**Primary Undergraduate Year 1 (2018 Entry)**

School Experience 1 (SE1) Log for Module SEI401

****

Academic Year 2018-2019

Introduction to Professional Development

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

[UG Year One Webpage](https://www.newman.ac.uk/wp-admin/post.php?post=56518&action=edit)

**Trainees will deliver the following forms to school for the CT/SBT –**

* SE1 Lesson Observation Form
* SE1 Weekly Meeting Form

The above forms are available for schools and partnership tutors to download via the Newman University website (see above for web address)

**Trainees should use this booklet in conjunction with other documents available on Moodle.**

Module SEI401

An Introduction to Professional Development

School Experience 1 (SE1) Dates

|  |  |  |
| --- | --- | --- |
| **SEI401 Weeks/Dates** | | Key Tasks  CT = Class teacher  PT = Partnership Tutor  SBT = School-based Tutor  EPR = End-Point Review |
| Preparation visits to school | Monday 8 April to  Friday 12 April 2019 | 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)  Introductory telephone call to school/EY setting from PT |
| Planning approval with PT | Monday 29 April 2019 | Trainee to meet PTat Newman Universityto agree/sign week 1 planning (when school/EY setting has approved) |
| Week 1 | Tuesday 30 April to  Friday 3 May 2019 | Peer observation/weekly meeting with CT/SBT |
| Week 2 | Monday 6 May (Bank Holiday)  Tuesday 7 May to  Friday 10 May 2019 | Peer observation/weekly meeting with CT/SBT |
| **Week 3**  **PT Visit** | **Monday 13 May to**  **Friday 17 May 2019** | **Observation with PT/weekly meeting with CT/SBT** |
| Week 4 | Monday 20 May to  Friday 24 May 2019 | Observation with CT/weekly meeting with CT/SBT |
| Schools’  Half-Term | Monday 27 May to Friday 31 May 2019 | |
| Week 5 | Monday 3 June to  Friday 7 June 2019 | Observation with CT/weekly meeting with CT/SBT |
| Week 6 | Monday 10 June to  Thursday 13 June 2019 | Observation with CT/SBT  EPR completed with trainee/CT/SBT  Targets for SE2 confirmed |
| Friday 14 June 2019 | Trainees to attend Newman University for SE1 debrief meeting – room and time will be confirmed on your student timetable | |
| End-Point Review | PT to ensure trainee’s End-Point Review is received by the Faculty of Education Office **no later** than Friday 21 June.  Receipt of the trainee’s End-Point Review will guarantee the SE1 grade is presented to the UG ITE Programme Board on Thursday 4 July | |

**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.

1. **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.

1. **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.

1. **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).

1. **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.

1. **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.

1. **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.

1. **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.

**SCHOOL EXPERIENCE 1 (SE1) 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.**

**SCHOOL EXPERIENCE 1 (SE1)**

**LOG AND EVIDENCE**

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* Week 5 Tasks 23
* Week 6 Tasks 24
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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 and file samples will be selected for moderation purposes.

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.

Please remember that all files are subject to the regulations governing Data Protection.

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

* School Experience Grading Criteria for Newman Trainee Teachers 18/19
* 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.

1. School’s Weekly Planning
2. Today’s Activities

* A sheet outlining plans for the day.
* Today’s teaching plans and resources.

Weekly Evidence

For each week 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
* Daily evaluations
* Examples of marked work
* Observations by CT/SBT/PT
* Notes on lessons the trainee has observed
* 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.**

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School Experience 1 (SE1) 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: |  |

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Procedures for School Experience 1 (SE1)

1. Before the start of the School Experience, the trainee should ensure they are familiar with the SE booklet and then complete page 10.
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 trainee will draft the weekly meeting form reviewing progress and setting targets for the following week prior to the formal weekly meeting with the CT/SBT.
4. Each week the CT/SBT will meet the trainee and complete the weekly meeting reviewing the trainees progress and agreeing targets for the following week. After the weekly meeting trainees must highlight the School Experience Grading Criteria for Newman Trainee Teachers to indicate progress that has been achieved.
5. Each week the trainee must upload onto Mahara a copy of their teaching timetable, weekly meeting form and observation form.
6. 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.
7. Comments on the teaching observation forms contribute to the assessment against the Standards.
8. The CT/SBT/PT should make weekly, dated observations against the Standards.
9. Trainee to draft the End-Point Review and share this with the SBT/CT at the weekly meeting. Draft End-Point Review emailed to PT by the SBT/CT.
10. At the end of the SE the CT/SBT will review and 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 in light of the evidence.
11. The trainee should continue to inform their teaching through reading key texts and journals.

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School Experience 1 (SE1)

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

Newman Email

Module SEI401

School Experience 1 (SE1)

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  **✓** |
| Preparation Visits  Monday  Friday |  |  |  |  |  | |  | |  |  |  |  |  |
| PA/Week 1  Monday 29 April 2019 | Monday 29 April  PA with PT at Newman | |  |  |  | |  | |  |  |  |  |  |
| Week 2  Tuesday 7 May 2019  Friday | Monday 6 May Bank Holiday | |  |  |  | |  | |  |  |  |  |  |
| Week 3  Monday  Friday |  |  |  |  |  | |  | |  |  |  |  |  |
| Week 4  Monday  Friday |  |  |  |  |  | |  | |  |  |  |  |  |
| Week 5  Monday  Friday |  |  |  |  |  | |  | |  |  |  |  |  |
| Week 6  Monday  Friday |  |  |  |  |  | |  | |  |  | Friday 14 June  Debrief Meeting at Newman | |  |
| **TOTAL DAYS REQUIRED IN SCHOOL FOR SEI401 = 32**  **I confirm the trainee was present in school on the dates ticked**  SBT or CT DATE  **On conclusion of SE1 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, each day of the absence.

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

**PARTNERSHIP LOG**

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

|  |  |
| --- | --- |
| **Before block School Experience** | **Date/**  **Trainee Initials** |
| The trainee has shown their Newman University Safeguarding letter to the relevant school personnel. |  |
| The trainee has received a copy of the school Induction Guidelines for trainees. |  |
| All parties know how to use this SE Log. |  |
| The school has informed the trainee of the safeguarding policy and procedures. |  |
| The trainee has read and understood the safeguarding policy and procedures. |  |
| The trainee knows the Health and Safety policies and practices (fire drill, sick child etc.). |  |
| The trainee knows the school policy on Data Protection. |  |
| The trainee knows and understands the relevant school policies, such as the Behaviour Management, Marking and Assessment Policies and is demonstrating knowledge of these in planning and in general demeanour. |  |
| The trainee has read and understood The Code of Practice for School Experience. Expectations and responsibilities for SE have been confirmed and targets set. |  |
| The trainee’s timetable for the SE block has been confirmed and uploaded to Mahara. |  |
| The trainee has researched, carefully, subject knowledge relevant to their teaching and is aware of the level of subject knowledge required. |  |
| The trainee is using an appropriate format for: –  daily reflective diary  group session and lesson planning  daily/weekly, analytical, evaluation  assessment of children |  |
| The trainee’s first week’s daily timetables are completed in advance of the commencement of SEI401 and uploaded to Mahara. |  |

|  |  |
| --- | --- |
| **Before block School Experience** | **Date/**  **Trainee Initials** |
| The trainee is aware of the information required for any taught modules/assignments based on this SE and has made appointments with the appropriate school staff. |  |
| Access to, and availability of, resources has been agreed, including computing. |  |
| Attendance at staff meetings, training days, parents' evenings and other professional events has been planned and agreed, where appropriate. |  |
| The trainee has been given supervised access to children's school and class records including those for children with IEPs and understands the level of support to be provided. |  |
| Targets have been agreed for Week 1 of the SE. |  |

**SBT/CT to confirm the above has been completed.**

|  |  |  |  |
| --- | --- | --- | --- |
| SBT/CT sign or type Name: |  | Date: |  |

|  |  |
| --- | --- |
| **During block School Experience** | **Date/Trainee Initials** |
| The trainee has demonstrated secure subject knowledge relevant to their teaching. |  |
| The trainee has observed the teaching of early reading and mathematics. |  |
| The trainee has supported the delivery of an early reading session. |  |
| The trainee has observed the teaching of systematic synthetic phonics. |  |
| Where appropriate, the trainee has worked with pupils with additional needs. |  |
| Where appropriate, the trainee has worked with pupils with EAL. |  |
| The trainee has used computing within the core subjects. |  |
| 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 children’s work produced. |  |
| 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 had experience of meeting with parents or carers on professional issues. |  |
| The trainee has assessed and kept notes on the learning of 6 children across the curriculum in Key Stage 1/2 or the 7 areas of learning for EYFS. |  |
| The trainee has developed a number of displays inside and outside the teaching room. |  |
| A copy of the teaching timetable, weekly meeting form and observation form has been uploaded onto Mahara for the PT. |  |
| Weekly meetings have been held with school staff and summary and targets recorded on weekly meeting form. |  |
| Trainee has highlighted the School Experience Grading Criteria for Newman Trainee Teachers to demonstrate where progress has been achieved |  |
| The draft End-Point Review has been sent to the PT for agreement. |  |
| The End-Point Review has been completed by the Trainee/CT/SBT and targets have been set for the SE2. |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| SBT/CT sign or type Name: |  | Date: |  |

Module SEI401

Weekly Tasks and Targets for the Trainee

### **Observation and Preparation Period in School (5 days)** *Trainee to insert dates:*

* Observations in base class(es) and across year groups (in more than one Key Stage, if possible).
* Meet school-based tutor (SBT). Meet class and classteacher (CT).
* Familiarisation with basic organisation and procedures of school.
* Observation of main policies, routines and methods of school.
* Observation of how children are assessed and grouped.
* Observation of teacher/child interaction.
* Negotiate completion of tasks belonging to other modules.
* Assisting CT with individual support of children and supervising group work as directed by CT.
* Observe at least 2 playground duties.
* Trainee to email Partnership Tutor to arrange a meeting at **Newman University on**

**Monday 29 April.**

* + - Meet with SBT to ensure understanding of relevant school policies.
    - Draw up timetable with partner and CT.
    - Discuss IEPs, inclusion and any other special requirements for children in class/setting.
    - Complete weekly plan and lesson/session planning for week 1.
    - Trainee to complete weekly meeting form and set targets for week 1.
    - Develop formats for assessment records. Ensure they are compatible with school systems.
    - Have Week 1 timetable and daily reflective diary approved by school and PT.

Module SEI401

Record of Planning Approval

**This section must be signed and completed before the start of the block**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | | **TOPIC** | **TOTAL HOURS** |
| Week 1  EYFS or  Key Stage 1/2 | Overall Plan/timetable/  Daily Diary |  |  |
| **CT/SBT Signature:** | | | **Date:** |
| **PT Signature:** | | | **Date:** |

|  |
| --- |
| **Week 1 planning has not been approved (school to contact PT/Faculty of Education Office) CT/SBT/PT to state reasons:** |

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

**Week 1***Trainee to insert dates:*

* Support teacher in English, mathematics and science (if being taught this term) lessons. Work with a different group of learners in English and mathematics each day. Keep informal notes on your lesson observations using guidance in the observation booklet. In the EYFS aim to cover the seven areas of learning.
* Focus on classroom organisation for foundation subjects - groups, timings, movement around school etc. Support teacher in lessons. Keep notes on your lesson observations using guidance in the observation booklet.
* Read a story to a group of children (using a book).
* Tell a story to a group of children (using skills developed during core English sessions).
* Critically evaluate one lesson/activity per day against the Teachers’ Standards.
* Each day from one of your observations of the CT teaching, write the lesson/session plan which has been taught. This lesson plan should be in detail so that it could be used by a colleague to deliver the same lesson. Referring back to your taught sessions you need to include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge, differentiation, TA role etc.
* Peer observation and feedback.
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* Investigate the use of computing around the school.
* Take a learning walk around the school.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects or the seven areas of learning in the EYFS). Ensure that observations are used to inform planning.
* Daily reflective diary available for SBT/CT/PT.
* Set targets for week 2.
* Timetable for week 2 agreed and uploaded onto Mahara.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**Week 2** *Trainee to insert dates:*

* Work with a group of learners in English, mathematics and science (if being taught this term) lessons under the direction of your teacher - you may begin to plan for English and mathematics groups by the end of the week.

In the EYFS aim to work with a group of learners in the seven areas of learning.

* Focus on classroom organisation in foundation subjects/ seven areas of learning - groups, timings, movement around school etc. Support teacher in lessons. Keep informal notes on your lesson observations. Try and observe those subjects/ areas of learning not observed during Week 1.
* Go out on at least 2 playground duties.
* Play a phonic/spelling/writing game with a group.
* Arrange to explore the interactive white board and any supporting software.
* Evaluate critically one lesson/activity per day against the Standards.
* Each day from one of your observations of the CT teaching non-core subjects/ the seven areas of learning, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge etc.
* Peer observation and feedback.
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* SE file checked by CT/SBT.
* Negotiate what you and your partner will be team-teaching during week 3. KS1/2 need to cover two non-core subjects, EYFS will need to plan and organise two taught sessions within the setup of the placement.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects, the EYFS to cover the seven areas of learning).
* Daily reflective diary available for SBT/CT/PT.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Set targets for week 3.
* Complete daily timetables for Week 3 and upload onto Mahara.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 2 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**Week 3** *Trainee to insert dates:*

* Plan, teach and evaluate activities for one group in English and mathematics each day.

In the EYFS aim to cover the seven areas of learning across the week.

This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but must investigate and provide your own.

* Plan, team-teach and evaluate *two* foundation subject lessons / *two* sessions covering some of the seven areas of learning. These sessions must follow on from the teacher’s medium-term plans. Prepare for teaching one of these subjects / sessions in Week 4.
* Each day from one of your observations of the CT teaching non-core subjects / the seven areas of learning, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge etc.
* Negotiate to observe a taught phonics session.
* Negotiate to observe a guided reading session.
* **Joint observation with PT/CT/SBT.**
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* SE file checked by CT/SBT.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects, the EYFS to cover the seven areas of learning).
* Daily reflective diary available for SBT/CT/PT.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Set targets for week 4.
* Complete daily timetables for Week 4 and upload onto Mahara.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 3 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**Week 4***Trainee to insert dates:*

* Plan, teach and evaluate activities for one group in English and mathematics each day.

In the EYFS aim to cover the seven areas of learning across the week.

This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but must investigate and provide your own.

* Plan, team-teach and evaluate *two* foundation subject lessons / *two* sessions covering some of the seven areas of learning. These sessions must follow on from the teacher’s medium-term plans. Prepare for teaching one of these subjects / sessions in Week 4.
* Each day from one of your observations of the CT teaching non-core subjects / the seven areas of learning, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge etc.
* Observation with CT/SBT.
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* SE file checked by CT/SBT.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects, the EYFS to cover the seven areas of learning).
* Daily reflective diary available for SBT/CT/PT.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Set targets for week 5.
* Complete daily timetables for Week 5 and upload onto Mahara.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 4 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**Week 5** *Trainee to insert dates:*

* Plan, teach and evaluate activities for one group in English and mathematics each day.

In the EYFS aim to cover the seven areas of learning across the week.

This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but must investigate and provide your own.

* Plan, lead and evaluate *two* foundation subject lessons / *two* sessions covering some of the seven areas of learning. These sessions must follow on from the teacher’s medium-term plans. Prepare for teaching one of these subjects / sessions in Week 4.
* Each day from one of your observations of the CT teaching non-core subjects / the seven areas of learning, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge etc.
* Observation with CT/SBT.
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* SE file checked by CT/SBT.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects, the EYFS to cover the seven areas of learning).
* Daily reflective diary available for SBT/CT/PT.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Prepare for the End-Point Review. Trainee to draft the End-Point Review and share this with the SBT/CT at the weekly meeting. Draft End-Point Review emailed to PT by the SBT/CT.
* PT to agree End-Point Review for quality assurance and email back to SBT/CT.
* Set targets for week 6.
* Complete daily timetable for week 6 and upload onto Mahara.

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| Week 5 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**Week 6** *Trainee to insert dates:*

* Plan, teach and evaluate activities for one group in English and mathematics each day.

In the EYFS aim to cover the seven areas of learning across the week.

This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but must investigate and provide your own.

* Plan, lead and evaluate *two* foundation subject lessons / *two* sessions covering some of the seven areas of learning. These sessions must follow on from the teacher’s medium-term plans. Prepare for teaching one of these subjects / sessions in Week 4.
* Each day from one of your observations of the CT teaching non-core subjects / the seven areas of learning, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CT, timings of each part of the session/lesson, subject knowledge etc.
* Deliver at least one session that uses the interactive whiteboard
* Observation with CT/SBT.
* Trainee to draft weekly meeting form in preparation for weekly meeting.
* Weekly meeting completed by CT/SBT.
* Ensure that the School Experience Grading Criteria has been updated to show progress.
* Discuss evaluations with CT/SBT.
* SE file checked by CT/SBT.
* Write a summative record of the learning of 6 children across the curriculum (at least 2 core and 2 other subjects, the EYFS to cover the seven areas of learning).
* Daily reflective diary available for SBT/CT/PT.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* CT/SBT to finalise End-Point Review with trainee.
* CT/SBT to email finalised End-Point Review to PT. PT to email End-Point Review to trainee and Faculty of Education Office.
* The overall grade on the End-Point Review is derived from the criteria in the Grading Criteria for Newman Trainee Teachers, against **S1, S3, S4, S7.**
* PT to ensure that the SE1 End-Point Review is received no later than Friday 21 June by the Faculty of Education Office. Receipt of the trainee’s End-Point Review will guarantee the SE1 grade is presented to the UG ITE Programme Board on Thursday 4 July.

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| Week 6 Tasks and Weekly Meeting completed | | | |
| Trainee sign or type Name: |  | Date: |  |
| SBT/CT sign or type Name: |  | Date: |  |

**SE1 Debrief Meeting**

* Trainee to up-load a copy of SEI401 Record of Attendance onto Mahara.
* Debrief meeting at Newman (date/room/time will be confirmed on your student timetable).
* At the debrief meeting trainees will be asked to complete an evaluation and voice their opinions of the module.

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| Debrief Meeting at Newman completed Date: |