

Primary School Experience General Information for Trainees, Partnership Schools and Partnership Tutors



Academic Year 2018-2019

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Partnership Contacts List

Issues	Contact	Tel. 0121 476 1181	E-mail Address
Programme and Professional	Sue Strawford Head of Primary ITE and Primary Partnership Manager	ext 2367	s.strawford@newman.ac.uk
Programme	Simon Strawford BA Primary QTS Course Co-ordinator	ext 2521	simon.strawford@newman.ac.uk
Programme	Mark Chidler PGCE Primary Course Co-ordinator	ext 2401	m.chidler@newman.ac.uk
Administration	Margaret Bayliss Senior Partnership Administrator (Primary) Direct Line: 021 483 2204	ext 2204	m.p.bayliss@newman.ac.uk
Illness	Linda Whitehouse Faculty of Education Office	ext 2485	l.whitehouse@newman.ac.uk
Student Support	Catherine Pinchbeck/Wendy Sirett Student Support Office	ext 2418	studentsupport@newman.ac.uk
Counsellor Student Support	Contact can be made via Student Support Services	ext 2418	studentsupport@newman.ac.uk
*Chaplaincy	Margaret Holland	ext 2266	m.holland@newman.ac.uk

***The Chaplaincy** is always available by telephone or e-mail to support you.

Trainees should use this booklet in conjunction with:

- The SE Module Booklet
- The Student Handbook
- The Student Programme Handbook

This booklet is available to view and download from the Newman University Partnership webpage – please visit:

<https://www.newman.ac.uk/knowledge-base/general-documents-for-primary-se/>

Key to Abbreviations

Educational writing often contains abbreviations with which it is assumed everyone is familiar. As an *aide mémoire* here is a list of the abbreviations used in this booklet and SE module booklets.

Abbreviation	Explanation
"QTS"	Teachers' Standards (DfE 2012) The Standards for the award of QTS
ATs	Attainment Targets
CT	Classteacher
D&T	Design & Technology
DfE	Department for Education
EPR	End-Point Review
MPR	Mid-Point Review
FS	Foundation Stage (Age 3 to 5)
ICT	Information and Communications Technology
IEP	Individual Education Plan (Children)
ITE	Initial Teacher Education
KS1	Key Stage One (Age 5 to 7)
KS2	Key Stage Two (Age 7 to 11)
NC	National Curriculum
OfSTED	Office for Standards in Education
PoS	Programme of Study
PT	Partnership Tutor
QTS	Qualified Teacher Status
SATs	Standard Assessment Tests
SBT	School-Based Tutor
SE	School Experience
NCTL	National College for Teaching and Leadership
TRA	Teaching Regulation Agency

Disclosure and Barring

The DBS/CRB is a confidential document; it is the responsibility of the trainee to ensure they keep their DBS/CRB Disclosure in a secure place. If a trainee misplaces their DBS/CRB Disclosure they should contact the Admissions Department as a matter of urgency and inform the Faculty of Education Office.

SAFEGUARDING CHILDREN

Newman University is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, engaged in the breadth of its activities.

For this reason, it is essential that when the trainee is working in schools that they follow the appropriate procedures laid down by the school on safeguarding. The trainee should be aware of how they should conduct themselves to minimise the risk of finding themselves as the subject of a safeguarding allegation.

Listed below are some things which the trainee should consider when working with children. This is not a definitive list.

The Trainee should:

- Read and follow the school's safeguarding procedures
- Report to the CT/SBT/Headteacher any concerns about child welfare/safety.
- Work in an open and transparent way.
- Discuss and report any incidents of concern or that might lead to concerns being raised about their conduct towards a child with your CT/SBT/Headteacher.
- Report any incidents that suggest a pupil may be infatuated with them or taking an above normal interest in them.
- Dress appropriately for their role.
- Only use e-mail contact with pupils via the school's system for educational purposes.
- Avoid unnecessary physical contact with children.
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture and circumstances.
- Avoid working in one-to-one situations with children.
- Follow the schools policy on photographing children.

The trainee should not:

- Misuse in any way their position of power and influence over children.
- Use any confidential information about a child to intimidate, humiliate or embarrass a child.
- Engage in activities out of school that might compromise your position within school.
- Establish or seek to establish social contact with pupils outside of school.
- Accept regular gifts from children or give personal gifts to children.
- Pass their home address, phone number, e-mail address or other personal details to pupils/children.
- Make physical contact or meetings secretive.
- Access abuse images (sometimes referred to as child pornography) or other inappropriate material.

The trainee or school should contact the Faculty of Education Office immediately if the trainee becomes the subject of a safeguarding concern or allegation.

ROLES AND RESPONSIBILITIES

Legal Requirements

Teachers have a legal duty to take all reasonable care of children who are in their charge. This obligation comes from three sources –

- **Common Law.** This states that teachers are 'in loco parentis', which means 'standing in place of the parent'. This requires that teachers supervise the children in their care, as would a reasonably prudent parent
- **Statutory Requirements.** This outlines teachers' legal liabilities and responsibilities related to relevant Acts of Parliament
- **Teachers' Contractual Obligations.** These are to be found in the "School Teachers' Pay and Conditions document", issued under the School Teachers' Pay and Conditions Act 1991.

The Newman Partnership identifies a number of key personnel who have specific responsibilities as part of the partnership agreement. These personnel have a fundamental role in ensuring successful cohesion and support of the training process, assessing trainee achievement and ensuring consistency of assessment against national standards. Schools entering into partnership are responsible for ensuring that the professional support and assessment of trainees is carried out by a trained member of staff.

The Trainee

The trainee is expected to —

- act at all times as a responsible professional and as if s/he is a full member of the staff of any placement school. This includes ensuring full attendance through SE and strict conformity to the need to inform school and college of any circumstances that prevent attendance in school
- take steps at the commencement of partnership placement to become familiar with the codes of practice and policies of the school
- respect and comply with school expectations on dress, professional conduct and time schedules
- ensure that all timetable commitments are planned and prepared for effectively
- accept responsibility for the effective management of their own professional practice, of children and of resources
- participate, where appropriate, in all aspects of the extra-curricular life of the school, including pastoral care, contacts with parents and extra-curricular activities and give support to CT in the performance of their professional duties
- make arrangements for the successful completion of directed activities by negotiation through the SE Contact and SBT
- participate in feedback and training sessions arranged by the SBT and to work in partnership with the SBT in the monitoring and profiling of professional development.

The School Experience Contact (SE Contact)

The SE Contact is usually a member of the senior management team who is empowered to organise the school experience with trainees and school personnel. The SE Contact would normally —

- receive trainees into school and introduce them to relevant personnel
- induct trainees into school procedures
- provide trainees with information on school organisation and policies

The School-based Tutor (SBT)

The SBT has a significant training role in developing and assessing trainees' teaching competence during SE. The SBT has the following responsibilities.

- know the SE requirements and procedures
- take responsibility for the management of day-to-day tasks of trainee experience in school e.g. dissemination of information, time-tabling, professional support and participation in the whole life of the school
- co-ordinate the work of the CT with trainees
- facilitate trainee school-based tasks
- be fully aware of the current Standards for QTS
- observe the trainee's performance in the classroom, during SE, in the weeks when PT is not visiting and provide a written observation against the current Standards
- arrange for observations to be conducted by the CT and subject co-ordinators where relevant
- report on trainee progress to all partners
- undertake a mid-point review in consultation with the trainee, the CT and the PT
- liaise with the PT on trainee progress
- take a major role in the final assessment of trainees against the Standards
- complete the end-point review in consultation with the trainee, the CT and the PT
- participate in SBT updating or training meetings as relevant
- supervise trainees in the preparation of teaching materials, in consultation with the CT
- ensure that trainees receive the agreed entitlement of support and written observations.

The Classteacher (CT)

Where the SBT is not the CT, the SBT must ensure that the CT understands his/her responsibilities. The CT has a crucial role in the process of trainee assessment and development. She/he is the best placed to comment on the children's learning. The classteacher has the following responsibilities.

- ensure that trainees understand the day-to-day routines and procedures operating in the school and in the classroom
- advise trainees on teaching plans and on children's abilities, needs and circumstances
- support trainees in the preparation of teaching materials and planning
- observe and provide written feedback on a weekly basis on lessons taught by trainees and feed back to the SBT on trainee progress
- provide trainees with formal and informal feedback about professional development, based on observation
- ensure that children are learning appropriately
- alert the SBT to any aspect of trainee progress which is a cause for concern.

The Partnership Tutor (PT)

The partnership tutor has the following responsibilities.

- know the SE requirements and procedures
- be fully aware of the current Standards for QTS
- work in collaboration with partner schools
- ensure that trainees and partner schools are aware of the expectations of the SE
- ensure that trainees are working appropriately with the school
- approve planning before the commencement of the SE
- supervise or moderate the trainee performance in collaboration with the CT/SBT by observing whole lessons
- assess the trainee in collaboration with the CT/SBT
- liaise with the SBT on aspects of trainee progress
- ensure that the procedures relating to SE are carried out in line with the Partnership Agreement
- liaise with the SBT on the final assessment of trainee performance on SE
- recommend trainees for moderation or external examination and assist in the organisation of these visits
- moderate the quality of Partnership arrangements.

Partnership Tutors

Partnership tutors, who are involved in the supervision of trainees during SE are all qualified teachers with an active interest and involvement in Initial Teacher Education.

All Partnership Tutors employed by Newman University undertaking visits to schools have an enhanced CRB/DBS check and carry a photographic ID card. No person barred from working with children or vulnerable groups is permitted to teach on ITE programmes.

Some of the Partnership tutors are experienced, qualified teachers who work for Newman on a part-time basis. This means that they are fully aware of the way schools function, the demands facing teachers and the expectations placed on a trainee. Their experience is invaluable to Newman and gives trainees an enriched understanding of the school environment. The majority of tutors are based at Newman throughout the week and teach, full-time, on subject and/or professional teacher training courses. Their timetables require them to visit trainees in school during periods when they are **not** required to teach at Newman. They are also expected to keep in touch with current issues in schools, to engage in school-based work whenever possible and to meet regularly with part-time tutors. All tutors (full and part time) are professional and familiar with new initiatives in school to provide good quality support to trainees on SE.

There is a general expectation that tutors spend between 1 to 1.5 hours per trainee when making school visits. Tutors may need to spend more time than this with certain trainees. It is important to remember that several trainees are visited during any one day and time for travelling between schools must be taken into account. Partnership tutors will allow time to discuss the trainee's progress with the CT and/or SBT.

The aim is to work in close partnership with all the partnership schools. It is Newman's intention to collaborate with both teachers and trainees to work towards common goals, which should help to achieve the best quality education for children in schools. Newman values feedback, both formally and informally, and each SE is evaluated to reflect the trainee's, the school's and Partnership tutor's view. Issues which arise are discussed in appropriate meetings e.g. Faculty of Education meetings, Programme meetings, Primary Partnership Strategic Group meetings. Any tutors new to SE follow an induction procedure that reflects their individual needs within the demands of the Standards.

ASSESSMENT OF SCHOOL EXPERIENCE

The Standards for the award of Qualified Teacher Status (QTS) are identified in the document "*Teachers' Standards*" (DfE 2012).

The trainee should be familiar with the assessment criteria for the standards in "Teachers' Standards" DfE 2012 and work to ensure that these requirements are met.

The SE module is assessed against the Standards, which can be evidenced in school. These are identified in the Grading Criteria for Newman Trainee Teachers.

It is the responsibility of the trainee to recognise where they are beginning to meet the Standards, and to record the evidence in the format required by Newman University.

This should be discussed regularly with the trainee, CT/SBT/PT and other colleagues.

In order to pass the module, the trainee must be secure (as a best fit) in each group of the Standards.

Trainees will not be permitted to commence a SE if their degree of preparation is likely to limit their ability to communicate with children, manage classes and/or secure effective teaching. There is a 80% attendance requirement for ITE. Attendance is monitored and any non-attendance at sessions may result in a trainee from commencing the SE. Similarly, a trainee cannot commence their SE where it appears to Newman University that the trainee may no longer have the health or physical capacity for the practice of teaching. If the PT has any concerns in relation to the trainee's fitness to teach, the trainee will be informed of such doubts by the Head of Primary or his/her representative. Please refer to the (Fitness to Practice Policy and Fitness to Study Policy)

Grading Criteria

The Grading criteria should be used formatively on a regular basis to promote an on-going professional conversation about the current level at which a Trainee is working. The formative assessments and the final assessment should be derived from professional judgements.

Mid-Point Review

At the mid-point review, **after a joint teaching observation**, the trainee, CT/SBT/PT will review progress to date and set areas for development for the remainder of the SE.

The mid-point review form should be returned immediately to the Faculty of Education Office by the PT.

End-Point Targets

At the end-point review there will be a meeting with the trainee, CT/SBT/PT to summarise progress throughout the SE and set targets for the next SE/CEDP. These targets are recorded on the end-point review.

External Examination

With the exception of the first year Undergraduate SE, all SE modules are subject to External Examination. The Postgraduate Primary modules are examined at the end of summer term.

External Examination normally takes place after the mid-point review. External Examiners will visit a sample of trainees covering a range of abilities

The SE Contact will receive details of any examiner visits in the period following a mid-point review.

In order to ensure that trainees and the SBT are adequately prepared for the External Examination and to assist in the management of the Examiners visits, the following procedures will need to be followed –

- 1 All trainees should ensure they are teaching a full lesson (KS1/KS2) or teaching session (Foundation Stage) for the Examiner's visit.
- 2 Trainees should ensure their SE file is available for the Examiner. Planning, evaluations, assessments of children's progress and written lesson observations will be scrutinised by the Examiner and must, therefore, be contained within the file.
- 3 The External Examiner will need to talk to the trainee following the observation of their teaching. The SBT will make appropriate arrangements for the follow up meeting with the trainee and External Examiner.
- 4 The Examiner is likely to want to talk to the SBT/CT. Where possible the SBT should make arrangements to be available for the External Examiner.

Internal Moderation

To ensure that school placement modules are subject to the same quality assurance processes as taught modules, a sample of trainee placements will be internally moderated.

In addition, moderation for a particular placement might have a specific focus related to issues identified.

It is not the role of the internal moderator to make decisions regarding pass/fail or grades, but to provide additional evidence to inform that decision making with all relevant members of the partnership.

Programme Board

The Programme Board will meet within the annually agreed cycle to approve grades for all SE Modules.

The confirmed SE grades then feed into the trainees' profiles and, where appropriate, progression is considered at the Programme Board at the end of the academic year.

A re-sit opportunity is at the discretion of the Programme Board and a fee will be incurred by the trainee. A failed re-sit prohibits progression on the remainder of the course.

Failure of School Experience

A trainee who withdraws from school experience without evidence of mitigating circumstances will be deemed not to have presented themselves for examination and will fail the SE.

A trainee who withdraws themselves from school will fail the SE.

Where a school withdraws a placement due to on-going concerns the trainee will have failed the school experience.

Failure of the first SE does not prevent progression on the course, although such trainees will be counselled, regarding their suitability for teaching.

Trainees who have failed the SE will meet with the Programme Leader/Primary Partnership Manager to be informed of the recommended grade of fail being presented to the Exam Board, the implications of this and the options available to them.

Trainees who have failed a SE may be offered a re-sit by the Exam Board. This will **not** occur if there is a breach of professional conduct or evidence which indicates that the re-sit would be unsuccessful, and it would be detrimental to the education and welfare of children.

Failure of a first attempt following a re-sit SE will normally result in termination of the programme for the award for Qualified Teacher Status.

If a trainee is sanctioned a re-sit the Primary Partnership Manager in consultation with the partnership tutor, will draw up an action plan for the trainee who must actively engage in this process and provide evidence to demonstrate progress made against the targets set in the action plan. Failure to provide this evidence may prevent the school experience being repeated.

Trainees must give the Faculty of Education Office plenty of notice of their intention to re-sit or return to undertake the SE module. On successful completion of an action plan the Faculty of Education Office will commence the process of allocating an appropriate placement.

Trainees should be aware it may not be possible to find a placement in the semester in which the action plan has been completed.

Suspension of Course

Trainees who suspend their course have to apply for a new DBS Certificate and submit evidence to demonstrate they have relevant and up to date knowledge before they are allowed to commence the SE. This will normally be in the form of an action plan with appropriate supporting evidence.

WHO DOES THE TRAINEE CONTACT WHEN THEY HAVE DIFFICULTIES?

It is important that the trainee speaks to the appropriate member of staff if a problem emerges in their course. As a professional, they must take responsibility for their development throughout the course "students will take professional responsibility for their own development, responding positively to constructive criticism and feedback" *C1: IV Newman University Code of Professional Conduct and Fitness to Practise*.

If the problem is related to SE, the trainee should first consult their PT or course subject leader. If necessary, the PT/course subject leader will inform the Partnership Manager who will take appropriate action. If the matter is still unresolved the Partnership Manager will contact the Programme Leader (see '*Procedures for Trainees Raising Concerns Whilst on School Experience*').

Sometimes, a trainee may need to discuss issues of a more confidential nature. There are a variety of Newman University support networks available, which can be contacted in the following ways:

Head of Primary ITE – Sue Strawford (DA019) s.strawford@newman.ac.uk	Ext 2367
PGCE Primary Course Co-ordinator – Mark Chidler (DA012) m.chidler@newman.ac.uk	Ext 2401
BA Primary QTS Course Co-ordinator – Simon Strawford (DA013) simon.strawford@newman.ac.uk	Ext 2521
Chaplaincy – Margaret Holland (the Hub) m.holland@newman.ac.uk	Ext 2473
Student Union – Tom Ashford (the Hub) su-president@newman.ac.uk	Ext 2489
Student Union – Bryannah Collins (the Hub) su-vice-president@newman.ac.uk	Ext 2351
Counsellor – via Student Support Services studentsupport@newman.ac.uk	Ext 2418
Student Support Services Helpdesk studentsupport@newman.ac.uk	Ext 2418

Student Support Services can offer assistance for:

- Academic Development / Learning Support
- Careers Service
- Counselling
- Dyslexia Support Service
- Inclusion and Disability Services (including Mental Health)
- Welfare Advice

Please follow the links below for Student Support Services help/assistance:

<https://www.newman.ac.uk/intranet/groups/student-support/>

<https://www.newman.ac.uk/knowledge-base/student-counselling-service/>

PROCEDURES FOR TRAINEES RAISING CONCERNS WHILST ON SCHOOL EXPERIENCE

Where a trainee raises concerns whilst on the SE, the following procedures outline the process undertaken where issues are related to the quality of provision within the Primary Partnership.

This process is based on the underlying principles –

- Moderation of any school placement is based on a clear partnership between Newman, schools and trainees.
- Openness and sensitivity are important aspects of this relationship.
- There are regular evaluations of placements from Newman, school and trainees' perspectives in order to maintain quality.

It is out of these principles that the following process has arisen.

Process

1. Where concerns about placements arise the trainee should, in the first instance, and where possible, discuss the specific nature of the concern with the CT and/or SBT/Headteacher, noting the outcome of the meeting briefly if required/necessary.
2. If the above does not resolve the concern then the trainee should raise the issue(s) with their PT, who will, if necessary, convene a meeting with both the trainee and the CT/SBT, in order to resolve the issues raised.
3. If neither of the above resolves the concern, then –

All concerns over the quality of provision should be forwarded to the Primary Partnership Manager, who will also inform the Programme Leader.

The Primary Partnership Manager will discuss the nature of the concern with the person(s) raising the issues. If at this point the concern can be resolved, the Primary Partnership Manager will contact the appropriate person to inform them of any appropriate feedback/action.

If following the above discussion, the issue is not able to be resolved the Primary Partnership Manager will discuss the concern with the PT. At this point the Partnership Manager will arrange to visit the school in order to try to resolve the issue and will report back to the Programme Leader.

If after the above meeting has taken place the concerns continue, a meeting will be convened to encourage a professional dialogue between all members of the Partnership, including, the person raising the concern the Primary Partnership Manager, the school and any other appropriate person; for example, the PT and/or Programme Leader. The purpose of this meeting is to allow all parties to discuss the concerns and consider an appropriate plan of action and any necessary support needed in order to resolve the concern successfully.

Action to be taken following the above will depend on the nature and severity of the problem, although wherever possible the first stage should always be to aim to maintain the placement and support the school in making suitable provision for the trainee.

4. The above process is closely monitored by the Primary Partnership Manager. Where concerns continue over a period of time, or are raised from a range of sources, then the concerns and supporting evidence will be discussed by the Primary Partnership Manager in order to consider whether or not the school continues to be part of the Partnership.

PLANNINGMedium Term Planning

All planning should be prepared in collaboration with the CT.

- Where schools provide comprehensive medium term planning the trainee is expected to interpret these plans with regard to abilities and needs of the children in their class. Trainees should include school planning in their files with clear indication that it is not their own. It is expected that trainees will provide individual lesson plans for all sessions taught.
- National Curriculum, Statutory Framework for the Early Years Foundation Stage and Primary Framework for Literacy and Mathematics should be referenced where appropriate.
- Medium term planning should provide an overview of what is to be taught, how it will be implemented and the number of sessions.
- At the planning approval meeting trainees should discuss their planning with their CT/SBT/PT.

Individual Lesson Plans

- These should be prepared well in advance and discussed with the CT. Evaluations should be written after lessons to inform future planning.
- The learning objectives should be clearly identified and matched to NC Programmes of Study/Early Years Foundation Stage.
- How these learning objectives are to be assessed should be included at this stage.
- The trainee should include success criteria.
- Consider the children's previous learning.
- The trainee will need to identify the activities/tasks they are setting the children and what resources they will need to support the learning.
- The introduction of the lesson should be well focused; teaching points and key questions need to be identified. These questions should be "open" and "probing" as well as "closed".
- It is important that the stages of the lessons are timed in order that an effective plenary can be included.
- The trainee should indicate how adults will be deployed and how they will gain feedback from them.

The planning format may vary due to the advice given by different subjects during lectures at Newman.

Trainees are expected to have a lesson plan for every lesson taught. On the final School Experience PT/SBT/CT may decide to allow the trainee to work from weekly planning in exceptional circumstances in the final two weeks. A lesson plan must be produced for any observed lessons.

EVALUATIONS

Evaluating learning and teaching is an **ESSENTIAL** part of a teacher's role. Evaluations **MUST** inform planning, teaching and learning.

Lesson Evaluations

The trainee will be expected to evaluate fully and analytically **one lesson per day in which they are the lead professional**. They will analyse their effectiveness as a teacher and the impact of this on the children's learning. The trainee must show their action plan to CT/SBT/PT, i.e. targets in this evaluation.

The trainee should evaluate lessons under these headings –

Teaching

- What went well? Why?
- What could be improved? How?
- Targets for teaching.

Learning evaluated against the learning objectives for the teaching session

- What was achieved whole class/ groups/individuals?
- Who or what needs strengthening/challenging?
- Targets for learning

The trainee is strongly advised to write evaluations on the same day as the teaching took place. These evaluations must be used to inform subsequent planning and teaching.

Other lessons must be annotated with reflections on how the learning was achieved through the teaching – or not – and targets for the next lesson.

Weekly Evaluation

The weekly evaluation should be completed against the Standards for QTS and relate to the teaching of the trainee and the children's learning.

The trainee should reflect analytically on the variety of learning experiences, which have contributed to their development over the week and summarise the personal progress of the trainee and the children's learning.

The trainee should look at the week by week targets they set for themselves and analyse their performance against these. The weekly evaluation is used to ensure targets for the following week are relevant.

MONITORING, ASSESSMENT AND RECORDING

Whilst on SE the trainee will be expected to monitor and assess the children's learning and then record this in an appropriate format.

The trainee will have been given guidance on this during lectures at Newman.

MARKING

The trainee must ensure that all work produced is systematically and conscientiously marked, according to the school's guidelines on marking, on a daily basis. Comments written for the children on their work must include targets for progress and inform other professionals, and parents through parent meetings, of the progress the child is making and the targets set for future learning. The trainee must include evidence of their marking and feedback in their SE file. The trainee is accountable for the work they set the children. Children should never accumulate pieces of unfinished work.

The trainee is also advised to keep records of completed work, so that all children can be tracked across the curriculum, and children absent from school may be given the opportunity to "catch up".

PROFESSIONAL DUTIES

The trainee must follow the policies and procedures for the school in which they are placed.

Supervision of Trainees in the Classroom

The trainee at all times should work under the direct supervision of a qualified teacher. Although, the teachers concerned may not always be present in the room.

PE, Playground duty and Off-premises Activities

Trainees must be directly supervised by the CT and not left alone at these times. Trainees are expected to take an active role in these activities wherever possible.

Covering for Absent School Staff

The trainee may be asked to help out by covering for members of staff absent at short notice, or by releasing members of staff so they can undertake some additional activity such as rehearsing a school play etc. These are duties that would normally have to be covered by the regular members of staff and the trainee should be prepared to help out in this way.

When providing cover for absent staff, the trainee should consider how they can prepare for the teaching. The trainee will need a member of staff who is directly responsible to whom the trainee can turn to for help and advice.

The trainee should contact their PT if they are concerned about covering for absent staff on a regular basis.

Industrial Action

If industrial action occurs whilst trainees are in school, they should not try to influence the action in any particular direction, for example, by taking the class of an absent teacher.

The trainee should be aware that prolonged industrial action might impact upon their professional development. In such circumstances the trainee should contact the Faculty of Education Office.

Trainees are not full members of 'teaching associations' and therefore are unlikely to become involved in industrial action.

School Direct salaried trainees should decide how to respond to a strike call by the union to which they belong and act accordingly. Usually School Direct trainees must fulfil **all** of the following criteria outlined to be eligible to take industrial action:

- They have taken up student or full membership of a striking union involved
- They have an employment contract with the school
- They are eligible to join, or have joined, the Teacher Pension Scheme (TPS)
- They work in a school that has been notified of strike action

Statutory Assessments

If the opportunity becomes available, the trainee should be involved in SATs procedures. It may be possible to organise a return to the school to assist if the tests are scheduled outside the SE period.

Act of Worship/School Assembly

If possible the trainee should assist with the organisation of one assembly or act of collective worship for the class or the school during the SE.

Prayers

Schools have daily customs which trainees must respect.

School Journeys and Excursions

If a school journey or day excursion is scheduled for the class, within the SE, trainees must participate.

School OFSTED Inspections

If an OFSTED inspection occurs during the SE preparation or SE block, the trainee will be expected to contribute to the life and work of the school in a professional manner. The Headteacher will determine the role which the trainee takes during the inspection.

WORKING WITH OTHER ADULTS

The trainee should sensitively try to find out the background and experiences of any adults working within the classroom. They should ask the CT about the roles of other adults working in the classroom. The trainee should discuss, as early as possible, with the CT/PT how they will plan for the work of the teaching assistants.

The trainee should build a relationship with these colleagues as soon as possible. The trainee should establish a routine of bringing them into their planning. The teaching assistants will need to know in advance what the trainee intends for the lesson, and their role. A system for collecting assessment and evaluation information must be agreed with the teaching assistants.

This is part of the trainee's professional responsibility. Lesson plans should make explicit reference to the role of any other adults working in the classroom.

GUIDANCE ON DISPLAYS

The quality of the environment of the school can have a positive effect on the children. Displays are an important part of every primary classroom. It is a way in which children's efforts and achievements are recognised and valued. Therefore, it is important that displays are produced with care and are aesthetically pleasing. Displays may also be used to stimulate children's interest and curiosity in a given topic. Therefore, the trainee should consider using displays to –

- Value children's effort and celebrating achievement
- Arouse curiosity and stimulate learning
- Set standards of high quality
- Impart information
- Visually convey part of the ethos of the school to visitors
- Invite involvement and interaction such as touching, smelling, describing

Each school will have its own policy on display. The trainee should ensure they are aware of the policy and procedures for the school.

When preparing displays, consider –

- Allowing children opportunities to participate in preparing the display
- Providing opportunities for all children to display their contributions
- Changing displays regularly so that interest is maintained and the environment does not become static
- Varying display techniques, use single or many item display, include instructions, opportunities to handle
- Hanging pictures and text where children can see them at the child's eye level
- The importance of good presentation i.e. mount work, use captions, labels
- Using photographs, models, books objects, tapes to develop displays
- Using materials and different levels to create an interesting surface for displays