

Primary Undergraduate Final School Experience

School Experience Log for Module SEI601



Final Professional Development, Experience and Placement

CONTENTS

Module SEI601 Final School Experience Dates.....	3
Teachers’ Standards (DfE 2012).....	4
Final School Experience Log and Evidence	7

Please visit the Newman University Partnership webpage to download the [SEI601 school experience documents](#)

Trainees should use this booklet in conjunction with school experience documents available on Moodle.

Module SEI601
Final Professional Development, Experience and Placement
Final School Experience Dates

SEI601 Weeks/Dates		Key Tasks CT = Class teacher PT = Partnership Tutor SBT = School-based Tutor MPR – Mid-Point Review EPR = End-Point Review
Preparation visits to school	Monday 6 January to Friday 10 January 2020	Trainee to prepare for school experience Introductory telephone call to school/EY setting from PT
Preparation visits to school	Monday 13 January to Thursday 16 January 2020	Trainee to prepare for school experience and complete week 1 planning School to sign off planning (CT/SBT to contact PT if planning not approved)
Planning approval with PT	Friday 17 January 2020	Trainee to meet PT at Newman University to agree/sign week 1 planning (when school has approved)
PT Visit	PT visit to take place during weeks 1 to 7 EPR to be completed by the end of week 7	
Week 1 Monday 20 January to Friday 24 January 2020	If PT visits in week 1: Joint observation with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in week 1: Observation/weekly meeting with SBT/CT
Week 2 Monday 27 January to Friday 31 January 2020	If PT visits in week 2: Joint observation with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in Week 2: Observation/weekly meeting with SBT/CT
Week 3 Monday 3 February to Friday 7 February 2020	If PT visits in week 3: Joint observation with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in week 3: Observation/weekly meeting with SBT/CT
Week 4 Monday 10 February to Friday 14 February 2020	If PT visits in week 4: Joint observation and MPR with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in Week 4: Observation/weekly meeting with SBT/CT and MPR to be completed via email with PT/SBT/CT
Schools' Half-Term	Monday 17 February to 21 February 2020 Except Coventry LA: Monday 24 February to Friday 28 February 2020	
Week 5 Monday 24 February to Friday 28 February 2020	If PT visits in week 5: Joint observation with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in Week 5: Observation/weekly meeting with SBT/CT
Week 6 Monday 2 March to Friday 6 March 2020	If PT visits in week 6: Joint observation with PT/SBT/CT Weekly meeting with SBT/CT	If PT does not visit in Week 6: Observation/weekly meeting with SBT/CT
Week 7 Monday 9 March to Friday 13 March 2020	If PT visits in week 7: Joint observation and EPR with PT/SBT/CT	If PT does not visit in week 7: Observation with SBT/CT and EPR to be completed via email by PT/SBT/CT
Receipt of End-Point Review	EPR to be received by the Faculty of Education Office by 16 March. Receipt of EPRs will guarantee the final SE grade is presented to the ITE Programme Board on 30 June.	

Teachers' Standards (DfE 2012)

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding
- of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

FINAL SCHOOL EXPERIENCE LOG AND EVIDENCE

This document should be completed as an on-going process throughout the School Experience and must be available in school at all times in the SE file.

FINAL SCHOOL EXPERIENCE LOG AND EVIDENCE

School Experience File.....	9
School Experience Placement Details.....	10
Procedures for Final School Experience.....	11
Contact Details for School and Partnership Tutor.....	12
Record of Attendance	13
Preparation Tasks for the Trainee	14
Partnership Log	15
Record of Planning Approval.....	16
Weekly Tasks for the Trainee	17
• Week 1 specific tasks	18
• Week 2 specific tasks	18
• Week 3 specific tasks	18
• Week 4 specific tasks	19
• Week 5 specific tasks	19
• Week 6 specific tasks	19
• Week 7 specific tasks	20

SCHOOL EXPERIENCE FILE

The SE file is an important working document. It is an open document, which should be available for any involved personnel to view. The file, therefore, must be accessible in school at all times. It is not submitted for marking, but is subject to a continuous process of monitoring throughout the SE.

The trainee must ensure that the PT and the school give feedback on the file. Throughout a trainee's time in school this is an *active* file. The SE file is an important document without which the trainee cannot pass the SE block.

It becomes an *archive* file at the end of the SE. Archive files should be retained as evidence of the trainee's attainment throughout the course. **OfSTED Inspectors have the right to ask for files from previous school experiences.**

The trainee should use an A4 lever arch file or ring binder divided as follows —

1 General Information

- Placement Details and Record of Attendance
- Code of Practice for School Experience
- Partnership Log
- **Situational Analysis:** classroom plan; staff and responsibilities; number of children; characteristics of school; nominal roll of class; characteristics of class.
- **Timetable(s)** clearly indicating teaching and observation time.

2 School's Weekly Planning

3 Today's Activities

- A sheet outlining plans for the day.
- Today's teaching plans and resources.

Weekly Evidence

For each week which the trainee is in school they should have a section for **each week** of the SE block as follows –

- Weekly Tasks and Targets for the Trainee
- Completed lesson plans
- Examples of marked work
- Observations by CT/SBT/PT
- Notes on lessons the trainee has observed
- Weekly evaluations
- Assessment records
- Weekly meeting forms

The above evidence should be filed chronologically.

The SE File constitutes evidence of the progression a trainee is making on the SE and school/Newman staff should be allowed access to it at all times. It provides evidence against the Standards that cannot necessarily be seen in individual lessons.

**Module SEI601
Final School Experience Placement Details**

Trainee to complete and file in Section 1 of the School Experience File

Trainee's Name/ Year of Entry:	
Name of School:	
Class:	
School Email Address:	
School Address:	
Headteacher:	
CT Name:	
SBT Name:	
PT Name:	
PT Email Address:	
Preparation visit dates:	
Placement dates:	

Module SEI601 Procedures for Final School Experience

1. Before the start of the School Experience, the trainee should complete page 10 in this booklet.
2. The Code of Practice for School Experience has been discussed and signed by the trainee and Primary Partnership Co-ordinator before the start of the block School Experience.
3. Each week the CT/SBT will meet the trainee and complete the weekly meeting form to set targets for the following week.
4. Each week the trainee must up-load onto Mahara a copy of their teaching timetable, weekly meeting form and observation form.
5. Teaching observations will be recorded on the standard observation forms by CT, SBT and PT. Assessment will be made of trainee's subject knowledge, planning, teaching, class/area management, use of evaluations and assessment to inform planning, record keeping and other professional requirements.
6. Comments on the teaching observation forms contribute to the assessment against the Standards.
7. The CT/SBT/PT should make weekly, dated observations against the Standards.
8. At the end of the SE the CT/SBT/PT will complete the End-Point Review, which records the grade and summarises teaching competences and developmental needs of the trainee.
9. The trainee should continue to inform their teaching through reading key texts and journals.

Module SEI601
Final School Experience
Contact Details for School and Partnership Tutor

The trainee **must** complete this form and give copies to the CT/SBT and PT.

School may need to contact you. Under Data Protection Legislation, Newman University is unable to pass on your contact details to your placement school.

Trainee's Name:	
Programme:	
School Experience Dates:	
Home Telephone Number:	
Mobile Number:	
Newman Email address:	

**Module SEI601
Final School Experience
Record of Attendance**

Trainee to insert dates/complete throughout the placement

Trainee to insert name:											
Trainee to insert SE1 Dates	Monday		Tuesday		Wednesday		Thursday		Friday		Total days in school (Trainee to complete)
	AM ✓	PM ✓	AM ✓	PM ✓	AM ✓	PM ✓	AM ✓	PM ✓	AM ✓	PM ✓	
<u>Preparation Visits</u> Monday Friday											
<u>Preparation Visits</u> Monday Thursday									Friday 17 January PA with PT at Newman		
<u>Week 1</u> Monday Friday											
<u>Week 2</u> Monday Friday											
<u>Week 3</u> Monday Friday											
<u>Week 4</u> Monday Friday											
<u>Week 5</u> Monday Friday											
<u>Week 6</u> Monday Friday											
<u>Week 7</u> Monday Friday											
TOTAL DAYS REQUIRED IN SCHOOL FOR SEI601 = 44 I confirm the trainee was present in school on the dates ticked SBT or CT..... DATE.....											
On conclusion of SEI601 the trainee must upload a copy of this Record of Attendance onto Mahara											

If you are absent from school, you are required to **contact the school each day of the absence in line with school policy**. You should then inform the Faculty of Education Office on 0121 476 1181 Ext 2485.

You **MUST** complete the SE Absence Form and email it to the Faculty of Education fed@newman.ac.uk when you return to school.

Module SEI601 Preparation Period Tasks for the Trainee

Preparation Period Tasks (9 days)

Trainee to insert dates:

- The trainee has shown their Newman University Safeguarding letter to the relevant school personnel.
- The trainee has read and understood *The Code of Practice for Trainees during School Experience*.
- The trainee has received a copy of the school's induction guidelines for trainee.
- The trainee has given a copy of their SE2 End-Point Review and post school Action Plan to their CT/SBT.
- Observation across year groups, in both Key Stages if possible.
- Meet with SBT and CT. Discussion and familiarisation with basic organisation, policies and procedures of school, including Safeguarding, Health and Safety and Data Protection. Attendance at staff meetings, training days, parents' evenings and other professional events has been agreed, where appropriate.
- The trainee understands the Marking and Assessment policy and has observed how children are assessed and grouped.
- The trainee has researched the required subject knowledge relevant to their teaching.
- The trainee must observe a phonics lesson.
- Access to, and availability of, resources has been agreed, including computing resources.
- The trainee is aware of the information required for any tasks belonging to other modules.
- Observe teacher/pupil interaction. Assist CT with individual support of children and supervising group work as directed by CT.
- Draw up timetable with CT, which ensures 50% teaching initially. Timetable to be up-loaded onto Mahara.
- Discuss IEPs, inclusion and any other special requirements for children in class/setting.
- The trainee is using an approved format for daily lesson planning, evaluations of learning and teaching, and assessment records for the whole class.
- Complete weekly planning and lesson planning for Week 1.
- Trainee to complete weekly meeting form. Set targets for Week 1 with CT/SBT.
- Trainee to email Partnership Tutor to arrange a planning approval meeting at **Newman University on Friday 17 January**.
- Have planning approved by school and PT.

PARTNERSHIP LOG

Each of the following should be addressed **during** the SE by the trainee in consultation with the CT/SBT/PT. **Trainees should initial and date against the elements when secure.**

Trainee Initials	<u>During block School Experience</u>	Date
	The trainee has demonstrated secure subject knowledge relevant to their teaching.	
	The trainee has observed the teaching of, and taught early reading and systematic synthetic phonics.	
	The trainee has observed the teaching of early mathematics.	
	The trainee has observed a teacher working with pupils with English as an additional language.	
	The trainee has used computing across a range of subjects.	
	The trainee has marked work and given appropriate feedback to children and other adults about attainments, misconceptions/errors and the quality of work.	
	The trainee has, under supervision, gained experience of registration and other professional responsibilities, such as playground duty.	
	The trainee has attended assemblies and acts of collective worship.	
	The trainee understands assessment procedures in the school/EY setting and has used these to inform planning. The trainee has kept assessment records which are tied to the learning objectives and NC.	
	The trainee has had experience of meeting with parents or carers on professional issues.	
	The trainee has developed a number of displays inside and outside the teaching room.	
	Weekly meetings have been held with school staff and summary and targets recorded on weekly meeting form.	
	The draft Mid-Point Review has been sent to the Partnership Tutor for agreement.	
	The Mid-Point Review has been completed by the CT/SBT/PT.	
	The draft End-point Review has been sent to the Partnership Tutor for agreement.	
	The End-Point Review has been completed by the Trainee/CT/SBT/PT and targets have been set for their NQT year.	

SBT/CT to confirm the above has been completed:

SBT/CT sign or type name:	Date:
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**Module SEI601
Record of Planning Approval**

Planning	Area Covered
Week 1 English	
Week 1 Mathematics	
Week 1 EYFS Planning	
Core Lesson Planning Week 1	
Other lesson planning Week 1 OR	
Session planning for the EYFS	

CT/SBT Signature:	Date:
PT Signature:	Date:

Week 1 planning has not been approved (school to contact PT/Faculty of Education – Partnership Support) CT/SBT/PT to state reasons:

Week 1 planning has been approved by school – trainee to make following amendments before meeting with PT:

Module SEI 601 - Final School Experience
Weekly Tasks for the Trainee

ALL TASKS (please tick once complete for each week)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Additional Comments
Plan and teach required number of lessons/percentage (see specific tasks each week)								
Discuss all evaluations of teaching with CT/SBT								
Weekly Evaluations completed								
Annotate all other lesson planning to inform future planning								
Mark all pupil work in line with school policy								
Select good examples (up to 3) of marking and feedback								
Maintain assessment records for whole class core subjects (KS1/2) or seven areas of learning (EYFS)								
Maintain notes in other subjects for all children, to feed into summative assessment records								
Observe/teach a phonics lesson								
Formal observation completed with CT, SBT, PT								
Complete weekly meeting including SE file check								
Complete planning and resourcing for next week								
Upload a copy of weekly meeting form, formal observation and teaching timetable onto Mahara. <i>Please only use Word or pdf formats.</i>								

Trainee and SBT/CT to sign once all tasks have been completed across the school experience.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 1 specific tasks

- Teach and manage whole classes/teaching sessions for around 50% of the timetable. At KS1/2 ensure coverage of all 3 core subjects (English, Maths and Science). In the Foundation Stage aim to cover all seven Areas of Learning.
- Observe/teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 1:** Joint observation with SBT/CT and weekly meeting with CT.
- **If PT does not visit in week 1:** observation/weekly meeting with CT.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 2 specific tasks

- Teach and manage whole classes, or EY groups, for 60% of the teaching time.
- Observe/teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 2:** Joint observation with SBT/CT and weekly meeting with CT.
- **If PT does not visit in week 2:** observation/weekly meeting with SBT/CT.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 3 specific tasks

- Teach and manage whole classes, or EY groups, for 60% of the teaching time.
- Observe/teach phonics.
- **If PT visits in week 3:** Joint observation with SBT/CT and weekly meeting with SBT/CT.
- **If PT does not visit in week 3:** observation/weekly meeting with SBT/CT.
- Prepare for the Mid-Point Review. Trainee to draft Mid-Point Review with SBT/CT at weekly meeting.
- Ensure SBT/CT emails PT and trainee with draft Mid-Point Review (including grading) for comments.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 4 specific tasks

- Teach and manage whole classes, or EY groups, for 70% of the teaching time.
- Observe/teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 4:** Joint observation/MPR with SBT/CT and weekly meeting with SBT/CT.
- **If PT does not visit in week 4:** observation/weekly meeting with SBT/CT and MPR to be completed via email by PT/SBT/CT.
- *PT to email draft Mid-Point Review with relevant comments/amendments to SBT/CT.*
- *SBT/CT to finalise Mid-Point Review with trainee and email final version to the PT.*
- *PT to email finalised Mid-Point Review to trainee and email to the Faculty of Education Office primaryse@newman.ac.uk*
- *N.B. Statements in italics are not specific trainee tasks*
- Trainee to upload Mid-Point Review onto Mahara.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 5 specific tasks

- Teach and manage whole classes, or EY groups, for 70% of the teaching time.
- Observe/teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 5:** Joint observation with SBT/CT and weekly meeting with CT.
- **If PT does not visit in week 5:** observation/weekly meeting with SBT.

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Week 6 specific tasks

- Teach and manage whole classes, or EY groups, for 70% of the teaching time.
- Observe/teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 6:** Joint observation with SBT/CT and weekly meeting with SBT/CT.
- **If PT does not visit in week 6:** observation/weekly meeting with SBT/CT.
- Prepare for the End-Point Review. Trainee to draft the End-Point Review with SBT/CT at weekly meeting.
- Ensure SBT/CT emails PT and trainee with draft End-Point Review (including grading) for comments. **Grades should be reflective of the whole school experience. Please refer to the Grading Criteria for Newman Trainee Teachers to support the grading process.**
- Possible visit from External Examiner (Monday 2 or Tuesday 3 March 2020). The Faculty of Education Office will notify the trainee/CT/SBT/PT if a visit is scheduled to take place.

Week 7 specific tasks

- Teach and manage whole classes, or EY groups, for 80% of the teaching time.
- Observe/teach phonics.
- Draft 3 reports for parents for 3 children and share these with your CT and PT.
- Set targets for the NQT year and record on End-Point Review.
- **Prepare for Partnership Tutor visit weeks 1 to 7 (to be confirmed with PT).**
- **If PT visits in week 7:** Joint observation/EPR with SBT/CT.
- **If PT does not visit in week 7:** observation with SBT/CT and EPR to be completed via email by PT/SBT/CT.
- *PT to email draft End-Point Review with relevant comments/amendments to SBT/CT.*
- *SBT/CT to finalise End-Point Review with trainee and email final version to the PT.*
- *PT to email finalised End-Point Review to trainee and email to the Faculty of Education Office. primaryse@newman.ac.uk*
- *N.B. Statements in italics are not specific trainee tasks.*

- *Trainee to upload End-Point Review onto Mahara.*
- *PT to ensure the trainee's End-Point Review is received by the Faculty of Education Office no later than Monday 16 March 2020*
- *Receipt of the trainee's End-Point Review will guarantee the SE3 grade is presented to the UG Programme Board on Tuesday 30 June 2020*

Trainee sign:		Date:	
SBT/CT sign:		Date:	

Debrief session at Newman University to be confirmed on trainee's timetable.