



Birmingham  
Newman  
University

# Primary ITE Undergraduate Programme Module Handbook Meeting the Standards (Stage 3) 2023-2024



## Contents

The Newman Curriculum – One Page Profile.....	2
Newman Curriculum Continuous Monitoring Tool (NCCAT).....	3
Introduction.....	4
<i>Teachers’ Standards (Department for Education [DfE], 2011)</i> .....	5
Guide to Successful Observation: Why Observe?.....	6
What to Expect and What is Expected of You? .....	6
Overview/checklist of Weekly Tasks.....	9
Things to do to prepare for a new placement in school – before you start.....	17
Training Plan .....	19
<b>Week 1 (1 day)</b> .....	19
<b>Week 2</b> .....	21
<b>Week 3</b> .....	24
<b>Week 4</b> .....	25
<b>Week 5</b> .....	26
<b>Week 7</b> .....	29
<b>Week 8</b> .....	30
<b>Week 9</b> .....	32
<b>Week 10</b> .....	33
<b>Week 11</b> .....	34
<b>Week 12</b> .....	35

## The Newman Curriculum – One Page Profile

The Newman Curriculum has been co-designed with school colleagues, external experts and former trainees and was introduced through the revalidation of all PITTE programmes in 2020-21.

The programme supports and underpins students' academic and professional development in five core themes – **Role of the Teacher; Teaching Learning and Assessment; Adaptive Practice; Understanding and Managing Behaviour and Curriculum Subject Knowledge**

Each theme was designed to incrementally build knowledge throughout the developmental stages of the programme and inform students' practice whilst on school placement. A summary of the five themes is included below for ease of reference for partnership schools whilst students are in school:



**1. Role of the Teacher** – This encompasses all aspects of professional practice, such as safeguarding, Prevent, understanding the communities we work in and statutory responsibilities within the profession. Part Two of the Teachers' Standards is used to explicitly inform trainees of what is expected of them as professionals in school.



**2. Teaching, Learning and Assessment** – This theme prepares trainees for teaching in school by providing an awareness and understanding of research informed pedagogical models and developmental assessment practices. This is supported by practical opportunities to develop their skills during taught sessions & in the classroom environment on placement.



**3. Adaptive Practice** – This umbrella theme includes multiple aspects of inclusion, including SEND, mental health and wellbeing training to ensure equity for all groups of learners. Adaptive practice also permeates through all Newman themes to ensure that trainees understand that children's physical and mental development is key in all curriculum areas.



**4. Understanding and Managing Behaviour** – This theme looks at a range of behaviours and behaviour management techniques in the classroom. It also explores how trainees can manage their own behaviour and work professionally with colleagues.

**5. Curriculum Subject Knowledge** – This theme recognises the responsibility that practitioners have in developing a deep and secure subject knowledge base across the core, foundation and wider curriculum. Explicit university-led training across the curriculum is supported by directed activity on placement to ensure full curriculum coverage.

## Newman Curriculum Continuous Monitoring Tool (NCCAT)

The NCCAT is the document that trainees use to map their progress against the five themes of Newman Curriculum. These themes link closely to the ITT Core Content Framework and ensure that trainees are well prepared for their transition to Early Career Teachers.

- Trainees complete the NCCAT document using a RAG Rating for each of the statements contained within.
- Evidence to support the RAG rating is included in the Mapping column. This can link to school placement experience and taught sessions at university.
- The NCCAT document can also be used to support self-audit and discussion with M/PM.
- Statements can be lifted from the NCCAT to inform targets for trainees on weekly meeting forms.

Role of The Teacher		
Newman Curriculum Framework Professional Expectations	Mapping	Stage One Trainees have:
the role of the teacher Newman trainees are the wider life of the education setting and well-being of learners.	One of the key legislation documents which underpin the role of the classroom teacher is The Teacher Standards. This includes: setting high expectations which inspire motivate and challenge pupils, promote good progress and outcomes by pupils, demonstrating good subject and curriculum knowledge, planning and teaching well structured lessons, adapting teaching to respond to the strengths and needs of all pupils, making accurate and productive use of assessment, managing behaviour effectively to ensure a good and safe learning environment and fulfilling wider professional responsibilities.	Identified and explored the key legislative documents which underpin their role as a classroom teacher <b>TARGET FOR WEEK 4</b>
	The school website for my placement Ark Kings Academy has a safeguarding policy available on the website. This involves the procedures for teachers to follow when receiving a disclosure from a pupil. (receive, reassure, record, remember, review - led by DSL)	Demonstrated knowledge of the relevant policies and key aspects of safeguarding in schools and the implementation of relevant procedures; also evidenced they know who to contact in school and follow the necessary reporting procedures.
	Every school is responsible for making the appropriate adjustments for pupils with disabilities, to ensure they are provided with the same opportunities as everyone else. In my school placement, this includes a mobile ramp for pupils with wheelchairs.	Evidenced a broad understanding of their statutory professional responsibilities to provide reasonable adjustments for pupils with disabilities, as provided for in current legislation including the SEND Code of practice <b>TARGET FOR WEEK 6</b>
	Showing equality and respect to others in a school environment is crucial, as it ensures a positive learning environment for pupils and a positive working environment for teachers. Furthermore, it encourages pupils to show these values after school. This links to the 9 protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is important these are followed in schools to ensure all pupils are treated equally, get equal opportunities and receive personalised support for their needs.	Identified and understood the importance of equality and respect both in the classroom and as part of the wider school community; and demonstrated an understanding of the importance of the nine protected characteristics.
	It is crucial to take responsibility for professional development, as it ensures you are constantly improving in your	Evidenced their awareness of the importance of taking responsibility for

**Please note – it will be useful to add your mapping comments/evidence in a different colour in order to demonstrate learning whilst on placement 3.**

## Introduction

This booklet is designed to support your training during the work-related placement aspects of your undergraduate final year. The activities have been developed in line with the Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Newman tutors. The training plan in this booklet outlines the **minimum** activities you are expected to undertake for Stage 3 of your professional experience, and you are encouraged to plan additional opportunities with your Mentor (M) where appropriate. Your professional development is supported through regular self-review and meetings with your M/PM using the NCCAT (see e-Portfolio).

This will be an exciting opportunity for you to develop your understanding of your role as a teacher within a school as well as developing your understanding of how to support the pupils who attend. Your placement will enable you to further develop the skills you need to take on the professional responsibilities of a class teacher within your setting, and to ensure you have identified and addressed relevant professional development opportunities/needs.

Abbreviations used in this booklet:

M: Mentor (Class Teacher)

PM: Professional Mentor

PT: Placement Tutor (University or Visiting Lecturer)

NCCAT: Newman Curriculum Continuous Assessment Tracker

Key aims for your placement in school:

1. Familiarise yourself with the school procedures and documentation, including safeguarding policies, at whole school and class level.
2. During your preparation time, observe lessons and identify elements of lesson structure which contribute to effective management and teaching.
3. Get to know your school mentors and university-based tutors and become familiar with the support available to you to help you to succeed on your final placement.
4. Initially co-plan and co-teach whole class activities, and in the short term take increasing responsibility for planning and teaching groups within lesson time. This will lead to regular opportunities to independently plan, teach and assess whole class lessons across a broad and balanced curriculum.

You should also reflect on how your academic studies are helping to develop your professional understanding.

From the start of the course, you will be operating within the timetable and organisational demands of the school. You may not be able to gain all the information you need immediately, but you will gradually build up a bank of knowledge in order to assist you with your work-based learning. You should share this booklet with your M/PM during your meetings so that they can support you in finding opportunities to complete the tasks.

At various stages during the completion of these tasks you will be asked to reflect on what you have learnt:

**\*\* Reflection point – what have you learnt from these activities? Record this in your Mahara e-Portfolio.**

Pause to consider what you have found out from completing the activities and write a focused reflection for your e-Portfolio on Mahara.

### *Teachers' Standards (Department for Education [DfE], 2011)*

**By the end of programme, trainees must demonstrate a readiness to meet the standards.**

#### **Part One: Teaching**

**A teacher must:**

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

#### **Part Two: Personal and Professional Conduct**

You are training to join a profession which is 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/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)



## Guide to Successful Observation: Why Observe?

During your placement you will be required to observe teachers and pupils and it is a crucial part of your training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation with a clear purpose should allow you to achieve a number of objectives –

- 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
- 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)

## What to Expect and What is Expected of You?

- You will need to be positive and pro-active in your approach. Ensure you get involved from the outset and be a useful member of the team within your setting.
- Ensure your observation time is well spent. With the agreement of the M/PM, when appropriate go around the class, talk to the pupils, look at their work and help them with their activities.
- In weekly review and analysis meetings, remember to ask/discuss with the teacher why he/she adopts a certain approach based on your observations and experiences in the classroom: this will support your reflections in your e-Portfolio.
- Be reflective and constructive in all professional discussions and remember that criticality is not criticism.
- Have a look at the National Curriculum and/or the Early Years Framework. Both are available online and it is a great idea to read through and re-familiarise yourself with the primary curriculum to support your understanding:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

- Have a think about your subject knowledge. There are some great websites which can help you to think about any gaps in your knowledge or which may just help you to feel more confident. Here are just a few:

**Maths:** <https://www.ncetm.org.uk/> - have a look at the teaching videos in the 'Resources' section:

**Science:** <https://www.ase.org.uk/> - have a look at the interactive resources  
**English:** <https://clpe.org.uk/> - check out the free resources and lesson plans  
**Foreign language:** <https://www.duolingo.com/> - 10 minutes per day could really help you to brush up your language skills!  
**RE:** [www.natre.org.uk](http://www.natre.org.uk) – keep up-to-date with current developments in RE and find links to a variety of resources  
**Early Years:** <https://www.youtube.com/watch?v=OMvYkLi5YWc> – ‘The Secret Lives of 4 and 5 Year Olds’ is a great way to discover the key issues in EYFS.  
**Art:** <https://www.accessart.org.uk/>  
**Design technology:** <https://www.data.org.uk/for-education/primary/>  
**Geography:** <https://www.geography.org.uk> Geographical Association – discover teaching resources and the importance of geography in the curriculum  
**History:** <https://www.history.org.uk> – Historical Association – The voice for history  
**Music:** <https://www.bbc.co.uk/teach/bring-the-noise>  
**Computing:** <https://www.bbc.co.uk/bitesize/subjects/zyhbwmn>  
**PE:** <https://www.afpe.org.uk/> - discover the importance of PE in primary education

We encourage students to teach primary physical education, but they must always be supervised by a member of staff who holds QTS. As highlighted in the Safe Practice in Physical Education, School Sport and Physical Activity book (Caldercott, Scott and Hickman, 2020), student teachers should not be given full, unsupervised responsibility within a practical PE, school sport or physical activity session for any group of children, as they are not considered fully competent to teach until they are signed off as having reached the required level of competence against the QTS standards.

When teaching primary physical education, we recommend students to integrate the SHARP Principles into their practice. More information regarding the SHARP Principles can be found here <https://youtu.be/etqgSDNRSMM> . For a copy of the SHARP Principles resource cards please contact [e.powell@staff.newman.ac.uk](mailto:e.powell@staff.newman.ac.uk)

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training [LBU Anti Racism 11-compressed.pdf \(ncl.ac.uk\)](https://www.ncl.ac.uk/media/8/humanities-research-institute/files/LBU_Anti_Racism_11-compressed.pdf)

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teacher Education/Training ([https://www.ncl.ac.uk/media/8/humanities-research-institute/files/LBU\\_Anti\\_Racism\\_11-compressed.pdf](https://www.ncl.ac.uk/media/8/humanities-research-institute/files/LBU_Anti_Racism_11-compressed.pdf)) into our Undergraduate and Postgraduate Programmes. We clearly understand the way that we educate current and future teachers has a central role in enacting change in the classroom, and in curriculum and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage. School staff (Ms and PMs), University staff (PTs) and students have a responsibility to comply with the key messages within the Anti-Racism framework which are that:

- Racism is a real and prevalent feature of our society and that it takes many forms and is constantly being reshaped;
- Being anti-racist means to actively look and see, to describe and understand, and to dismantle racism;



- Educators working with all age groups, in all places are therefore crucial to anti-racism work. All staff (both school and university) involved in teacher education programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

You should expect, as part of your induction, that you are signposted towards the school's policies that relate to your ability to report racist incidents whilst on placement and that these processes are clearly outlined by your school mentors.

## Overview/checklist of Weekly Tasks

Week 1: Safeguarding (no teaching – 1 day induction visit)		
Week 1: Big Question (BQ) - How does the ethos of the school support a positive safeguarding/safe/secure environment?		
Task 1	Meet with your M/PM.. Identify key policies and DSL staff either from school website or via email.	
Task 2	Read policies, including code of conduct, safeguarding, child protection, equality and diversity policies, and absence reporting, and answer questions in training plan booklet.	
Task 3	<p>Reflect on the experience to date you have had teaching both the core and foundation curriculum across KS1/2 and the EYFS. Which areas of the curriculum do you require further experience of? Research these areas to support both your subject and pedagogical knowledge.</p> <p>Share your reflections with your M/PM to support identification of further opportunities based on your completion of Task 3 above e.g. observations of subject coordinators etc.</p>	
Task 4	<p>Read the following report (p.3-9, p.21-23).  <a href="https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach">https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach</a></p> <p>Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?</p>	
Task 5	Arrange an online meeting with PT and M for around week 3 to touch base and review planning.	
Task 6	Add learning reflections onto Mahara	

Week 2: Behaviour (Preparation, Professional Development, Learning and Teaching Support: 100%)		
BQ - How can a range of behaviour management strategies (verbal and non-verbal) be implemented to ensure learners consistently display high levels of positive behaviour?		
Task 1	Read Behaviour Policies and answer questions in training plan booklet.	
Task 2	4 lesson observations of class teachers (2 core, 1 foundation subject and a phonics lesson – one of these should be outside of your base classroom i.e. ideally in another year group – if in a KS2 base class your phonics observation may need to be in another year group) – observe subject content and behaviour management strategies being used.	

Task 3	Support the class teacher as directed, including undertaking at least two non-teaching duties.	
Task 4	Identify opportunities to support extra-curricular development and contribute to the wider life of the school.	
Task 5	Co-plan an activity for a small group.	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

<b>Week 3: Sequencing (Preparation, Professional Development, Learning and Teaching Support: 100% PT to check planning)</b>		
<b>BQ - How do you ensure new material is introduced in a logically sequenced way across a series of lessons, to enable pupil learning and progress?</b>		
Task 1	Explore medium term planning for topics being taught to year group and make note of the sequence of learning objectives across both the unit and week. Ensure these link to the NC/EYFS expectations. How does the curriculum reflect local and national priorities?	
Task 2	How does the school's current curriculum reflect local and national priorities? Include reference to your findings in your weekly reflection.	
Task 3	Produce planning for 5 English <b>OR</b> 5 Maths, and a Science/UtW lesson or Foundation subject (if Science not being taught that week/term), for the following week, which is in line with sequence of lessons as explored in Task 1. Meet with M/PM to ensure sequencing of lessons and planning for next week is in line with the school's expectations. Ensure you have knowledge of or access to EHCPs or IBPs (individual behaviour plans)  <b>Incorporate a range of adapted teaching strategies and learning activities into your planning.</b>	
Task 4	4 lesson observations of class teachers (2 core, 1 foundation subject and a phonics lesson - two of these should be outside of your base classroom i.e. ideally in another year group) – observe <b>behaviour management strategies</b> being used, using the appropriate observation form.	
Task 5	Deliver the group activity you planned last week.	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

**Week 4: Adaptive Practice (Preparation, Professional Development, Learning and Teaching Support: 65% / Teaching whole class: 35%)**

**BQ - How do you know that the tasks you are setting are appropriately challenging and enable learners of all backgrounds, abilities and dispositions to make progress in their own learning?**

Task 1	Teach the prepared English, Maths and Science/UtW/Foundation lessons. Reflect upon your planning and teaching this week. In discussion with your M consider whether your lessons addressed the needs of, and provided challenge for all children. Ensure you have knowledge of or access to EHCPs or IBPs. One of these lessons should be formally observed.	
Task 2	Track the progress of approximately 10 children across a range of abilities for core subjects you deliver. In discussion with your M agree a suitable format to track their progress.	
Task 3	Ensure required percentage of teaching is planned and agreed with M for the following week – 5 English OR 5 Maths (opposite of previous week) and a Science/UtW lesson OR Foundation subject (if Science not being taught that week/term) to continue from this week's teaching and learning.  <b>Consider what range of formative assessment strategies you will use in your planning and teaching.</b>	
Task 4	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

**Week 5: Assessment (Preparation, Professional Development, Learning and Teaching Support: 65% / Teaching whole class: 35%)**

**BQ - How do you use summative and formative assessment effectively within your planning to ensure impact on pupils' progress?**

Task 1	Read the Black and Wiliam article on your SEI630/1/2 Moodle page which focusses on assessment.	
Task 2	Read school assessment/marking policy and complete questions in placement booklet	
Task 3	Teach the prepared English, Maths and Science/UtW/Foundation lessons and consider the success/impact of the range of formative assessment strategies you incorporated. One of these lessons should be formally observed.	
Task 4	Discuss with M/PM the aspects of good assessment practice you are incorporating into daily and weekly planning and identify areas for development. Ensure your assessment information gathered this week inform planning for next week.	
Task 5	Continue to track the progress of approximately 10 children across a range of abilities for foundation subjects you deliver (using the format you have agreed on)	
Task 6	Ensure required percentage of teaching is planned and agreed with M for the following week – all English, all Maths, at least one Science/UtW/Foundation lesson and at least one phonics lesson (this can be within your year group or another).  <b>Ensure explicit reference to the modelling of new concepts within your planning</b>	
Task 7	Add learning reflections onto Mahara. Weekly Review and Analysis	
Weekly Review and Analysis Meeting with M/PM. Arrange a visit from your PT if possible, for next week		

**Week 6: Reading and maths focus (Preparation, Professional Development, Learning and Teaching Support: 50% / Teaching whole class: 50% - PT SCHOOL VISIT if possible - in discussion with trainee)**

**BQA - How is reading taught across the school?**

**BQB - How are the principles of mathematics taught across the school?**

Task 1	Read Rosenshine's Principles in Action on the SEI630/1/2 Moodle page – consider how this will support your understanding of how your planning will support the development of pupils' working and long-term memory in reading and maths initially.	
--------	--	--

Task 2	As per Rosenshine's suggestions, plan in a daily review of previous learning. Discuss ideas with M and incorporate a variety of review tasks in planning.	
Task 3	Continue to track the progress of approximately 10 children across a range of abilities for all subjects you deliver – using the format you have agreed.	
Task 4	Teach all prepared lessons, including a phonics lesson, ensuring you consider the modelling of new concepts. One of these lessons should be formally observed.	
Task 5	Ensure required percentage of teaching is planned and agreed with M for the following week - all English, all Maths, a Foundation subject/other EYFS area of learning and at least one P.E. lesson. (The PE lesson should be formally observed)	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

**Week 7: Modelling (Preparation, Professional Development, Learning and Teaching Support: 35% / Teaching whole class: 65% - COMPLETION OF MPR)**

**BQ - How do you use effective modelling to enhance pupils' understanding of new concepts, as well as making abstract ideas more readily accessible?**

Task 1	Teach all prepared lessons for the week (65%). One of these lessons should be formally observed.	
Task 2	M/PM to complete an informal observation of you (considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children, body language and use of voice, and the use of resources/technology to support). If possible, record this teaching sequence using either video/audio (seek further guidance and support from M/PM) to support your evaluation.	
Task 3	Evaluate task 2 with your M/PM considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children and the use of resources/technology to support.	
Task 4	Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).	
Task 5	Ensure required percentage of teaching (65%) is planned and agreed with M for the following week - all English, all Maths, at least one Foundation/EYFS area of learning lesson <b>and a P.E. lesson.</b> (The PE lesson should be formally observed)	



Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. MPR should be completed this week.		

<b>Week 8: Self-reflection/assessment opportunities (Preparation, Professional Development, Learning and Teaching Support: 35% / Teaching whole class: 65%)</b>		
<b>BQ - How do you ensure regular opportunities for children to self-reflect and self-assess within your planning, including the communication of relevant next steps?</b>		
Task 1	Watch the Dylan William video and reflect on your planning and teaching.	
Task 2	Complete a Learning Walk. As part of this process complete an Assessment Observation and explore opportunities across the school where self-reflection and self and peer assessment are promoted.	
Task 3	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	
Task 4	Ensure required percentage of teaching is planned (80%) and agreed with M for the following week.	
Task 5	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. (As part of this meeting discuss your readiness from moving from Newman format lesson plans to school own format for lesson planning - however for formal lesson observation each week trainee must complete an individual Newman lesson plan).		

<b>Week 9: Foundation subjects (N.B. if agreed with M/PM and PT you can move from Newman format lesson plans to school's own format plans. However, for formal lesson observation each week trainee must complete an individual Newman lesson plan.</b>		
<b>Preparation and Professional Development: 20% / Teaching whole class: 80%)</b>		
<b>BQ - How can you develop and embed aspects of the foundation subjects and wider curriculum, ensuring cross curricular links where appropriate? NB From this point 80% teaching is expected.</b>		
Task 1	Reflect and review Week 1/Task 3 – areas for development within the core and foundation curriculum. Have these areas been addressed?	
Task 2	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	

Task 3	Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).	
Task 4	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week.	
Task 5	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

**Week 10: SMSC (Preparation and Professional Development: 20% / Teaching whole class: 80%)**

**BQ - How can you embed aspects of good practice in social, cultural, moral and spiritual wellbeing (SMSC), and build them into your planning and teaching?**

Task 1	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	
Task 2	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week. Consider where areas of SMSC are promoted/incorporated.	
Task 3	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. Arrange PT meeting for next week (if possible)– face to face or remote.		

**Week 11: Parental engagement (Preparation and Professional Development: 20% / Teaching whole class: 80% - PT Meeting (remote or in person) if possible this week ) EPR completed this week**

**BQ - How can teachers ensure that parents are informed about and involved in their child's learning and how is this reflected in your practice?**

Task 1	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.  Ensure you are fully undertaking the duties/responsibilities of the class teacher	
--------	---	--

Task 2	Draft 3 reports for parents for 3 children and share these with your M/PM. Consider and reflect upon effective communication you have both observed and practised whilst in school. What role do parents have in children's learning? How do teacher support parents with this?	
Task 3	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week.	
Task 4	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. End Point Review completed this week		

<b>Week 12: Subject leaders (Preparation and Professional Development: 20% / Teaching whole class: 80%)</b>		
<b>BQ - What are the roles and responsibilities of a subject leader with regards to school improvement?</b>		
Task 1	Arrange a meeting with a subject leader of your choice to discuss their roles, responsibilities, and current subject development plan.	
Task 2	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed. Ensure you are fully undertaking the duties/responsibilities of the class teacher.	
Task 3	As a result of your completed End Point Progress Review, identify 3 or 4 key targets for your ECT period.	
Task 4	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

## Things to do to prepare for a new placement in school – before you start.

### 1. Access the school website

What is the school philosophy? Who are the staff? What are the term dates? Try to gather general information about your school, its demographic and the local community.

### 2. Make contact with your Professional Mentor (PM) and/or Mentor (M)

Which class will you be with? What do you need to bring on the first day? What are the first day logistics? (perhaps you have already done this?) What are the car-parking arrangements?

### 3. School Policies

See if there are copies of the behaviour, safeguarding, Equality and Diversity, assessment and marking policies on the school website; familiarise yourself with these (you will be looking at these in more detail as part of your training plan).

<b>School Philosophy and other information</b>	Click or tap here to enter text.
<b>Term Dates</b>	Click or tap here to enter text.
<b>Head Teacher</b>	Click or tap here to enter text.
<b>Mentor</b>	Click or tap here to enter text.
<b>Professional Mentor</b>	Click or tap here to enter text.
<b>Designated Safeguarding Lead (DSL)</b>	Click or tap here to enter text.
<b>SENCO</b>	Click or tap here to enter text.
<b>Did you get a copy of the different policies?</b>	Click or tap here to enter text.

Once you start your placement, become familiar with the building, the staff and the pupils in your class. Use the points below as a checklist:

✓ **Building Orientation**

Make sure that you know the layout of the school. Find the following:

- School reception
- First aid facilities
- Fire safety guidance (including escape routes)
- Classrooms
- Year group entrances/exits
- Dinner hall
- Subject resources
- HT/DHT/SENCO/DSL/PM offices
- Staffroom
- Photocopier (and find out if there are any photocopying restrictions you should be aware of)

✓ **The school day**

- What are the signing in and out procedures?
- What is the structure of the school day?
- What happens if the fire alarm rings?
- Is there a staffroom etiquette you need to be aware of?
- What are the school rules?

✓ **Key Staff**

- Find out who the Senior Management/Leadership Team are and try to introduce yourself to them during your first week. They may be very busy – so don't panic if you don't meet them all!
- Arrange a meeting with your M and PM to discuss the term ahead and share this booklet with them.

✓ **Your class**

- Learn the names of the children in your class.
- Learn the names and roles of other adults involved in teaching or supporting your class.
- Ensure that you are aware of the timetable for your class.
- Start to build a rapport with the pupils.

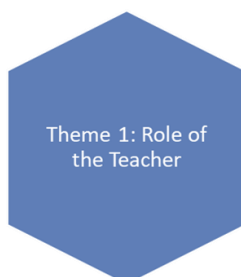
## Training Plan

The following pages outline the **Big Question** for each week and provide suggested activities and focus tasks to support development in understanding professional practice in school settings.

Throughout the weeks, make sure you are also remembering to complete the relevant aspects of your E-Portfolio, using the Newman Curriculum Continuous Assessment Tool (NCCAT) to support your professional development.

### Week 1 (1 day)

Theme -



#### **Big Question – How does the ethos of the school support a positive safeguarding/safe/secure environment?**

1. Read the schools Safeguarding and Child Protection policies. What are their procedures for reporting a concern?

Question	Answer
Are the policies available on the school website?	Click or tap here to enter text.
Is there a safeguarding notice/information board for staff? Where is it?	Click or tap here to enter text.
Who is the DSL? Is there more than one DSL? What are their other roles?	Click or tap here to enter text.
What should you do if you have a safeguarding concern?	Click or tap here to enter text.

2. Meet with your M/PM. Identify key policies and DSL staff either from school website or via email.



3. **Reflect on the experience to date you have had teaching both the core and foundation curriculum across KS1/2 and the EYFS. Which areas of the curriculum do you require further experience of? Research these areas to support both your subject and pedagogical knowledge.**

Share your reflections with your M/PM to support identification of further opportunities based on your completion of Task 3 above e.g. observations of subject coordinators etc.

4. **Read the following report (p.3-9, p.21-23).**

<https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>

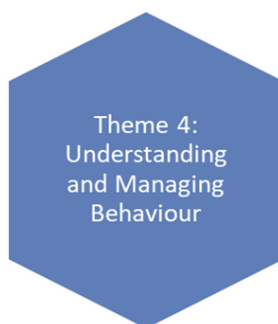
Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?

5. **Arrange an online meeting with your PT and M for around week 3 to touch base and review planning.**

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 2

### Theme -



### Big Question –

**How can a range of behaviour management strategies (verbal and non-verbal) be implemented to ensure learners consistently display high levels of positive behaviour?**

### **Behaviour Management Policy**

#### **1. Read the school's Behaviour Management Policy**

<b>Question</b>	<b>Comment</b>
<b>Does the whole school policy mention sanctions and rewards? What suggestions does it give for sanctions and rewards?</b>	
<b>Who, in the school, is responsible for behaviour management?</b>	
<b>Does each class have its own classroom rules or are the rules the same for all classes? What are the differences?</b>	
<b>How are rules displayed or shared in classroom and around the school?</b>	
<b>How are the children involved in making the rules for their classrooms?</b>	
<b>How does this link to theory studied in university-based sessions?</b>	

2. 2. Book in 4 lesson observations of class teachers for this week (2 core, 1 foundation subject and a phonics lesson – one of these should be outside of your base classroom i.e. ideally in another year group – if in a KS2 base class your phonics observation may need to be in another year group) – observe subject content and behaviour management strategies being used.

Date	Time	Subject
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Use the Observation form** –Complete the observations on the following and make notes on what you see.

- **Behaviour** - what are the expectations of the teacher? How do they manage pupil behaviour? What praise/consequences do they use?
- **Assessment** - how does the teacher assess pupil knowledge? What do they do to monitor the progress of the pupils' learning in the lesson? What types of question do they use? Do they do any self- or peer-assessment?
- **Subject Knowledge** - how does the teacher share information with the pupils? What do they do to address misconceptions? How do they prepare for lessons?
- **Teaching Strategies** – what are some of the methods used by the teacher? Does one method work better than another? Do teaching strategies vary for different subjects? Why? How does the teacher manage transitions between activities? What impact does this have on their time management and pace of the lesson?
- **What are the good ideas/successful strategies you can use in your own practice?**

If possible, agree a discussion time with your M to discuss your observations and ask follow-up questions.

3. Throughout the week, provide classroom support for the class teacher as directed, including undertaking at least two non-teaching duties. This may include break duty supervision, contributing to the preparation for lessons, etc. Record details of activities undertaken below:

Date	Time	Activity (include classroom and non-teaching support undertaken)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

4. Identify opportunities to support extra-curricular development and contribute to the wider life of the school
5. Co-plan (with M support) an activity for a small group in one subject area/area for learning to be delivered next week

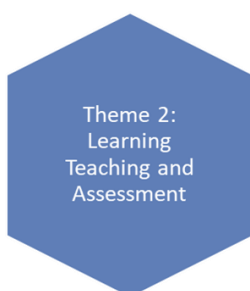
Plan and discuss this with your M. Based on the teacher's lesson plan, create and deliver an activity for one small ability group which will enable the pupils to meet the learning objective. Complete the grid below:

<b>Subject and Learning Objective</b>	Click or tap here to enter text.
<b>Date/Time</b>	Click or tap here to enter text.
<b>Number of pupils/ability</b>	Click or tap here to enter text.
<b>Outline of the group activity and resources</b>	Click or tap here to enter text.
<b>Evaluation of the activity</b>	Click or tap here to enter text.

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio**

## Week 3

### Theme –



### Big Question –

#### **How do you ensure new material is introduced in a logically sequenced way across a series of lessons, to enable pupil learning and progress?**

1. Explore medium term planning for topics being taught to year group and highlight the sequence of learning objectives across both the unit and week. Ensure these link to the NC/EYFS expectations.
2. How does the school's current curriculum reflect local and national priorities? Include reference to your findings in your weekly reflection.
3. Produce planning for 5 English OR 5 Maths, and a Science/UtW lesson or Foundation subject (if Science not being taught that week/term), for the following week, which is in line with sequence of lessons as explored in Task 1. Meet with M/PM to ensure sequencing of lessons and planning for next week is in line with the school's expectations. Ensure you have knowledge of or access to EHCPs or IBPs (individual behaviour plans). Incorporate a range of adapted teaching strategies and learning activities into your planning.
4. Book in 4 lesson observations of class teachers for this week (2 core, 1 foundation subject and a phonics lesson - two of these should be outside of your base classroom i.e. ideally in another year group) – observe **behaviour management strategies** being used, using the appropriate observation form.

Date	Time	Subject
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

5. Deliver the intervention planned last week

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 4

Theme -



### **Big Question –**

**How do you know that the tasks you are setting are appropriately challenging and enable learners of all backgrounds, abilities and dispositions to make progress in their own learning?**

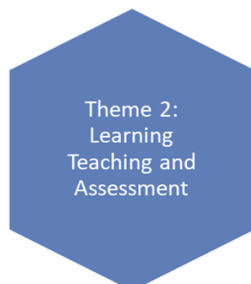
1. Teach the prepared English, Maths and Science/UtW/Foundation lessons. Reflect upon your planning and teaching this week. In discussion with your M consider whether your lessons addressed the needs of and provided challenge for all children. One of these lessons should be formally observed.
2. Pupil Track. Track the progress of approximately 10 children across a range of abilities. In discussion with your M **agree a suitable format to track their progress for core subjects you deliver.**
3. Ensure required percentage of teaching is planned and agreed with M for the following week – 5 English OR 5 Maths (opposite of previous week) and a Science/UtW lesson OR Foundation subject (if Science not being taught that week/term) to continue from this week's teaching and learning. **Consider what range of formative assessment strategies you will use in your planning and teaching.**

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**



## Week 5

### Theme -



### **Big Question –**

**How do you use summative and formative assessment effectively within your planning to ensure impact on pupils' progress?**

1. Read the Black and Wiliam article on your SEI630/1/2 Moodle page which focusses on assessment.
2. Assessment/Marking Policy

**Read the school's assessment/marking policy and consider what forms of assessment you observe happening during the week.**

Question	Answer
What aspects of practice does the assessment policy cover?	Click or tap here to enter text.
What is formative assessment?	Click or tap here to enter text.
What is summative assessment?	Click or tap here to enter text.
What types of formative assessment have you seen?	Click or tap here to enter text.
What types of summative assessment have you seen?	Click or tap here to enter text.
How does this link to the Black and Wiliam article?	Click or tap here to enter text.

3. Teach the prepared English, Maths and Science/UtW/Foundation lessons and **consider the success/impact of the range of formative assessment strategies you incorporated**. One of these lessons should be formally observed.

#### 4.Pupil Track

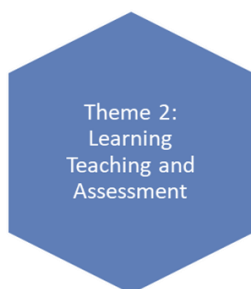
Continue to track the progress of approximately 10 children across a range of abilities for foundation subjects you deliver (using the format you have agreed on)

5. Ensure required percentage of teaching is planned and agreed with M for the following week – all English, all Maths, at least one Science/UtW/Foundation lesson and at least one phonics lesson (this can be within your year group or another). **Ensure explicit reference to the modelling of new concepts within your planning.**

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 6

### Theme -



### **Big Question –**

**A - How is reading taught across the school?**

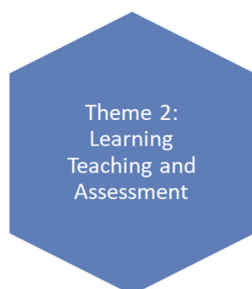
**B - How are the principles of mathematics taught across the school?**

1. Read Rosenshine's Principles in Action on the SEI630/1/2 Moodle page – consider how this will support your understanding of how your planning will support the development of pupils' working and long-term memory in reading and maths initially.
2. As per Rosenshine's suggestions, plan in a daily review of previous learning. Discuss ideas with M and incorporate a variety of review tasks in planning.
3. **Pupil Track**  
Continue to track the progress of approximately 10 children across a range of abilities for all subjects you deliver – using the format you have agreed.
4. Teach all prepared lessons, including a phonics lesson, ensuring you consider the modelling of new concepts. One of these lessons should be formally observed.
5. Ensure required percentage of teaching is planned and agreed with M for the following week - all English, all Maths, a Foundation subject/other EYFS area of learning and at **least one a P.E. lesson. The PE lesson should be formally observed.**

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 7

### Theme –



### Big Question –

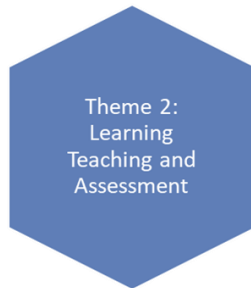
**How do you use effective modelling to enhance pupils' understanding of new concepts, as well as making abstract ideas more readily accessible?**

1. Teach all prepared lessons for the week (65%). One of these lessons should be formally observed.
2. M/PM to complete an informal observation of you (considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children, body language and use of voice, and the use of resources/technology to support). If possible, record this teaching sequence using either video/audio (seek further guidance and support from M/PM) to support your evaluation.
3. Evaluate task 2 with your M/PM considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children, body language and use of voice, and the use of resources/technology to support.
4. Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).
5. Ensure required percentage of teaching is planned and agreed with M for the following week - all English, all Maths, at least one science/UtW/Foundation lesson **and a P.E lesson. The PE lesson should be formally observed.**

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 8

### Theme –



### Big Question –

**How do you ensure regular opportunities for children to self-reflect and self-assess within your planning, including the communication of relevant next steps?**

#### **1. Watch the following video about self and peer assessment:**

[Dylan Wiliam - Self and peer assessment | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#)

Reflect on how you can incorporate this practice into your planning and teaching for next week.

#### **2. Learning Walk - self and peer assessments**

A learning walk is a way of gathering information about an institution or an area within it. It should only be carried out by negotiation and may take place on short bursts over several days.

You will need to agree protocols with the staff before the walk can take place. Ensure that you have had this discussion before beginning your learning walks.

Look for similarities and differences in Foundation Stage, Key Stage 1 and Key Stage 2.

You will need to decide:

- How will you select the classrooms to visit?
- What are the timing implications before, during and after the walk?
- How will teachers be notified?
- How will you capture the data you collect? (You can use the record sheet or design one of your own)
- How will you reflect on what you have observed?
  - Can you tell why things were happening?
  - Can you relate theory to practice?

You can use the record sheet provided or you can create one of your own.

3. Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed. Discuss your readiness from moving from Newman format lesson plans to school own format for lesson planning - however for formal lesson observation each week trainee must complete an individual Newman lesson plan).

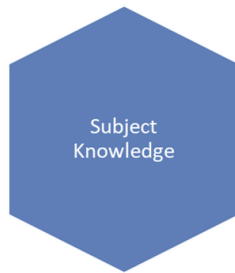
4. Ensure required percentage of teaching is planned (80%) and agreed with M for the following week.

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**



## Week 9

Theme -



### **Big Question –**

**How can you develop and embed aspects of the foundation subjects and wider curriculum, ensuring cross curricular links where appropriate?**

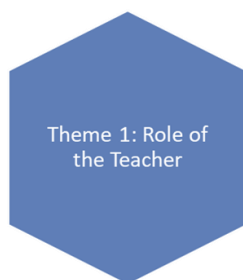
**NB From this point 80% teaching is expected.**

1. Reflect and review Week 1/Task 3 – areas for development within the core and foundation curriculum. Have these areas been addressed?
2. Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.
3. Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).
4. Ensure required percentage of teaching is planned and agreed with M for the following week

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 10

### Theme –



### **Big Question –**

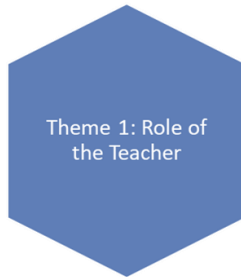
**How can you embed aspects of good practice in social, cultural, moral and spiritual wellbeing into your planning and teaching?**

1. Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.
2. Ensure required percentage of teaching (80%) is planned and agreed with M for the following week. Consider where areas of SMSC are promoted/incorporated.

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 11

### Theme –



### **Big Question –**

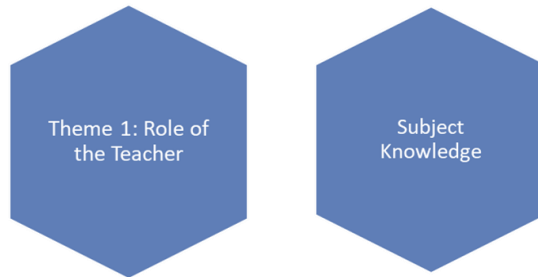
**How can teachers ensure that parents are informed about and involved in their child's learning and how is this reflected in your practice?**

1. Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.
2. Draft 3 reports for parents for 3 children and share these with your M/PM. Consider and reflect upon effective communication you have both observed and practised whilst in school. What role do parents have in children's learning? How do teacher's support parents with this?
3. Ensure required percentage of teaching is planned and agreed with M for the following week.

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**

## Week 12

### Theme –



### Big Question –

**What are the roles and responsibilities of a subject leader with regards to school improvement?**

1. Arrange a meeting with a subject leader of your choice to discuss their roles, responsibilities, and current subject development plan.
2. Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed. Ensure you are fully undertaking the duties/responsibilities of the class teacher.
3. As a result of your completed End Point Progress Review, identify 3 or 4 key targets for your ECT period.

**\*\*Reflection point – what have you learnt from these activities? Record this on your e-Portfolio.**