

Figure 1 Picture of the Newman University Logo



# Undergraduate Final School Experience (2018 Entry)

Final Professional Development, Experience and Placement

Academic Year 2020-2021



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**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.**

**Due to Covid-19 restrictions it may be necessary during the whole placement to adopt a blended approach to evidence meeting the Professional Standards.**

## SEI601 Final School Experience Dates

<b>Dates and Key Tasks</b>	<b>Abbreviations</b> CT = Class teacher PT = Partnership Tutor SBT = School-based Tutor MPR = Mid-Point Review EPR = End-Point Review
Preparation visits to school: Monday 4 January to Friday 8 January 2021	Trainee to prepare for school experience Introductory telephone call to school or early years setting from PT
Preparation visits to school: Monday 11 January to Thursday 14 January 2021	Trainee to prepare for school experience and complete week 1 planning School to sign off planning (CT or SBT to contact PT if planning not approved)
Planning approval with PT: Friday 15 January 2021	Trainee to meet PT at Newman University or remotely/online to agree and sign week 1 planning (when school has approved)
<b>PT Visit:</b>	<b>PT visit to take place during weeks 1 to 8 EPR to be completed by the end of week 8</b>
Week 1: Monday 18 January to Friday 22 January 2021	<b>If PT visits in week 1:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 1:</b> Observation and weekly meeting with SBT or CT
Week 2: Monday 25 January to Friday 29 January 2021	<b>If PT visits in week 2:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in Week 2:</b> Observation and weekly meeting with SBT or CT
Week 3: Monday 1 February to Friday 5 February 2021	<b>If PT visits in week 3:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 3:</b> Observation and weekly meeting with SBT or CT
Week 4: Monday 8 February to Friday 12 February 2021	<b>If PT visits in week 4:</b> Joint observation and MPR with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 4:</b> Observation and weekly meeting with SBT or CT and MPR to be completed via email with PT, SBT or CT
Schools' Half-Term:	Monday 15 February to Friday 19 February 2021
Week 5: Monday 22 February to Friday 26 February 2021	<b>If PT visits in week 5:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 5:</b> Observation and weekly meeting with SBT or CT (PT available to support if necessary)
Week 6: Monday 1 March to Friday 5 March 2021	<b>If PT visits in week 6:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 6:</b> Observation and weekly meeting with SBT or CT (PT available to support if necessary)

<b>Dates and Key Tasks</b>	<b>Abbreviations</b> CT = Class teacher PT = Partnership Tutor SBT = School-based Tutor MPR = Mid-Point Review EPR = End-Point Review
Week 7: Monday 8 March to Friday 12 March 2021	<b>If PT visits in week 7:</b> Joint observation with PT, SBT or CT Weekly meeting with SBT or CT <b>If PT does not visit in week 7:</b> Observation and weekly meeting with SBT or CT
Week 8: Monday 15 March to Friday 19 March 2021	<b>If PT visits in week 8:</b> Joint observation and EPR with PT, SBT or CT <b>If PT does not visit in week 8:</b> Observation with SBT or CT and EPR to be completed via email by PT, SBT or CT (PT available to support if necessary)
Receipt of End-Point Review	PT to ensure the trainee's Final SE EPR is emailed to the Faculty of Education Office no later than Monday 22 March 2021. Receipt of the trainee's EPR will guarantee the SE grade is presented to the UG ITE Assessment Board on Tuesday 29 June 2021.



Department  
for Education

# Teachers' Standards

## 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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

# **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.**

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## 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 for the trainee
- Completed lesson plans
- Examples of marked work
- Observations by CT, SBT and 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. School and 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.**



## SEI601 Final School Placement Details

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

Trainee's Name and Year of Entry:	Click or tap here to enter text.
Name of School:	Click or tap here to enter text.
Class:	Click or tap here to enter text.
School Email Address:	Click or tap here to enter text.
School Address:	Click or tap here to enter text.
Headteacher:	Click or tap here to enter text.
CT Name:	Click or tap here to enter text.
SBT Name:	Click or tap here to enter text.
PT Name:	Click or tap here to enter text.
PT Email Address:	Click or tap here to enter text.
Preparation visit dates:	Click or tap here to enter text.
Placement dates:	Click or tap here to enter text.

## Procedures for Final School Experience

Before the start of the School Experience, the trainee should complete page 9 in this booklet.

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

## Final School Experience

### Contact Details for School and Partnership Tutor

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

**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:	Click or tap here to enter text.
Programme:	Click or tap here to enter text.
School Experience Dates:	Click or tap here to enter text.
Home Telephone Number:	Click or tap here to enter text.
Mobile Number:	Click or tap here to enter text.
Newman Email address:	Click or tap here to enter text.

## Record of Attendance – Module SEI601

**Trainee to insert dates and complete throughout the placement**

**Trainee to insert name:** Click or tap here to enter text.

SE Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days in School
Preparation Visits	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Preparation Visits	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	<b>PA at Newman University or remotely/online</b>	Click or tap here to enter text.
Week 1	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 2	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 3	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 4	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 5	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 6	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 7	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.
Week 8	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap here to enter text.

**Total days required in school for SEI601 is 49 days**

**I confirm the trainee was present in school on the dates shown above:**

SBT or CT: Click or tap here to enter text. Date: Click or tap to enter a date.

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 by email [fed@newman.ac.uk](mailto:fed@newman.ac.uk) and you **MUST** complete the SE Absence Form and email to be Faculty of Education Office [fed@newman.ac.uk](mailto:fed@newman.ac.uk) when you return to school. **On conclusion of the SE, the trainee must upload a copy of this Record of Attendance to Mahara.**

## SEI601 Preparation Period Tasks for the Trainee (9 days)

*Trainee to insert dates:* Click or tap here to enter text.

- 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 or 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 and 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 uploaded onto Mahara.
- Discuss IEPs, inclusion and any other special requirements for children in class or 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 or SBT.
- Trainee to email Partnership Tutor to arrange a planning approval meeting at **Newman University or remotely/on line for Friday 15 January 2021.**
- 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 or SBT and PT. **Trainees should initial and date against the elements when secure.**

<b>During block School Experience</b>	<b>Date &amp; Trainee Initials</b>
The trainee has demonstrated secure subject knowledge relevant to their teaching.	Click or tap here to enter text.
The trainee has observed the teaching of, and taught early reading and systematic synthetic phonics.	Click or tap here to enter text.
The trainee has observed the teaching of early mathematics.	Click or tap here to enter text.
The trainee has observed a teacher working with pupils with English as an additional language.	Click or tap here to enter text.
The trainee has used computing across a range of subjects.	Click or tap here to enter text.
The trainee has marked work and given appropriate feedback to children and other adults about attainments, misconceptions or errors and the quality of work.	Click or tap here to enter text.
The trainee has, under supervision, gained experience of registration and other professional responsibilities, such as playground duty.	Click or tap here to enter text.
The trainee has attended assemblies and acts of collective worship.	Click or tap here to enter text.
The trainee understands assessment procedures in the school or Early Years setting and has used these to inform planning. The trainee has kept assessment records which are tied to the learning objectives and National Curriculum.	Click or tap here to enter text.

<b>During block School Experience</b>	<b>Date &amp; Trainee Initials</b>
The trainee has had experience of meeting with parents or carers on professional issues.	Click or tap here to enter text.
The trainee has developed a number of displays inside and outside the teaching room.	Click or tap here to enter text.
Weekly meetings have been held with school staff and summary and targets recorded on weekly meeting form.	Click or tap here to enter text.
The draft Mid-Point Review has been sent to the Partnership Tutor for agreement.	Click or tap here to enter text.
The Mid-Point Review has been completed by the CT or SBT and PT.	Click or tap here to enter text.
The draft End-point Review has been sent to the PT for agreement.	Click or tap here to enter text.
The End-Point Review has been completed by the Trainee and CT or SBT and PT and targets have been set for their NQT year.	Click or tap here to enter text.

**SBT or CT to confirm the above has been completed:**

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

## Record of Planning Approval for Module SEI601

Planning	Area Covered
Week 1 English	Click or tap here to enter text.
Week 1 Mathematics	Click or tap here to enter text.
Week 1 Early Years Foundation Stage Planning	Click or tap here to enter text.
Core Lesson Planning Week 1	Click or tap here to enter text.
Other lesson planning Week 1 <b>OR</b>	Click or tap here to enter text.
Session planning for the Early Years Foundation Stage	Click or tap here to enter text.

CT or SBT sign: Click or tap here to enter text.

Date: Click or tap to enter a date.

PT sign: Click or tap here to enter text.

Date: Click or tap to enter a date.

Week 1 planning has not been approved (school to contact PT or Faculty of Education Office)  
 CT or SBT and PT to state reasons:  
 Click or tap here to enter text.

Week 1 planning has been approved by school – trainee to make following amendments before meeting with PT:  
 Click or tap here to enter text.



## Weekly Tasks for the Trainee for Module SEI601

<b>ALL TASKS</b> (please tick once complete for each week)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Additional Comments
Plan and teach required number of lessons and percentage (see specific tasks each week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Discuss all evaluations of teaching with CT or SBT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Weekly Evaluations completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Annotate all other lesson planning to inform future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Mark all pupil work in line with school policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Select good examples (up to 3) of marking and feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Maintain assessment records for whole class core subjects (key stage 1 or 2) or the seven areas of learning (Early Years Foundation Stage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Maintain notes in other subjects for all children, to feed into summative assessment records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Observe or teach a phonics lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Formal observation completed with CT or SBT or PT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Complete weekly meeting including SE file check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Complete planning and resourcing for next week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.
Upload a copy of weekly meeting form, formal observation and teaching timetable onto Mahara. <b><u>Please only use Word or pdf formats.</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click or tap here to enter text.

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

Trainee sign: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Week 1 specific tasks**

- Teach and manage whole classes or teaching sessions for around 50% of the timetable.
- At key stage 1 or key stage 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 or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with PT).**
- **If PT visits in week 1:** Joint observation with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 1:** observation and weekly meeting with SBT or CT.

Trainee sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Week 2 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 60% of the teaching time.
- Observe or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with PT).**
- **If PT visits in week 2:** Joint observation with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 2:** observation and weekly meeting with SBT or CT.

Trainee sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Week 3 specific tasks**

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

Trainee sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Week 4 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 70% of the teaching time.
- Observe or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with PT).**
- **If PT visits in week 4:** Joint observation and MPR with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 4:** observation and weekly meeting with SBT or CT and MPR to be completed via email with PT and SBT or CT.
- *PT to email draft Mid-Point Review with relevant comments or amendments to SBT and CT.*
- *SBT or CT to finalise Mid-Point Review with trainee and email final version to the PT.*
- *PT to email signed Mid-Point Review as a .pdf to the trainee and Faculty of Education Office [primaryse@newman.ac.uk](mailto:primaryse@newman.ac.uk)*
- *N.B. Statements in italics are not specific trainee tasks*
- Trainee to upload Mid-Point Review onto Mahara.

Trainee sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Week 5 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 70% of the teaching time.
- Observe or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with PT).**
- **If PT visits in week 5:** Joint observation with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 5:** observation and weekly meeting with SBT or CT.

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**Week 6 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 70% of the teaching time.
- Observe or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with with PT).**
- **If PT visits in week 6:** Joint observation with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 6:** observation and weekly meeting with SBT or CT.

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**Week 7 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 80% of the teaching time.
- Observe or teach phonics.
- **Prepare for Partnership Tutor visit weeks 1 to 8 (to be confirmed with PT).**
- **If PT visits in week 7:** Joint observation with SBT or CT and weekly meeting with SBT or CT.
- **If PT does not visit in week 7:** observation and weekly meeting with SBT or CT.
- Prepare for the End-Point Review. Trainee to draft the End-Point Review with SBT or CT at the weekly meeting.
- Ensure SBT or CT emails PT and trainee with draft End-Point Review for comments. **The assessment should be reflective of the whole school experience. Please refer to the Assessment Criteria for Newman Trainee Teachers to support the process.**

- Possible visit from External Examiner (TBC). The Faculty of Education Office will notify the trainee, CT, SBT and PT if a visit is scheduled to take place.

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### **Week 8 specific tasks**

- Teach and manage whole classes, or Early Years groups, for 80% of the teaching time.
- Observe or 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 8 (to be confirmed with PT).**
- **If PT visits in week 8:** Joint observation and EPR with SBT or CT.
- **If PT does not visit in week 8:** observation with SBT or CT and EPR to be completed via email by PT and SBT or CT.
- *PT to email draft End-Point Review with relevant comments or amendments to SBT and CT.*
- *SBT or CT to finalise End-Point Review with trainee and email final version to the PT.*
- *PT to email signed End-Point Review as a .pdf to the trainee and Faculty of Education Office. [primaryse@newman.ac.uk](mailto:primaryse@newman.ac.uk)*
- *PT to ensure the trainee's End-Point Review is received by the Faculty of Education Office no later than Monday 22 March 2021*
- *Receipt of the trainee's End-Point Review will guarantee the SE3 grade is presented to the UG ITE Assessment Board on Tuesday 29 June 2021.*
- *N.B. Statements in italics are not specific trainee tasks.*
- Trainee to upload End-Point Review onto Mahara.

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Date: Click or tap here to enter text.

SBT or CT sign: Click or tap here to enter text.

Date: Click or tap here to enter text.

**Debrief session at Newman University (or remotely) to be confirmed on trainee's timetable.**