? What other strategies does the teacher use to promote and ensure good behaviour and a focus on learning? This can include organisational aspects which prevent disruption arising in the first place, reward systems, as well as interventions to redirect behaviour if necessary.</i></p>

## Looking for Learning Observation Proforma – Primary and Early Years

<b>Date:</b>	<b>Subject/Area:</b>	<b>Year Group:</b>	
<b>Prior Learning</b>		<b>Outcome of Series of Lessons:</b>	
<b>Learning Objective:</b>		<b>Success Criteria</b>	
<b>Key Concepts and Vocabulary (TS3):</b>		<b>Anticipated Misconceptions</b>	
<b>Teaching: Modelling Learning</b>	<b>Adaptive Teaching to Enable Learning:</b>	<b>Plenary:</b>	
<b>Guided and/or Independent Learning</b>			
<b>Checking Children's Learning: AfL</b>			
<b>Behaviour to Learn:</b>			