

Secondary School Direct Placement Guide

DEVELOPING AND APPLYING PROFESSIONAL PRACTICE

2022-2023



CONTENTS PAGE

| | |
|--|-------|
| Introduction | 2 |
| Secondary Team, Tutors and Contacts | 3 |
| The Newman Curriculum | 4 |
| Newman Curriculum Map | 5 |
| Key Dates | 6 |
| Responsibilities | 6 |
| Timetabling | 7 |
| Tutor Visits Structure | 9 |
| Documentation Overview | 10 |
| Calendar | 11 |
| Copies of Forms - overview | 12 |
| First Visit Form | 13-14 |
| Lesson Planning | 15-17 |
| Observation Form | 18-19 |
| The Big Questions | 20-23 |
| Weekly Meeting Form | 24 |
| Progress Review (MPR/EPR) | 26 |
| Support Plan | 27 |
| Observing Other Teachers | 29-31 |
| Newman Curriculum Continuous Assessment Tool | 32-35 |
| Sign Off | 36-40 |
| Transition to next year: ECT Targets 2022-23 | 41 |

INTRODUCTION

This booklet is designed to support school based tutors and training during the school experience of the PGCE.

Abbreviations used in this guide:

SBT – School-Based Tutor

SBL – School-Based Lead

UBT - University Based Tutor

During placement, trainees should:

1. Familiarise themselves with school procedures and documentation, including safeguarding policies, at whole school and class level.
2. Observe lessons and identify elements of lesson structure which contribute to effective management and teaching.
3. Plan and teach activities, both individually and collaboratively, taking increasing responsibility during the placement.

They should also reflect upon how academic studies are helping to develop their professional understanding. From the start of the course, trainees will be operating within the timetable and organisational demands of the school.

Personal and Professional Conduct

Trainees are expected to be positive and pro-active in their approach and be reflective and constructive in all professional discussions and remember that criticality is not criticism.

Trainees are also expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/66552/2/Teachers_standard_information.pdf

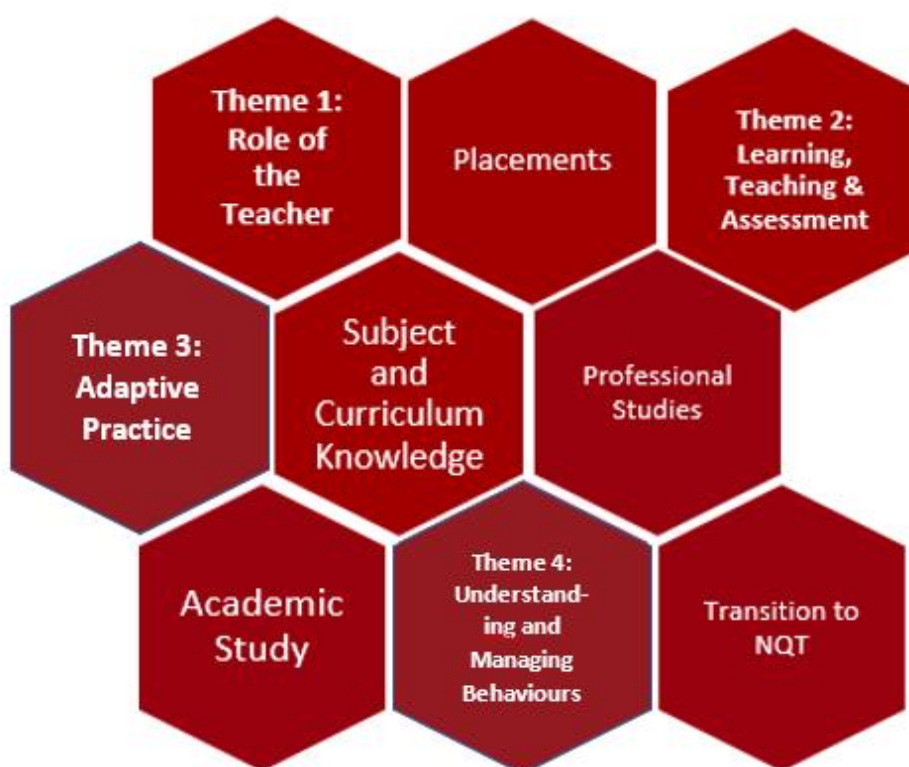
- Trainees are expected to demonstrate professional values at all times and comply with the School's procedures and policies (including following the agreed system in the event of absence)
- They are also expected to take a full and active part in the wider aspects of a Teacher's role (including attendance at briefings, meetings, Parents' evenings, etc).
- Trainees must provide a copy of their timetable to their Academic Cohort Co-ordinator at the beginning of placement and upload this to their Electronic Teaching File.
- Trainees should maintain their Teaching File which documents their placement progress.
- Trainees should also take an active role in a Form Tutor Group for registration and tutoring/pastoral work.
- Trainees should evaluate their progress each week, reflect upon their targets/development and be prepared to engage in professional dialogue to improve their practice and drive the agenda. This can be recorded in their electronic Reflective Progress Journal but also discussed in the Weekly Analysis and Review meeting.

NEWMAN UNIVERSITY SECONDARY TEAM AND CONTACT DETAILS

| Role | Name | Extension | Email Address |
|---|------------------------|-----------|--|
| Head of Secondary ITTE & FE | Caroline Montgomery | 2556 | Caroline.montgomery@staff.newman.ac.uk |
| Secondary Partnership Lead and SL Geography | Martin Husbands | 2376 | m.husbands@staff.newman.ac.uk |
| PGCE and AO Programme Lead and SL Computing | Sharon Holness | 2448 | s.holness@staff.newman.ac.uk |
| Undergraduate Programme Lead and SL PE | Liz Plummer | 2315 | e.plummer@staff.newman.ac.uk |
| Academic Lead and SL RE | Lisa Vickerage-Goddard | 2316 | l.m.vickerage-goddard@staff.newman.ac.uk |
| Digital Literacy Lead and SL History | Ben Hart | 2502 | b.hart@staff.newman.ac.uk |
| SL Mathematics | Upkar Singh | 2270 | u.singh@staff.newman.ac.uk |
| SL Science | Scott Porter | 2478 | Scott.porter@staff.newman.ac.uk |
| SL English | John Keenan | 2681 | John.keenan@staff.newman.ac.uk |
| SL UG Professional Studies + Drama | Karen Teasdale | | k.teasdale@staff.newman.ac.uk |
| SL Computing | Alethe Bailey | 2333 | a.bailey@staff.newman.ac.uk |
| Secondary Administrator | Linda Clausen | 2324 | SecondaryFed@Newman.ac.uk |
| Secondary Partnership Administrator | Louise Smith | 2459 | SecondaryFed@Newman.ac.uk |

The Newman Curriculum

The Secondary PGCE Core programme has been designed to develop themes throughout the training year. Through University led sessions, placements and Academic study every student will be provided with an interlinked programme which builds teaching capability as the year progresses. Content has been broken down into 4 key themes which permeate all aspects of training.



Key themes and questions during the placement

It is essential that trainees assess their strengths against the curriculum themes. During the term – and throughout the year, trainees are asked to consider 'Big Questions'. The 'Big Questions' are one way to help break down and structure the trainees reflection and development across the PGCE year.

They are already broken up by week for trainees to reflect upon in their e-Portfolio, but you may also want to utilise the questions to help prompt observations, mentor meeting discussions and more. The key questions can be found in the appendix. Please encourage your trainee to discuss these at the weekly meeting.

School Direct Curriculum Map Summary

| Theme 1: Role of the teacher | |
|---|--|
| <ul style="list-style-type: none"> Professional expectations What are my roles and responsibilities Safeguarding, PREVENT, KCSiE, CEOP How do I teach my subject to include wider areas (social, moral etc.) Wider role of the teacher Transition from KS2 and into KS5 Transition towards ECT | Delivered through school based experience, school based training and University sessions |
| Theme 2: Learning, teaching, and assessment | |
| <ul style="list-style-type: none"> What is learning? The curriculum Behaviourism, Constructivism, Social constructivism, Connectivism How do children learn and factors affecting learning How to create positive learning environments Barriers to learning Cognitivism, retention and retrieval and thinking skills What do we mean by assessment? Literacy, numeracy and digital literacy | Delivered through school based experience, school based training and University sessions |
| Theme 3: Adaptive practice | |
| <ul style="list-style-type: none"> Adaptive practice: law and policies Adaptive practice within the subject classroom What do we mean by SEND? SEND policy and practice, incl autism Social, emotional and mental health Trauma informed training Supporting and challenging all learners | Delivered through school based experience, school based training and University sessions |
| Theme 4: Understanding and managing behaviours | |
| <ul style="list-style-type: none"> Understanding and managing behaviour Teachers as role models Expectations, rules and routines Understanding behaviour policies Creating a positive environment Impacts on motivation Values and social justice in education How to manage yourself Working with colleagues and others in education | Delivered through school based experience, school based training and University sessions |

Each element of the programme – through school based experience, school based training and University sessions - is designed to develop the following strands: research, learning and development; pedagogy, curriculum and assessment; and professional behaviour. All students will be supported by school based mentors and academic University based tutors. Individual tutorials with your tutor will take place across the programme to support academic and professional development.

All students will self evaluate their progress using the Newman Curriculum Continual Assessment Tool. This document will indicate what progress you should make against each of the themes through the year.

Key dates

School Direct trainees are expected to be in school throughout the school year, and released to attend University taught sessions as indicated on the calendar. Trainees are expected to remain in school until the end of the Summer term, unless agreed and negotiated with the lead/host school.

| | |
|---|--|
| Monday 5 th September – Friday 30 th September 2022 | Newman University Teaching Block* |
| Monday 31 st October – Friday 4 th Nov 2022 | Newman University Return Week* |
| Monday 7 th November - 25 th November 2022 | Mid-Point Review Period |
| Thursday 1 st December – Friday 16 th December 2022 | End Point Review Period |
| Thursday 5 th January – Friday 3 rd February 2023 | Newman University Teaching Block* |
| February - March | 6 week second school placement block** |
| Monday 27 th March – Friday 31 st March 2023 | Newman University Return Week* |
| Wednesday 1 st March – Friday 24 th March 2023 | Mid-Point Review Period |
| Monday 5 th June – Friday 23 rd June 2023 | End Point Review Period |
| Monday 3 rd July – Friday 7 th July | Sign Off Week |

*Attendance on Monday and Tuesday only

**Second school placement can be arranged at an alternative time if necessary

School Direct Twilight Sessions

Throughout the year there are a number of twilight sessions (remote, using MSTeams) designed to support school direct trainees. The sessions focus on:

- Assignment support and writing
- Documentation and e-Portfolio guidance
- Review point arrangements
- Q & A

Key school based tutor responsibilities

- Day to day supervision, providing a suitable timetable across two Key Stages for the trainee and access to relevant department and school documentation including access to schemes/units of work and pupil data.
- Ensure the completion of lesson observations per week and coordinate feedback in line with partnership documentation.
- Arrange regular weekly review sessions to review progress and discuss targets/Big Questions that are regularly monitored.
- Support trainees to manage their own workload and wellbeing whilst they train.

Key school based lead responsibilities

- Liaise and communicate with the school based tutor, the progress and assessment of the trainee against the curriculum.
- Quality assure the performance of the trainee on a regular basis
- Support the trainee's school-based experience, including sessions to support the Newman Curriculum
- Establish trusting relationships, modelling high standards and providing support
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee
- Induct the trainee to understand their role and responsibilities as a teacher
- Continue to develop a good working relationship with the University, including support for mentor

training.

Timetable

It is expected that trainees should begin the placement becoming familiar with classes that they will become involved with. During the first term we suggest moving towards a 50% (of a normal ECT) timetable and trainees should gradually increase their teaching and experience during the year to approx. 70%, ideally by Easter.

However, the progression to teaching is flexible, according to need and/or as agreed with both the trainee and the University tutor. School Direct is a school based route, so trainees should experience the role of a teacher; however, it is still a training year so there is a balance to be found.

The timetable should include a combination of observation, team-teaching and (working towards) independent teaching of classes.

Due to the 11-16 nature of the qualification, ideally both KS3 and KS4 classes should be represented. KS5 or post 16 experience is recommended in some capacity if possible, such as observations of these classes. If this cannot be provided at the host/lead school, then opportunities during the second school placement or elsewhere should be sought.

September

Trainees should become familiar with school policies and procedures and observe classes they will be working with and also

- Meet staff and pupils
- Meet the Lead School-based Tutor and discuss school training for the year
- Discuss and confirm the details of the outlined timetable for their classes, their weekly meetings and regular School-based Lead sessions;
- Observe a range of teaching
- Receive access to the school's IT network, as appropriate;
- Share with School-based Tutors a Subject Knowledge Review
- Confirm a Staff Duty;
- Confirm Pastoral / Form Group and duties
- Have an initial experience of teaching

October-December

Trainees should move towards a 50% (of a normal ECT) timetable. This might involve initial delivery of starter activities, occasional lessons, taking early responsibility for one group and then greater responsibility during the term. The progression to teaching is flexible and according to need or as agreed, so should be negotiated and discussed with the trainee on a weekly basis. The timetable can include a combination of observation, team-teaching or starters or revision lessons prior to assessment working towards independent teaching of classes.

Additional time may be allocated for enhancement or development activities – such as observing experienced colleagues, pupil shadowing, observing lessons in other subject areas and APP (see below). They should also be given specific time to meet with the school based tutor and time to maintain their e-Portfolio.

January - July

Trainees should move towards a 70% (of a normal ECT) timetable. Trainees should be taking lessons across both KS3 and KS4 with greater responsibility. Additional time should still be allocated for enhancement or development activities – such as observing experienced colleagues, pupil shadowing, observing lessons in other subject areas and APP (see below) and trainees should begin to broaden their experience with involvement across wider school activities if they have yet to do so. They should also be given specific time to meet with the school based tutor and time to maintain their e-Portfolio.

Second School Placement

The second school placement should be undertaken at some point during the second term where possible. A second school placement is mandatory – and should be for a minimum of six weeks. This is an opportunity to experience a different – if possible, contrasting - school and the timetable should reflect the point at which the trainee is during their training.

APP during the school placements

An addition to our work this year is to support the University's APP work (Access and Participation Plan) we will be requiring all trainees to engage in supporting pupils' attainment through providing one lesson a week of subject specific booster activities. Examples of this are:

- Year 7 literacy and numeracy catch up
- GCSE subject booster

Please work with Mentors to identify an appropriate lesson slot in which to complete this activity on a weekly basis. This can be an ongoing piece of work with the same group or a repeated activity with different pupils. The important factor in this work is that the trainees are adding value to the pupils' learning by addressing an identifiable area of need.

Post 16 Experience

Trainees are following the 11-16 with post sixteen enhancement route should experience Post-16 teaching. This should be arranged as part of their timetable where possible, either in an observational or collaborative capacity with opportunities to lead where appropriate.

Second Subject Teaching

For some subjects, it is important that trainees can offer a second subject. School experience is the only opportunity for them to develop their ability in a second subject and schools are therefore asked to look favourably on requests for experience in a second area. Trainees are likely to work collaboratively with second subject mentors.

Tutor Groups

Trainees should be allocated a tutor group to work with. Initially this can be as a supportive role and then with wider responsibility. It is good practice that this involves working with a tutor outside of the trainee's department, or with someone who may not be the subject school based tutor. Trainees should attend all registration sessions and adopt all of the roles and responsibilities of a form tutor.

Tutor Visits Structure

Tutor First Visit:

University tutors will 'visit' the placement, virtually, within the first month. An Initial Visit Form will be completed as a checklist of induction and that all partners are well placed for the start of the placement. School-based Tutor, the Trainee and the University tutor should be in this meeting. Ideally, the School-based Lead would also be in attendance. There will also be a first visit at the start of the second school placement.

Mode: TEAMS

Window: First month of placement

Arrangements: Tutors will arrange a TEAMS meeting, through Outlook, with Subject Based-Tutor (SBT)

Duration: Approx. 1 hr

Outline:

- Introductory conversation.
- Complete 1st visit form
- Have they received all the paperwork?
- Have they found all documents on the Newman website?
- Do they have any questions about the Newman curriculum?
- Discuss and provisional arrange the MPR visit.

Mid and End Point Review Visits

Mode: Face-to-face

Window: Schedule as per the calendar (November / December / March / June) with trainee and SBT.

Duration: Approx. 2 hr

Outline:

- Tutors will arrive at school 15 minutes ahead of meeting time to complete initial ID checks.
- Tutors may only observe final 20 minutes of lesson, ensuring that the Mentor has observed the full lesson and is free straight away afterwards to provide feedback. Please note, TUTORS WILL NOT BE FEEDING BACK ON THE LESSON, they will be observing the SBT's feedback.
- Trainee, SBT and Tutor discuss outcomes of the MPR, this is a pre-populated document completed in the weekly SBT/ Trainee meeting prior to the visit. University tutors role is to quality assure and consider
 - What evidence was drawn on to arrive at the decisions?
 - How have the Big Questions/ SBT/ Trainee meetings been used to inform decisions?
 - Are the decisions indicative of consistent practice?
 - Are there any borderline decisions and how were they resolved?
 - How is trainee progress being supported and discussed?
 - How are targets being negotiated?

Sign Off

Mode: Face-to-face or Teams

Window: Beginning of July

Duration: Approx. 45 mins

Outline:

- Trainees will self-evaluate their progress against the Newman Curriculum and also present their final NCCAT.
- Tutors discuss this and review e-Portfolio evidence
- Trainee, SBT and Tutor discuss trainee progress and the evidence that indicates trainee progress against each theme of the curriculum (which evidences that the trainee has met the Teacher Standards).
Discussions surround
 - What evidence was presented on the NCCAT, sign off form and e-Portfolio
 - How have Big Questions been used to demonstrate trainee progress during the year
 - Are the decisions indicative of consistent practice?
 - Identification of targets for ECT

Documentation overview

| Guide to documentation and schedule (all documents are available online at https://www.newman.ac.uk/ite-education-partnership/secondary-pgce/ or https://www.newman.ac.uk/secondary-pgce-school-direct/ and via the trainees online 'Moodle' platform) | |
|---|--|
| Lesson Planning | <p>Trainees are expected to plan for every lesson taught, and they are expected to use the proforma (unless otherwise negotiated).</p> <p>Trainees should keep their lesson plans but in terms of evidence uploaded, it is expected that trainees will upload between 1 and 3 lesson plans per week. The plans uploaded should be on the Newman formal lesson plan</p> <p>SBT's should support lesson planning and lesson plans should be submitted to the School-based Tutor at least 48 hours in advance.</p> |
| Lesson Observations | <p>Trainees should be given formative observational feedback during their year. This can be both formal and informal. However. In terms of formal documentation, it is expected that there is one formal observation per week (using the lesson observation form); this may be an observation from wither the SBT, SBL or another colleague.</p> |
| Weekly Review Meetings | <p>Trainees and SBT's are expected to meet regularly to discuss progress. It is expected that trainees are allocated time on their timetable for one meeting per week with their School-based Tutor.</p> <p>This meeting should be recorded using the Weekly Review and Analysis Form and this should be uploaded to the trainee e-Portfolio each week.</p> <p>Trainees should be encouraged to be proactive in reflecting on their progress each week and also in using the Big Questions as further discussion points.</p> |
| Reflective Big Questions | <p>Each week trainees should reflect upon their progress against the Newman Curriculum themes by reflecting upon the weekly Big Questions. Trainees record these each week in their e-portfolio. Trainees should discuss these with their SBT's to support their reflections.</p> <p>Trainees will self-evaluate and track their own progress on their NCCAT which they are expected to fully discuss & justify at their weekly meetings.</p> |
| NCCAT | <p>The NCCAT is the Newman Curriculum Continuous Assessment Tool that trainees use to self evaluate their progress against the Newman PGCE Secondary curriculum across the year. It identifies the different skills trainees develop as they progress through the course.</p> |
| Mid-Point/End Point Review | <p>Undertaken during the first and second half of each 'placement' to review progress of the trainee captured on the School Experience Progress form.</p> |
| <p>Any concerns about the progress of a trainee should be raised immediately with the University Tutor with a view to providing support (and a support plan is available)</p> | |

PGCE School Direct 2022/23 Calendar

Secondary

Key:

| | | | | | |
|---|--|---|---|---|---|
| School Based (Host/Main School Placement) | Second School Placement (6 weeks) - may be arranged at an alternative time | School Based (Enhancement Week) - Primary / Post 16 / Alternative Provision | University Based (UB) 9.30 am - 3.30 pm | School Based | Subject Pedagogy and Application (optional) |
| Tutor Visits and Review Points | Assignment & assessment dates | UBT eportfolio scrutiny- assessment bundles | SSCC - Staff Student Consultative Committee Dates | Split days: School based - but UB sessions or offsite visits can be attended. | |

| | September | October | November | December | January | February | March | April | May | June | July | August | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------|---|---------------------------------|---------|--------------|---|----------------|---------------------------------|---|---------------------------------|--------------|-------------------------------|-------------------------|-------------------------|-------------------------|--------------------------|-------------------------|---------------------------------|--------------------------------|--------------|--------------|---------------------------------|--------------|--------------|---------------------------------|--------------|--------------|---------------------------------|-----|---|---|---|----------------|----------------|----------------|
| | CODE OF CONDUCT; PEN PORTRAIT to be completed | | Mid-point review month | End-point review month | | | Mid-point review month | | | End-point review | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | UBT eportfolio scrutiny- assessment bundles | | | | | | | UBT eportfolio scrutiny- assessment bundles | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | 0 | | 9 | | 2 | Bank Holiday | | | | 31 | 3 | Easter Break | 35 | 1 | Bank Holiday | | | 44 | 3 | School Based and Sign Off Week | | | | | | | | | | | | | | | | |
| T | | | 1 | PS Theme 1 ssc | | 3 | Bank Holiday | | | 4 | | Easter Break | 2 | | School Based | | | 4 | | School Based and Sign Off Week | 2 | | School Holiday | | | | | | | | | | | | | |
| W | | | 2 | School Based | | 4 | School Based (or as school term starts) | 1 | School Based | 1 | | School Based | 3 | | School Based | | | 5 | | School Based and Sign Off Week | 3 | | School Holiday | | | | | | | | | | | | | |
| T | 1 | | 3 | School Based/SD Twilight Online | 1 | School Based | EPR | 5 | School Based | 2 | School Based/SD Twilight Online | 2 | | 2 | Second School Placement | 6 | | Easter Break | 4 | School Based | 1 | | Half Term | 6 | | School Based and Sign Off Week | 4 | | School Holiday | | | | | | | |
| F | 2 | Enrolment | 4 | School Based | 2 | School Based | EPR | 6 | School Based | 3 | School Based | 3 | | 3 | Second School Placement | 7 | | Bank Holiday | 5 | School Based | 2 | | Half Term | 7 | | School Based and Sign Off Week | 5 | | School Holiday | | | | | | | |
| M | 5 | Attend Host School | 5 | School Based | 10 | School Based | MPR | 14 | School Based | EPR | 19 | 9 | Professional Studies: Theme 1 | 23 | 6 | School Based | 27 | 6 | Second School Placement | 30 | | Bank Holiday | 36 | 8 | School Based | 40 | 5 | School Based | EPR | 45 | 10 | School Based (or as agreed with school) | 7 | | School Holiday | |
| T | 6 | Professional Studies: Theme 1 | 4 | School Based | 8 | School Based | MPR | 6 | School Based | EPR | 10 | 10 | Subject Knowledge & Pedagogy | 7 | | School Based | 7 | | Second School Placement | 11 | | Easter Break | 9 | | School Based | 6 | | School Based | EPR | 10 | | School Based (or as agreed with school) | 9 | | School Holiday | |
| W | 7 | School Based | 5 | School Based | 9 | School Based | MPR | 7 | School Based | EPR | 11 | 11 | School Based | 8 | | School Based | 8 | | Second School Placement | 12 | | Easter Break | 10 | | School Based | 7 | | School Based | EPR | 12 | | School Based (or as agreed with school) | 10 | | School Holiday | |
| T | 8 | School Based | 6 | School Based | 10 | School Based | MPR | 8 | School Based/SD Twilight Online | 12 | | School Based | 9 | | School Based | 9 | | Second School Placement | 13 | | Easter Break | 11 | | School Based | 8 | | School Based | EPR | 13 | | School Based (or as agreed with school) | 11 | | School Holiday | | |
| F | 9 | School Based | 7 | School Based | 11 | School Based | MPR | 9 | School Based | EPR | 13 | 13 | School Based | 10 | | School Based | 10 | | Second School Placement | 14 | | Easter Break | 12 | | School Based | 9 | | School Based | EPR | 14 | | School Based (or as agreed with school) | 12 | | School Holiday | |
| M | 12 | Professional Studies: Theme 2 | 6 | School Based | 11 | School Based | MPR | 15 | School Based | EPR | 20 | 16 | Professional Studies: Theme 2 | 24 | 13 | Second School Placement | 28 | 13 | Second School Placement | 33 | | School Based | 37 | 15 | School Based | 41 | 12 | School Based | EPR | 46 | 17 | School Based (or as agreed with school) | 15 | | School Holiday | |
| T | 13 | Subject Knowledge & Pedagogy | 11 | School Based | 15 | School Based | MPR | 13 | School Based | EPR | 17 | 17 | Subject Knowledge & Pedagogy | 14 | | Second School Placement | 14 | | Second School Placement | 18 | | School Based | 16 | | School Based | 13 | | School Based | EPR | 18 | | School Based (or as agreed with school) | 16 | | School Holiday | |
| W | 14 | School Based | 12 | School Based | 16 | School Based | MPR | 14 | School Based | EPR | 18 | 18 | School Based | 15 | | Second School Placement | 15 | | Second School Placement | 19 | | School Based | 17 | | School Based | 14 | | School Based | EPR | 19 | | School Based (or as agreed with school) | 17 | | School Holiday | |
| T | 15 | School Based | 13 | School Based | 17 | School Based | MPR | 15 | School Based | EPR | 19 | 19 | School Based | 16 | | Second School Placement | 16 | | School Based/SD Twilight Online | 20 | | School Based | 18 | | School Based | 15 | | School Based | EPR | 20 | | School Based (or as agreed with school) | 18 | | School Holiday | |
| F | 16 | School Based | 14 | School Based | 18 | School Based | MPR | 16 | School Based | EPR | 20 | 20 | School Based | 17 | | Second School Placement | 17 | | Second School Placement | 21 | | School Based | 19 | | School Based | 16 | | School Based | EPR | 21 | | School Based (or as agreed with school) | 19 | | School Holiday | |
| M | 19 | Professional Studies: Theme 3 | 7 | School Based | 12 | School Based | 16 | School Holiday | 21 | 19 | Professional Studies: Theme 3 | 25 | 20 | Half Term | 29 | 20 | Second School Placement | 34 | 24 | School Based | 38 | 22 | School Based | 42 | 19 | School Based | 47 | 24 | School Based | EPR | 47 | 24 | School Based (or as agreed with school) | 22 | | School Holiday |
| T | 20 | Sub Know & Ped ssc | 18 | School Based | 22 | School Based | 20 | School Holiday | 24 | 24 | Sub Know & Ped ssc | 21 | 21 | Half Term | 21 | 21 | Second School Placement | 25 | 25 | School Based | 23 | | School Based | 20 | | School Based | 25 | | School Based | EPR | 25 | | School Holiday | 23 | | School Holiday |
| W | 21 | School Based | 19 | School Based | 23 | School Based | 21 | School Holiday | 25 | 25 | School Based | 22 | 22 | Half Term | 22 | 22 | Second School Placement | 26 | 26 | School Based | 24 | | School Based | 21 | | School Based | 26 | | School Based | EPR | 26 | | School Holiday | 24 | | School Holiday |
| T | 22 | School Based/SD Twilight Online | 20 | School Based | 24 | School Based | 22 | School Holiday | 26 | 26 | School Based | 23 | 23 | Half Term | 23 | 23 | Second School Placement | 27 | 27 | School Based | 25 | | School Based/SD Twilight Online | 22 | | School Based | 27 | | School Based | EPR | 27 | | School Holiday | 25 | | School Holiday |
| F | 23 | School Based | 21 | School Based | 25 | School Based | 23 | School Holiday | 27 | 27 | School Based | 24 | 24 | Half Term | 24 | 24 | Second School Placement | 28 | 28 | School Based | 26 | | School Based | 23 | | School Based | 28 | | School Based | EPR | 28 | | School Holiday | 26 | | School Holiday |
| M | 26 | Professional Studies: Theme 4 | 8 | Half Term | 13 | School Based | 17 | School Holiday | 22 | 30 | Professional Studies: Theme 4 | 26 | 27 | Second School Placement | 30 | 27 | Academic Writing | 39 | 29 | Bank Holiday | 43 | 26 | School Based (Enhancement Week) | 48 | 31 | School Based (Enhancement Week) | 48 | 31 | School Based (Enhancement Week) | EPR | 48 | 31 | School Based (Enhancement Week) | 29 | | Bank Holiday |
| T | 27 | Subject Knowledge & Pedagogy | 25 | Half Term | 29 | School Based | 27 | School Holiday | 31 | 31 | Subject Knowledge & Pedagogy | 28 | 28 | Second School Placement | 28 | 28 | Professional Studies ssc | 30 | 29 | Half Term | 27 | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | EPR | | | School Based (Enhancement Week) | 30 | | |
| W | 28 | School Based | 26 | Half Term | 30 | School Based | 28 | School Holiday | | | School Based | 29 | 29 | Second School Placement | 29 | 29 | Second School Placement | 31 | 31 | Half Term | 28 | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | EPR | | | School Based (Enhancement Week) | 31 | | |
| T | 29 | School Based | 27 | Half Term | | | 29 | School Holiday | | | School Based | 30 | 30 | Second School Placement | 30 | 30 | Second School Placement | | | | 29 | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | EPR | | | School Based (Enhancement Week) | | | |
| F | 30 | School Based | 28 | Half Term | | | 30 | School Holiday | | | School Based | 31 | 31 | Second School Placement | 31 | 31 | Second School Placement | | | | 30 | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | | | School Based (Enhancement Week) | EPR | | | School Based (Enhancement Week) | | | |
| M | 31 | Briefing, Academic Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

All documents are available online at <https://www.newman.ac.uk/ite-education-partnership/secondary-pgce/>

Appendix 1: First Visit Form

The first visit form is completed following an initial meeting between the University tutor, school based tutor and trainee. It is designed to ensure that the placement is meeting the appropriate requirements.

Appendix 2: Lesson Planning

Trainees are expected to plan for every lesson taught, and they are expected to use the proforma (unless otherwise negotiated). Our formal **lesson plan** should be used for the formally observed lesson; lesson plans should be submitted to the School-based Tutor at least 48 hours in advance. Trainees are required to upload at least ONE formal lesson plan per week to the observed lesson – and over the course of the placement ensure that they upload enough to demonstrate their progress.

Appendix 3: Developmental Observation Form

One formal observation per week (using the lesson observation form) – although it is expected that trainees will receive formative feedback throughout the placement. Trainees are required to upload at least ONE observation form per week. The forms encourage tutors to

Appendix 4: Big Questions

Each week, trainees will reflect upon their progress – with a focus on key questions against the themes. These questions allow school-based tutors to support their trainees by identifying opportunities for trainee development and allow trainees to identify and discuss targets with their school based tutor.

Appendix 5: Weekly Review and Analysis Form

This is to be used to record discussions and targets negotiated, and discussed, with trainees. These align with the Newman Curriculum Framework and the ITT Core Content Framework

Appendix 6: Mid and End Point Review Form

Undertaken during the first and second half of each 'placement' to review progress of the trainee captured on the **School Experience Progress form**.

Appendix 7: Student Support Plan

Use to support trainees who might need additional support to meet the level expected at each stage of the placement

Appendix 8: Observation of an Experienced Teacher

Form to be used by trainees when opportunities are presented to observe an experienced colleague.

Appendix 9: NCCAT: The NCCAT is the Newman Curriculum Continuous Assessment Tool. The idea of it is to break down the Newman PGCE Secondary curriculum across the year, which should allow you to see the different skills you will work on and develop as you progress through the course.

Appendix 10: Sign Off Document

Newman University, PGCE Programme First Visit form

This form is to be completed by the University-based Tutor with the Trainee and School Based Tutor during the first visit to the Placement School during SE1.

| | |
|---------------------------------------|--|
| Trainee: | |
| Subject: | |
| School: | |
| School-based Lead: SBL | Name: Email address confirmation: |
| School-based Tutor: SBT | Name: Email address confirmation: Confirm QTS: Choose an item. |
| Programme Lead: PL | Sharon Holness S.Holness@staff.newman.ac.uk |
| University-based Tutor: UBT | Choose an item. |

| Element | In place on this date: |
|--|-------------------------------|
| School-based safeguarding induction / training. | Click or tap to enter a date. |
| <i>In addition, trainee has been provided with:</i> | |
| <ul style="list-style-type: none"> ▪ The Child Protection policy <input type="checkbox"/> ▪ Staff Behaviour Policy (sometimes called a Code of Conduct) <input type="checkbox"/> ▪ information about the role of the Designated Safeguarding Lead <input type="checkbox"/> ▪ a copy of Keeping Children Safe in Education <input type="checkbox"/> | Click or tap to enter a date. |
| School/departmental induction programme (<i>including Orientation and Key Information – prospectus, department handbook, policies, etc</i>) | Click or tap to enter a date. |
| Trainee's timetable provision includes: <ul style="list-style-type: none"> ▪ Key Stage 3 <input type="checkbox"/> ▪ Key Stage 4 <input type="checkbox"/> ▪ Protected weekly meeting time with SBT <input type="checkbox"/> ▪ Regularly time / CPD schedule with SBL <input type="checkbox"/> ▪ Opportunity for Primary observations <input type="checkbox"/> ▪ Opportunity for post-16 observations <input type="checkbox"/> | Click or tap to enter a date. |
| Trainee has access to documentation and resources (<i>including school calendar, dates for Parents' Evenings/events to be attended</i>) | Click or tap to enter a date. |
| Use of University documentation and NCCAT, as a reflective tool understood by the Trainee, SBT and UBT in order to comment on progress at Stage 1. | Click or tap to enter a date. |
| Planned, regular lesson observations and feedback for Term 1 by relevant qualified colleagues. | Click or tap to enter a date. |
| Documented programme of School-based | Click or tap to enter a date. |

| | |
|---|-------------------------------|
| Professional and Subject Training to support the trainee's development in their SE1 placement | |
| IT provision/access/school policy guidance for its use in subject teaching. | Click or tap to enter a date. |
| Subject Knowledge Audit discussed and monitored. | Click or tap to enter a date. |

Additional comments:

| | |
|-------------------------------------|-------------------------------|
| Trainee's signature: | |
| School-based Tutor's signature: | |
| University-based Tutor's signature: | |
| Date: | Click or tap to enter a date. |

Copy to Trainee, School-based Tutor and the Programme Administrator via secondaryfed@newman.ac.uk

LESSON PLAN PROFORMA

| LESSON TITLE: | | | | | TRAINEE TEACHER: | | | | | |
|--|-------------|------|------------|--|------------------|------------|--------------------------|-----|------|--|
| | | | | | SUBJECT: | | | | | |
| DATE | PERIOD/TIME | ROOM | YEAR/GROUP | GROUP DETAILS | | | | | | |
| | | | | Total: | SEND: | More Able: | EAL: | PP: | FSM: | |
| Learning and Teaching Objectives/Outcomes | | | | Previous lesson title/focus: | | | Next lesson title/focus: | | | |
| | | | | | | | | | | |
| Context: (National Curriculum reference/Specification theme or topic): | | | | Resources | | | | | | |
| | | | | | | | | | | |
| Enrichment/consolidation/wider skills | | | | Risk Assessment (if applicable) | | | | | | |
| | | | | Complete/ Not completed (please delete) | | | | | | |
| Adaptive Practice | | | | Individuals/groups for targeted support: | | | | | | |
| Support: Outcome: Resource: Task: | | | | | | | | | | |
| Homework / Independent Study | | | | Other Notes: <i>Including SMSC / sensitivities.</i> | | | | | | |
| All: | | | | | | | | | | |
| Challenge: | | | | | | | | | | |

| Suggested Timings | <u>Pupil Activity and Learning</u> (Intent) | <u>Teacher Activity and Assessment</u> (implementation) | <u>Post lesson evaluation</u> (impact) |
|--|--|--|---|
| <i>Add additional rows for teaching activities as necessary</i> | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| <u>How will progress be measured against the learning objectives/outcomes?</u> | | | |

Risk assessment is a common feature of practical lessons, such as those in PE, Science or Humanities field trips. You should only complete this if it is relevant to your lesson/activity.

Please use or delete this Risk Assessment Table when appropriate.

| | | | Impact | | | |
|------------|------------|------------------------|---------------------|-----------------------------------|---|---------------------------|
| | | | 0 | 1 | 2 | 3 |
| | | | Acceptable | Tolerable | Unacceptable | Intolerable |
| | | | Little or no effect | Effects are felt but not critical | Serious impact to courses of action & outcome | Could result in disasters |
| Likelihood | Improbable | Risk unlikely to occur | | | | |
| | Possible | Risk will likely occur | | | | |
| | Probable | Risk will occur | | | | |

Developmental Lesson Observation Form 2022-23

| | | | |
|-------------------------------------|----------|--------------|-----------------|
| Student: | | Observer(s): | |
| Date: Click or tap to enter a date. | Subject: | Year group: | Choose an item. |

| | |
|------------------------------------|--|
| Agreed observation focus: | (Refer to progress towards the curriculum) |
| Subject knowledge focus: | |
| Targets from previous observation: | |

| | |
|---------------------------------|-----------------|
| How was observation conducted ? | Choose an item. |
|---------------------------------|-----------------|

| | |
|---|--|
| Progress towards the Curriculum: | 1. Role of the Teacher |
| | 2. Teaching, Learning and Assessment |
| | 3. Adaptive Practice |
| | 4. Understanding and Managing Behaviours |

| | |
|---|--|
| Review of Subject knowledge development | |
|---|--|

| | |
|---------------------------|--|
| Questions for Discussion: | |
|---------------------------|--|

| | |
|---|-----------------|
| Targets (Progress towards the Curriculum): | Choose an item. |
| | Choose an item. |
| | Choose an item. |

| | |
|---|--|
| Post observation reflection (Student): | 1. Role of the Teacher |
| | 2. Teaching, Learning and Assessment |
| | 3. Adaptive Practice |
| | 4. Understanding and Managing Behaviours |
| | Subject Knowledge Development. |

Copies sent to: **Student**, **School Based Tutor**, and uploaded to e-portfolio

| Week Beginning | Theme | Big Questions: How have you.... |
|-----------------------|----------|--|
| Suggested dates | | Using the Review and Analysis form , during your weekly mentor meeting , record your discussions about these questions alongside Subject Knowledge NCCAT criteria . During university teaching blocks and school placements, highlighting concrete examples, how have you..... |
| 12.09.2022 Stage 1 | 1 | shown an understanding for safeguarding legislation incumbent on school staff, including risk assessing an offsite visit? |
| | 2 | demonstrated you are aware of some key theories underpinning learning? |
| | | written & discussed, with your UBT, your Pen Portrait in in readiness for School Experience 1? |
| 26.09.2022 | 1 | used microteaching feedback to plan improvement of own practise? demonstrated an understanding of the research of key researchers? |
| | 2 | demonstrated you are aware of and able to incorporate some key theories in planning for pupil learning? incl: Bandura (1986) and William & Black (2009)? |
| | 3 | demonstrated you are aware of and able to incorporate some key theories underpinning adaptive practice into planning for pupil learning? demonstrated an understanding of the research of key researchers? |
| | 4 | have thought about managing own self-care and wellbeing during PGCE autumn term? demonstrated an understanding of the research of Bennett, Dix and Rogers. |
| 03.10.2022 | 1 | implemented a school policy, including actioning next steps? |
| | 2 | shown an understanding of statutory, & non-statutory assessment requirements for your Subject area in KS3 & KS4? |
| | 3 | identified & used legislation, including documentation from specialists beyond your classroom, to support pupils? |
| | 4 | recognised & used the whole school framework for establishing rules & routines for an effective organisation? |
| 10.10.2022 | 1 | used lesson observation feedback to improve own practice? |
| | 2 | shown an understanding of what effective teaching is? |
| | 3 | shown that you understand factors that inhibit the progress of pupils? |
| | 4 | role modelled the expectations & behaviours that provide a positive influence on pupils in your classes or Form Group? |
| 17.10.2022 | 1 | utilised KS5 or KS2 opportunities to better understand your role as a teacher? |
| | 2 | utilised KS5 or KS2 opportunities to better understand differences in methods of teaching, learning & assessment? |
| | 3 | utilised KS5 or KS2 opportunities to better understand adaptive practice in your classroom? |
| | 4 | utilised KS5 or KS2 opportunities to better understand and manage pupil behaviors in your classroom? |
| 31.10.2022 | 1-4. SK. | discussed quality & quantity of NCCAT evidence collected? |
| | | discussed progress of assignment SGP761 & been signposted to wider support, if appropriate? |
| | | further planned to utilise KS5 or KS2 opportunities? |
| | | discussed progress and next steps, including of your Support Plan / Placement Action Plan if appropriate, and access to wider support in tutorial? |

| | | |
|---|----------|--|
| 07.11.2022 | 1 | used underpinning theories to inform reflection & evaluation? |
| | 2 | used scaffolding, modelling, targeted questions, paired or group activities as teaching tools & been mindful of memory, learning & cognitive load? |
| | 3 | developed in your understanding of the range of differences in pupils & how this impacts on their learning? |
| | 4 | recognised that a range of intrinsic & extrinsic factors can influence pupil motivation to learn? |
| 14.11.2022 | 1 | provided reasonable adjustments for pupils with SEND? |
| | 2 | set challenging & realistic goals for pupils? |
| | 3 | identified variance in pupils, made adaptive decisions & account for these differences? |
| | 4 | created a safe & secure learning environment? |
| 21.11.2022 | 1 | demonstrated understanding of respect as part of the wider school community as well as working with TA's or Parents/Carers? |
| | 2 | become aware of assessment strategies, both formative & summative, & their use for ensuring pupils make progress in their learning? |
| | 3 | identified ways to group pupils with different learning needs & plan their individual learning towards the same class learning objectives? |
| | 4 | identified & used factors that impact on behaviour & motivation particularly those pupil support & wellbeing? |
| 28.11.2022 | 1 | planned to action the outcomes & SBT feedback from SE1 MPR with respect to your role as a teacher? |
| | 2 | planned to action the outcomes & SBT feedback from SE1 MPR with respect to teaching, learning & assessment? |
| | 3 | planned to action the outcomes & SBT feedback from SE1 MPR with respect to adaptive practice? |
| | 4 | planned to action the outcomes & SBT feedback from SE1 MPR with respect to understanding & managing behaviours? |
| 05.12.2022 | 1 | evidenced positive impact of, high quality, teaching on pupils? |
| | 2 | provided verbal & written feedback on pupils work & provided opportunities for them to respond? |
| | 3 | reviewed pupil work to understand the effect of your lesson planning on their learning? |
| | 4 | provided opportunities & activities for pupils to succeed so starting to promote their resilience & self-efficacy? |
| 12.12.2022 | 1 - 4 | reflected with a mentor, either SBT, SBL or UB, on high quality teaching, EPR feedback and applied this to practice in preparation for your role as a teacher in SSP? |
| 16.01.2023 | 1-4. SK. | amended & uploaded your Pen Portrait in readiness for SE2 & discussed it with your UBT during tutorial? |
| | | discussed progress and next steps, including of your Support Plan / Placement Action Plan if appropriate, and access to wider support in tutorial? |
| demonstrated through academic writing an understanding of the importance of equality, respect and the nine protected characteristics within classroom and wider school community? | | |
| discussed quality & quantity of NCCAT evidence collected? | | |
| 30.01.2023 | | further planned to utilise KS5 or KS2 opportunities? |
| 06.02.2023 Stage 2 | 1 | shown you are able to safeguard pupils' wellbeing & know how, & to whom, issues are escalated within school, locally & nationally & shown an independent working knowledge of the SEND code of practice? |
| | 2 | confidently recognise & plan to use a range of teaching strategies to make learning accessible, but is aware of the need to plan for gradual removal of such help? |

| | | |
|------------|--------------------|---|
| | 3 | demonstrated some knowledge & understanding of who to seek support from & shared with SBT previous planning showing strategies used to support & engagement of pupils with SEND? |
| | 4 | recognised & shown that you understand the school's framework for effectively managing behaviour in your classroom & that you are planning to set high expectations of behaviour, & values, from pupils in your classroom so creating a positive environment? |
| 13.02.2023 | 1 | shown, & applied, a working knowledge of equality legislation to foster respect in your classroom & wider school community? |
| | 2 | shown an ability to recognise & plan for the use questioning for different purposes? |
| | 3 | demonstrated some understanding of the challenges & opportunities of teaching in a diverse society & shown an understanding of factors that inhibit pupil progress so adapting planning & teaching accordingly? |
| | 4 | shown that you can select from, & use, a range of strategies to manage pupil behaviour? |
| 27.02.2023 | 1 | taken responsibility for own progress by engaging in dialogue with experienced colleagues & UBT to inform reflection & evaluation of own practice? |
| | 2 | shown you are able to plan engaging lessons that build on pupils' prior learning, introducing new learning in steps and that require pupils to retrieve information from memory & revisit ideas? |
| | 3 | shown sufficient knowledge of pupils in your class, to plan for individual needs & strengths, by adapting planning & teaching? |
| | 4 | developed appropriate teacher-pupil relationships & used these effectively through clear routines which support pupil wellbeing? |
| 06.03.2023 | 1 | undertaken duties or been an observer to activities, that contribute to the wider school life? |
| | 2 | the ability to plan & use paired/group work, facilitate progress & evaluate the impact of such groupings within your lessons? |
| | 3 | planned & taught lessons that are appropriate for pupils' stages of physical, social & intellectual development, with adaptive practice in your delivery? |
| | 4 | started to use a range of motivational strategies, including whole school rewards & praise? |
| 13.03.2023 | 1 | built trust & respect with pupils & school colleagues? |
| | 2 | demonstrated an ability to assess pupils attainment accurately, as part of the cycle of planning & teaching, as well as whole school data collection? |
| | 3 | supported staff, Parents/Carers & pupils taking into account pupil development whilst working alongside colleagues? |
| | 4 | shown an understanding that pupils prior experience, including in your classroom, can impact on their motivation to learn? |
| 20.03.2023 | 1 | reflected with a mentor, either SB or UB, on criteria for high quality teaching & applied this to practice? |
| | 2 | planned a lesson, with support, which enabled pupils to monitor & regulate their own learning? |
| | 3 | evidenced the support received from experienced colleagues, SBM &/or UT, to ensure planning & teaching includes a range of strategies that challenge pupils regardless of their attainment? |
| | 4 | assisted pupils learning development, confidence, motivation & in terms of readiness to learn? |
| 27.03.2023 | 1-4. SK. Wellbeing | discussed progress and next steps, including assignment outcome, your Support Plan / Placement Action Plan, if appropriate, and access to wider support in tutorial? |
| | | discussed quality & quantity of NCCAT evidence collected? |
| | | discussed how you have or plan to utilise KS5 or KS2 opportunities? |
| | | discussed your planning for Enhancement Placement? |

| | | |
|------------|---|---|
| 17.04.2023 | 1 | consistently acted upon professional feedback & researched informed practices to improve own teaching? |
| | 2 | maintained accurate records of pupils' progress data from the delivery of planned & taught sequences of lessons? |
| | 3 | planned for targeted learning interventions, including deployment of support staff, & evaluated their impact? |
| | 4 | used effectively a range of strategies to promote good behaviour resulting in a positive learning environment? |
| 24.04.2023 | 1 | consistently demonstrated high-quality teaching & reflected upon on pupils, particularly from disadvantaged backgrounds? |
| | 2 | confidently and accurately assessed pupils' work & provided effective feedback, as part of a learning cycle, to ensure pupils progress? |
| | 3 | consistently adapted your teaching to meet the needs of individuals to support progression in their learning? |
| | 4 | used appropriate strategies, rewards/ praise & sanctions, to instil in their pupils intrinsic and extrinsic motivation? |
| 01.05.2023 | 1 | fostered & developed a culture of mutual respect & trust pupils & colleagues? |
| | 2 | regularly provided pupils with the opportunity to reflect on their own learning? |
| | 3 | used appropriate theories to underpin your planning, teaching & assessment the needs of all learners? |
| | 4 | been able to confidently identify & act upon pupil perceptions of their own strengths and limitations? |
| 08.05.2023 | 1 | consistently demonstrated a variety of ways in which you have collaborated, supported & worked with others that has contributed to the life of the school? |
| | 2 | consistently demonstrated effective teaching that improves pupils' knowledge & capabilities, that positively impacts their beliefs about learning? |
| | 3 | consistently in partnership with colleagues, families & pupils to support pupils' learning? |
| | 4 | managed behaviour skilfully & effectively? |
| 15.05.2023 | 1 | demonstrated through your practice a working understanding of the importance of equality, respect and the nine protected characteristics within classroom and wider school community? |
| | 2 | implemented successful feedback strategies that both enable learner progress and consolidates learning and made accurate assessments against national benchmarks? |
| | 3 | evidenced how your adaptations have reduce barriers, leading to effective pupil progress, including evaluation of those choices? |
| | 4 | evidenced how barriers to learning can impact on pupil behaviour and proactively applied strategies to effectively address these, through appropriate planning and delivery? |
| 22.05.2023 | 1 | identified own areas of need & professional development within the Role of the Teacher & how do you plan to proactively seek opportunities to improve performance? |
| | 2 | identified own areas of need & professional development within the Teaching, Learning & Assessment, & how do you plan to proactively seek opportunities to improve performance? |
| | 3 | identified own areas of need & professional development within Adaptive Practice & how do you plan to proactively seek opportunities to improve performance? |
| | 4 | identified own areas of need & professional development within Understanding & Managing Behaviour & how do you plan to proactively seek opportunities to improve performance? |

WEEKLY MEETING FORM: Record of weekly meeting:

| | | |
|-------------------|---------------------|-------------------------------------|
| Student: | Subject: | Date: Click or tap to enter a date. |
| Placement School: | School-based tutor: | |

Part A: Discussions: Comments from observations; summary of any training sessions; the Big Questions’:

Please refer to Curriculum Themes.

Part B: Weekly Summary and Targets: (not all questions may be appropriate in the earliest stages of training)

| Lesson strengths: <i>(three minimum)</i> | Themes: |
|---|---------|
| <ul style="list-style-type: none">••• | |
| Development targets arising out of this week: <i>(one minimum, no more than three).</i> | Themes: |
| <ul style="list-style-type: none">••• | |

Name:

Role:

Signed:

Signed (Student)


Student to upload signed & dated copy of this weekly meeting record to their e-portfolio.

Student to send signed copies to **School-based Tutor** and **University-based Tutor**.

School Experience Progress Review



| | | | | | |
|--|--|----------------------|----------------------|----------------------|----------------------|
| Student | | | | | |
| School | | SE1: | | SE2: | |
| Phase/Subject | | | | | |
| University-based Tutor | | | | | |
| Date: | | DD/MM/YY | DD/MM/YY | DD/MM/YY | DD/MM/YY |
| Curriculum Themes: | | SE1 Mid-point | SE1 End-point | SE2 Mid-point | SE2 End-point |
| Role of the Teacher | | | | | |
| Teaching, Learning and Assessment | | | | | |
| Adaptive Practice | | | | | |
| Understanding and managing behaviours | | | | | |
| Subject Knowledge | | | | | |
| Part Two: Personal and Professional Conduct | | | | | |
| Overall progress to date | | | | | |
| Curriculum themes are underpinned by ITTE CCF and assessed for qualified teacher status. | | | | | |
| School-based Tutor SE1 EPR | | Name: | | Signed: | |
| University-based Tutor SE1 EPR | | Name: | | Signed: | |
| School-based Tutor SE2 EPR | | Name: | | Signed: | |
| University-based Tutor SE2 EPR | | Name: | | Signed: | |
| <i>Copies sent to: Student, School Based Tutor, secondaryfed@newman.ac.uk</i> | | | | | |

| Student Support Plan PGCE Core Programme 2022-23 | | | | |  Newman University B I R M I N G H A M | |
|--|--|---|---|--------------------------|---|----------------------------|
| Student Name: | | School Name: | | Start date of plan: | | Review Date: |
| Meeting attended by: | School Based Tutors: | | University Based Lead | | Head of Secondary ITTE: | |
| Stage of Plan: | | | | | | |
| | | Extra Help 1 | Extra Help 2 | Sustained Concern | | (Please highlight) |
| Aspects | Actions to be taken by Student: | Actions to be taken by School Based Tutor: | Actions to be taken by Academic Cohort Co-ordinator: | Success Criteria | Review of Actions | Target Met/ Not met |
| 1. Role of the Teacher | | | | | | |
| 2. Teaching, Learning and Assessment | | | | | | |
| 3. Adaptive Practice | | | | | | |
| 4. Understanding and Managing Behaviours | | | | | | |
| Subject Knowledge | | | | | | |
| Outcome of review meeting: | | Off Plan | Move to next stage | (Please circle) | | |
| Signed | Student: | School Based Tutor: | | University Based Lead | | |
| Copies sent to: Student, School Based Tutor, Academic Cohort Co-ordinator, secondaryfed@newman.ac.uk | | | | | | |

OBSERVING OTHER TEACHERS AND COLLEAGUES

Guide to Successful Observation: Why Observe?

During the placement trainees should observe expert colleagues and more experienced teachers and it is a crucial part of training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation should allow for:

- A developing understanding of children's learning experiences
- An appreciation of the variety of skills which teachers employ in the classroom (e.g. classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils
- An understanding of the life of the school, its policies, strategies and approaches
- An awareness of how to work effectively with other adults within the classroom
- Trainees (and mentors) should access the links below for more information about how to make effective use of observations

<https://www.youtube.com/watch?v=L8OvyOAMZ-4> (Dr Matt O'Leary, short video)

<https://www.youtube.com/watch?v=fhuDkDGMiW8&t=412s> (Dr Matt O'Leary, podcast)

Observation of an experienced teacher

| | | |
|----------------------|-------------------|---------------|
| Trainee Teacher: | Placement School: | Date: |
| Experienced Teacher: | Subject: | Class Taught: |
| Lesson title: | | |

Note down key teaching points as you observe the lesson and the impacts they have on pupil learning.

| Observation Point: | Impact on Pupil Learning: |
|--------------------|---------------------------|
| ▪ | ▪ |

Lesson Strengths Summary:

Lesson strengths (*minimum of 3*):

1. .

2. .

3. .

Evidence of subject strength/knowledge:

1. .

2. .

3.

Are there any discussion points that can be raised and discussed with your SBT?

Upload this to your e-Portfolio and discuss it with your mentor at your Weekly Review and Analysis Meeting.

The NCCAT is the Newman Curriculum Continuous Assessment Tool. The idea of it is to break down the Newman PGCE Secondary curriculum across the year, which should allow you to see the different skills you will work on and develop as you progress through the course.

| NEWMAN CURRICULUM THEME | NEWMAN CURRICULUM CONTENT | CCF | STAGE 1 | STAGE 2 | STAGE 3 | TEACHER STANDARDS | ECT |
|----------------------------|--|---|--|---|--|--|--|
| ROLE OF THE TEACHER | The professional responsibilities, behaviours and expectations of a teacher with reference to statutory frameworks; The importance and adherence to Safeguarding policies and procedures; The SEND Code of Practice and how this is embedded into a teacher's practice. | 1- High Expectations; 8- Professional Behaviours | Identifies key legislation; demonstrates knowledge and evidenced understanding of statutory professional responsibilities that underpin relevant school policies including safeguarding and knowledge of reporting procedures, and provision of reasonable adjustments under SEND Code of Practice. | Proactive responsibility for utilising UBT and SBT meeting time for professional skill development; understands the need to safeguard pupils wellbeing inline with school policy & statutory provisions; independent knowledge of SEND Code of Practice evidenced via practice and academic writing. | Demonstrates professional responsibilities, behaviours and expectations of a teacher; demonstrates independent working knowledge of safeguarding pupils wellbeing. Evidences further exploration of SEND Code of Practice with key areas identifies for use in their classroom whilst reviewing, evaluating and making links with adaptive practice to support breadth of needs of pupils. | TS1 - 'Set high expectations'; TS8 - 'Fulfil wider professional responsibilities' | Demonstrates increasing autonomy within the scope of professional responsibilities and works effectively within school policies and statutory frameworks. Sound understanding of school safeguarding policies and procedure; through practice, able to work within the SEND Code of Practice with increasing autonomy, building on the support of expert colleagues. |
| | Equality, diversity, inclusion: building respectful, effective relationships, underpinned by fundamental British Values and the nine protected characteristics. Awareness of the role of stakeholders, such as: colleagues, parents / carers and outside agencies to improve pupils' motivations, behaviour and academic success. | | Identifies and understands the importance of equality and respect within classroom and wider school community setting. Demonstrates an understanding of the importance of the nine protected characteristics. Evidences an understanding of the concept of mutual trust and respect and the characteristics of effective relationships with all involved in a pupils' education. | demonstrates through classroom practice a broad understanding of the impact of the statutory professional responsibilities. Promotes equal opportunities, treating pupils with dignity, building relationships rooted in mutual respect and showing tolerance of and respect for the rights of others. Builds trust and respect with pupils and school colleagues and reflects on this with mentor support. | demonstrates through their practice a working understanding of the importance of equality and respect and the nine protected characteristics within classroom and wider school community. Fosters a culture of mutual respect demonstrating effective and positive relationships that support the learning and development of pupils. | | Exemplifies standards of personal and professional conduct; advocating equality, diversity, respect, and the nine protected characteristics. exemplary trusting and supportive relationships with colleagues, pupils, parents and others that are valued by all. |
| | Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research. | | Is aware of the importance of professional development, utilising support from university-based colleagues, school-based colleagues and other experts. Demonstrates an understanding of the importance of the feedback and the reflective process that improves practice over time, acknowledging how theory underpins the professional skills and knowledge of a teacher. | Identifies own areas of need and professional development with support from UBT and SBT. Develops professional understanding and skills, utilising university and school colleagues. Engages in reflection and feedback with experienced colleagues, using research-informed discussions to demonstrate an ability to evaluate theory in practice. | Able to identify own areas of need and professional development. Proactively seeks opportunities through effective target setting with experts and acts positively upon feedback. Uses a variety of research-informed practices to improve performance in the classroom, demonstrating the development of a wide range of professional skills and knowledge that positively impacts pupils success. | | Proactively seeks advice and guidance from others to develop professional practice, whilst continually aiming for excellence in the classroom. Identifies areas that will improve performance and pupil outcomes. Engages in critical reflective practice that indicates educational leadership. Identifies specific professional development needs to enhance their performance, positively impacting on pupil success. |
| | Teachers make valuable contributions to both the progress of individual pupils and the wider life of the school in a broad range of ways such as; supporting catch-up activities for identifiesgroups, building social and cultural capital amongst pupils and supporting and developing effective professional relationships with stakeholders. | | Demonstrates an understanding of the wider roles of a teacher, contributing to the culture and ethos of the school. Demonstrates an understanding of additional roles within the school and wider education, and the potential impact that support has on pupils. | Observes and undertakes duties and tasks that contribute to the wider life in schools. Supporting learning, for example, through catch up/closing the gap activities, or other interventions. Reflects upon the importance of wider contributions. | Demonstrates a variety of ways in which they collaborate, support and work with others in the wider school life. Works effectively with TA's / intervention coordinator / HoD to plan and assess learning for both individuals and groups of learners in the classroom, including pupils with additional needs. Identifies and reflects upon the impact of interventions and additional support that working together has had on pupil progress. | | Act as a key role model in extracurricular and whole school activities such as open days and parents evenings. Sustains effective engagement with other colleagues and wider professionals. Plans and assesses learning for specific learners and groups of pupils in the classroom, leading and collaborating with colleagues and wider professionals to support evidence-based learning. |
| | | | SELECT | SELECT | SELECT | | |

| NEWMAN CURRICULUM THEME | NEWMAN CURRICULUM CONTENT | CCF | STAGE 1 | STAGE 2 | STAGE 3 | TEACHER STANDARDS | ECT |
|--|---|---|---|--|--|--|--|
| TEACHING, LEARNING & ASSESSMENT | Effective teaching transforms pupils' knowledge, capabilities and beliefs through techniques such as chunking new material, modelling, scaffolding and the use of worked examples, metacognitive strategies, deliberate practice, effective use of extended learning opportunities, effective questioning and high quality classroom talk. High quality teaching and high expectations have a long-term positive effect on pupil outcomes and life chances, particularly for pupils from disadvantaged backgrounds. | Plan and teach well-structured lessons | Demonstrates an awareness of planning provision for their curriculum/subject. Recognises the impact of teaching by experienced teachers to develop their own understanding of teaching and learning. Understands the importance of cognitive strategies that support student learning. Understands how planning lesson sequences supports long term memory retrieval to the benefit of all pupils including those from disadvantaged backgrounds. | Works collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop planning a sequence of lessons. They evaluate the impact of their teaching thoughtfully in order to their improve teaching and pupil learning. Implements cognitive strategies in planning and delivery. Works with support from expert colleagues in order to plan and teach lessons that engage pupils' interest and ensure long term memory retrieval, including those from disadvantaged backgrounds. | Independently adapts and develops a sequence of lessons. Critically evaluates the impact of their teaching in order to positively impact pupil progress. Consistently embeds cognitive strategies in planning and delivery. Consistently plans or adapts and teaches a series of lessons that are appropriately structured to support all pupils in developing their long term memory, knowledge, skills, understanding, interest and promotes positive attitudes. | TS2 'Promote good progress and outcomes by pupils', TS4 'Plan and teach well structured lessons' and TS6 'Make accurate and productive use of assessment' | They make a positive contribution to the development of curriculum and resources in their placement settings. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. Designs practice with increasing challenge that focuses on cognitive load and retrieval techniques. Independently plans nuanced lessons that take account of the needs of groups of learners and individuals including effective teaching of complex concepts for long term retrieval of critical knowledge and skills. |
| | Effective assessment is critical to teaching, has clear justification for its use and is used to inform decisions. It provides information on understanding and needs, and helps avoid being influenced by misleading factors, and gives pupils an opportunity to act on their feedback. | | Demonstrates an awareness of the statutory assessment requirements. Shows awareness of the difference between and importance of formative and summative assessment. | Develops an understanding of the statutory assessment requirements for the subject /curriculum in the age phases they are preparing to teach. Their planning has some evidence of the use of a range of formative and summative assessment strategies, designed to support pupils in making progress within lessons. | Implements relevant statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. Makes accurate assessments against national benchmarks. Planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. | | Proactively assesses pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses, recording data to improve pupil outcomes. |
| | Grouping of students, as well as effective use of paired and group work, has an impact on pupil behaviour, attainment and motivation. | | Identifies the importance of classroom organisation and the use of resources. Identifies successful transition strategies from observing experienced teachers. | Demonstrates classroom organisation and the effective use of resources. Manages transitions between activities effectively and smoothly. | Skillful practice in organising the classroom space and activities that promotes a positive impact on learning for all. | | Independently manages the learning environment to secure a positive impact on behaviour and attainment and demonstrates an understanding of the factors that support effective collaborative work. |
| | High-quality feedback, both written and verbal, supports pupils to monitor and regulate their own learning. Feedback is clear and accurate and provides guidance and opportunity on how to improve. Data is collected and used effectively to inform the process of assessment, enabling the progress of all pupils. | | Demonstrates an awareness of how feedback can sustain learners' progress and consolidate learning and with increasing confidence. Understands the value of collecting relevant progress data during the process of teaching and learning. | With expert support, implements successful feedback strategies that enables learners' progress and consolidate learning and with increasing confidence. Begins to collect relevant progress data during the process of teaching and learning. | Implements successful feedback strategies that both enables learner progress and consolidates learning. Collects a range of pertinent progress data during the process of teaching and learning to inform the planning and teaching cycle. | | Maintains accurate records of pupils' progress and uses these to set appropriately challenging targets. Assessment outcomes are shared with pupils through a range of feedback techniques. Data is used in a variety of contexts such as to inform individual planning, departmental moderation and completing timely whole-school data collection activities. |
| | | | SELECT | SELECT | SELECT | | |
| | | | SELECT | SELECT | SELECT | | |
| | | | SELECT | SELECT | SELECT | | |
| | | | SELECT | SELECT | SELECT | | |

| NEWMAN CURRICULUM THEME | NEWMAN CURRICULUM CONTENT | CCF | STAGE 1 | STAGE 2 | STAGE 3 | TEACHER STANDARDS | ECT |
|--------------------------|--|--|--|--|--|---|--|
| ADAPTIVE PRACTICE | Pupils learn at different rates. Working in collaboration with colleagues, parents/carers and pupils, enables the effective identification of strategies to enable pupils to progress. Working with SENCOs, pastoral leaders, careers advisors and other specialist colleagues, trainees can ensure that appropriate support is in place for all pupils. | Adaptive practice (Standard 5 'Adapt teaching') | Demonstrates a developing understanding of specialist roles beyond the classroom and how they contribute to the support of pupils, both in theory and practice. Identifies relevant legislation that outlines teachers' responsibilities with regard to adapting practice and working with others to support the needs of the learner. | Demonstrates knowledge of who to seek support from and implements appropriate strategies to support learning and engagement for some pupils with SEND. Supports staff, parents and pupils, demonstrating an awareness of how children develop, taking account of this in their practice while working alongside experienced colleagues. | Identifies when to draw on expert colleagues in order to support all pupils with particular needs. Demonstrates a range of research informed strategies to remove barriers to learning. Provides evidence of working in partnership with colleagues, parents/ carers and pupils to support pupils' learning | TSS Adapt teaching to respond to the strengths and needs of all pupils | Provides a detailed rationale for their approach to supporting and engaging all pupils'. Uses expertise both internally and externally sourced. |
| | Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Trainees recognise these and adapt teaching in a responsive way to increase pupil success. | | Demonstrates a developing understanding of the range of differences of pupils and how these can affect learning. Identifies these during formative and summative assessment and makes adaptive decisions during the planning and teaching stage. Learning is supported by experienced colleagues. | Evidences their developing understanding of factors that can inhibit their pupils' progress, taking these into account in their planning and teaching. Adaptions are usually appropriate for their age/stage of development. | Consistently demonstrates understanding of how children and young people develop. Teaching has been adapted to remove potential learning barriers. Adaptions lead to effective pupil progress. | | Proactively identifies a range of alternative strategies, adapting teaching to meet the needs of all learners. Evidence of critical reflection and identification professional development needs. |
| | Flexible grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining/SEND pupils. | | Identifies different ways to group learners to work towards the same learning goals, including using a range of criteria, scaffolds and challenges within different tasks and activities. Demonstrates an understanding of the effects of the teachers choices on individuals. | Demonstrates an understanding of the needs of pupils within different attainment groups, using appropriate strategies to direct the learning of most learners. Evidences the support received from experienced colleagues in order to ensure that their planning and teaching includes a range of strategies that provides challenge for pupils, regardless of attainment. | Provides evidence of monitoring and assessment that supports the decisions made with regard to flexible grouping of pupils for learning activities, including evaluation of choices. Employs a range of effective strategies, including where appropriate the deployment of other staff, to reduce barriers to learning and respond to the strengths and needs of learners. Ensures all pupils progress towards shared learning goals. | | Provide consistent evidence of monitoring across the curriculum or age phase to support decisions with regard to flexible grouping of pupils for learning activities, including evaluation, justification and efficacy of choices. |
| | There is a common misconception that pupils have distinct and identifiable learning styles. Children with learning barriers also need their specific needs met, not interventions based on the label of a diagnosis. Knowing that this is not supported by evidence and attempting to tailor lessons to learning styles or prior conception of supporting individual learning need is unlikely to enable pupil progress. | | Identifies the criticisms of common education myths, particularly those linked to learning styles. Has a developing awareness that pupils with the same identifiable SEND will require different interventions and levels of support | Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society, and an awareness of appropriate theories that support the development of adaptive practice. Evidence of starting to personalise teaching to meet individual needs. | Provides evidence of appropriate theoretical underpinning within planning, teaching and assessment for the needs of all learners. Demonstrates a consistent approach to planning for individual needs. | | Provide a rationale for choosing the appropriate theoretical frameworks and approaches that underpin their practice. |
| | | SELECT | SELECT | SELECT | | | |
| | | SELECT | SELECT | SELECT | | | |

| NEWMAN CURRICULUM THEME | NEWMAN CURRICULUM CONTENT | CCF | STAGE 1 | STAGE 2 | STAGE 3 | TEACHER STANDARDS | ECT |
|--|---|---|---|---|---|---|--|
| <p style="text-align: center;">UNDERSTANDING & MANAGING BEHAVIOUR</p> | <p>Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. They also have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers also influence pupils' resilience and beliefs about their ability and success. They ensure all pupils have opportunities to achieve and have meaningful experiences.</p> | <p style="text-align: center;">Managing Behaviour High Expectations (Standard 1 – 'Set high expectations'), (Standard 7 – 'Manage behaviour effectively')</p> | <p>Understands that their own behaviours can impact upon the well being, motivation and behaviour of pupils. Begins to apply behaviour strategies, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.</p> | <p>Demonstrates appropriate expectations and has an awareness of an increasing range of appropriate strategies that work within the school's framework.</p> | <p>Consistently and proactively apply strategies for managing behaviour that align with the school's framework. Evidences and models high expectations and critically reflects upon the range of strategies used to promote positive behaviour.</p> | <p style="text-align: center;">T57 Manage behaviour effectively to ensure a good and safe learning environment</p> | <p>Independently manages the learning environment effectively to ensure that pupils well being, motivation and learning is maintained. Sets consistently high professional standards and work within the school's framework for behaviour in order to create an environment supportive of learning and pupils' development</p> |
| | <p>Building effective relationships is paramount. This is made easier when pupils know their feelings are considered, valued and understood. Teachers must remember pupils are motivated both intrinsically and extrinsically, and are often driven by their prior experience and perception of their own successes and failures.</p> | | <p>Demonstrates appropriate teacher-pupil relationships, and recognises that pupils may respond differently according to their motivations and experiences.</p> | <p>Has developed appropriate teacher-pupil relationships and demonstrates increasing confidence in understanding motivation and creating a positive working and learning environment.</p> | <p>Evidences effective relationships with all stakeholders and how these impact positively upon approaches to managing behaviour and motivation. Proactively implements strategies to support, motivate and challenge learners.</p> | | <p>Builds effective professional relationships with pupils and other stakeholders to understand the nature of the pupils they teach. Implements a range of strategies that align with the school behaviour policy.</p> |
| | <p>A predictable and safe environment benefits all pupils, but is particularly valuable for pupils with SEND. Classroom management and organisation: establishing and strengthening routines, especially positive reinforcement, setting clear expectations and communicate clear, shared values, can all contribute to creating an effective learning environment, and classroom and school culture.</p> | | <p>Understands the nature of a safe and secure learning environment and begins to use consistent language and routines to develop this. Recognises that managing positive behaviour is a result of appropriately planned lessons. Understands how barriers to learning impacts individuals.</p> | <p>Demonstrates that lesson planning, organisation, management and teaching approaches contributes to pupils being engaged in their learning. Planning takes into account a range of pupil needs and recognises the link between lesson engagement and behaviour.</p> | <p>Evidences how barriers to learning can impact on pupil behaviour and proactively applies strategies to effectively address these, through appropriate planning and delivery. Individual needs are taken into account.</p> | | <p>Ensures a comprehensive understanding of pupils' needs and applies a range of effective strategies to support, motivate and challenge them. Utilises the support of stakeholders that can support understanding of pupils needs to manage behaviour.</p> |
| | <p>Understanding behaviour as a communication and the factors that impact on pupil's behaviour is crucial. Being able to respond to pupils and not their behaviours.</p> | | <p>Observes and begins to understand why pupils behave the way they do and can respond using appropriate classroom management techniques.</p> | <p>Promotes a positive learning environment that allows a range of pupils to access learning and behave appropriately. Evidences the ability to implement strategies in a calm, respectful, yet assertive, manner and seeks additional support in addressing the needs of pupils where challenging behaviour is demonstrated.</p> | <p>Addresses the factors that contribute to pupils behaviour and implements appropriate strategies consistently and fairly. Proactively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> | | <p>Recognise that pupils behaviour is context dependent and understand the complexities of how and why pupils behave the way they do. Implements strategies that takes these into account to communicate effectively and ensure a supportive and purposeful learning environment.</p> |
| | | | SELECT | SELECT | SELECT | | |
| | | | SELECT | SELECT | SELECT | | |



Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Title of Programme: Choose an item.

Specialist subject: Choose an item.

Length of Programme: 1 year

Date of Successful Programme Completion: Click or tap to enter a date.

| | | | | |
|-------------------------|-----------------------------------|--------------------------|--------------------------|--------------------------|
| Check by Tutor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age ranges covered | Primary Experience form completed | Key Stage 3 | Key Stage 4 | Key Stage 5 |
| Check by Tutor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skills Tests completed: | Literacy | Numeracy | Certificate issued | ECT Action plan |

| | |
|--|------------------------------------|
| Recommended for QTS: | Choose an item. |
| Choose an item. <i>University Tutor name.</i> | <i>University tutor signature.</i> |

a) My performance against the Newman ITTE Curriculum:

By finishing the training year on Trajectory we confirm that the trainee has met minimum criteria for the Teachers' Standards (2

| Curriculum Theme 1 EVIDENCE: | |
|---|---|
| Stage 1 | |
| Stage 2 | |
| Stage 3 | |
| Role of the teacher OUTCOME: | |
| Below trajectory <input type="checkbox"/> | Amber trajectory <input type="checkbox"/> |
| Green trajectory <input type="checkbox"/> | |



| Curriculum Theme 2 EVIDENCE: | | |
|--|---|---|
| Stage 1 | | |
| | | |
| Stage 2 | | |
| | | |
| Stage 3 | | |
| | | |
| Teaching, Learning and Assessment OUTCOME: | | |
| Below trajectory <input type="checkbox"/> | Amber trajectory <input type="checkbox"/> | Green trajectory <input type="checkbox"/> |

| Curriculum Theme 3 EVIDENCE: | | |
|---|---|---|
| Stage 1 | | |
| | | |
| Stage 2 | | |
| | | |
| Stage 3 | | |
| | | |
| Adaptive Practice OUTCOME: | | |
| Below trajectory <input type="checkbox"/> | Amber trajectory <input type="checkbox"/> | Green trajectory <input type="checkbox"/> |

| Curriculum Theme 4 EVIDENCE: | | |
|--|---|---|
| Stage 1 | | |
| | | |
| Stage 2 | | |
| | | |
| Stage 3 | | |
| | | |
| Understanding and Managing Behaviours OUTCOME: | | |
| Below trajectory <input type="checkbox"/> | Amber trajectory <input type="checkbox"/> | Green trajectory <input type="checkbox"/> |

| Subject Knowledge EVIDENCE: | | |
|---|---|---|
| Stage 1 | | |
| | | |
| Stage 2 | | |
| | | |
| Stage 3 | | |
| | | |
| Fulfil wider professional responsibilities OUTCOME: | | |
| Below trajectory <input type="checkbox"/> | Amber trajectory <input type="checkbox"/> | Green trajectory <input type="checkbox"/> |



***The information gathered in each section will be used by Newman University.
Sections A and B must be shared with your ECT Induction Tutor at your first meeting.***

School Based Lead
Signature:

University Based Lead
Signature:

Print name: Click or tap here to enter text.

Print name: Click or tap here to enter text.

Dated: Click or tap to enter a date.

Dated: Click or tap to enter a date.

Sections A and B verified by -

University Based Lead: Name: Click or tap here to enter text.

Signature:

Dated: Click or tap to enter a date.



c) First Appointment Information

Please complete, and return, this section once you have secured your first teaching post. The University are required to have this data available and will contact you at various stages to update the details we hold.

Name: Click or tap here to enter text.

Student No: Click or tap here to enter text.

Please confirm your personal email address from **July 2023**:

Course: PGCE Secondary Core

Let us know which stage you are currently at with you job seeking

a) I have secured a teaching post – please include details below

b) I am still seeking a teaching post

c) I will not be seeking a teaching post – please specify reason why you will not be going into teaching

I have secured a post at the following school

Name of school: Click or tap here to enter text.

Address: Click or tap here to enter text.

Start Date: Click or tap here to enter text.

Job Title/Position: Click or tap here to enter text.

Name of ECT Induction Tutor: Click or tap here to enter text.

The reason I am not seeking a teaching post right now is

Click or tap here to enter text.

You will be contacted by various government-based offices to complete surveys regarding your time at University; we would ask that you support Newman by completing these once contacted ~ many thanks. We may use your email address to contact you regarding new course developments, further study opportunities at Newman or ECT events, e.g., Newman University offers to ECTs professional development opportunities via: (i) progression to the MA Education; (ii) national professional recognition via the Teaching & Learning Academy; and (iii) support networks for ECTs (and recently qualified teachers)



Transition to next year: ECT Targets 2022-23

In discussion with my School-based Tutor or School-based Lead, to continue my development:

| <u>Target</u> | <u>Rationale</u> | <u>Resources required</u> | <u>Success Criteria</u> |
|---|------------------|---------------------------|-------------------------|
| <u>The Role of the Teacher:</u> | | | |
| <u>Teaching, Learning and Assessment:</u> | | | |
| <u>Adaptive Practice:</u> | | | |
| <u>Managing and Understanding Behaviours:</u> | | | |
| <u>Curriculum Subject Knowledge:</u> | | | |

Additionally, I would value further experience in the following areas during my ECT year 1:

Type in the box

Signed (Student)..... **Date:** Click or tap to enter a date.

Signed (University-based Tutor)..... **Date:** Click or tap to enter a date.