Birmingham
Newman
University

Primary PGCE School Direct Programme

MANAGING THE CLASSROOM (Stage 2)
8th January-21st March 2024

2023-2024

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The Birmingham Newman Curriculum – One Page Profile

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

The programme supports and underpins trainees' 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 trainees' 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 Assessment 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 PM/M.
- Statements can be lifted from the NCCAT to inform targets for trainees on weekly meeting forms.

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Mapping	stage 1	stage 2
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.	Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')	Safeguarding training INSET 06-01-13	Identified key legislation; demonstrated knowledge and evidenced understanding of statutory professional responsibilities that underpin relevant school policies including safeguarding and knowledge of reporting proceedures, and provision of reasonable adjustments under SEND Code of Practice.	Proactive responsiblity 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.
	Equality, diversity and respect: including building effective relationships with pupils, colleagues, parents, carers and families, wider community and outside agencies can improve pupils motivations, behaviour and academic success.		Activities for friendship week 16-03-23	Identified and understood the importance of equality and respect within classroom and wider school community settings; demonstrated an understanding of the importance of the nine protected characteristics; evidenced an understanding of the concept of mutual trust and respect and the characteristics of effective relationships with all involved in a pupils' education.	Demonstrated through classroom practice a broad understanding of the impact of the statutory professional responsibilities to promote equal opportunities, treating pupils with dignity, building relationships rooted in mutual respect and showing tolerance of and respect for the rights of others; able to build trust and respect with pupils and school colleagues and reflected on this with the support of a mentor.
	Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research. This is then likely to be sustained over time, involve expert support or coaching and expert opportunities for coaching. Including your own responsibility for CPD.			Aware of the importance of taking responsibility for professional development and demonstrated how they can utilise support from university-based colleagues, mentors and other experts in schools through observation; learnt and demonstrated an understanding of the importance of the feedback and reflection process that improves practice over time, acknowledging how theory underpins the professional skills and knowledge of a teacher;	Identify own areas of need and professional development with support from UBT and SBT to learn and develop professional understanding and skills, utilising university and school colleagues through coaching; Engaged in reflection and feedback with experienced colleagues, using research-informed discussions to demonstrate an ability to evaluate theory in practice.
	Teachers can make valuable contributions				

The responsibility for completing this document lies with the trainee and all areas must be RAG rated three times by the end of each stage:

Stage 1: PGCE first placement

Stage 2: PGCE second placement

Stage 3: PGCE third placement

Anti-Racism Framework

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teacher Education/Training (https://www.ncl.ac.uk/mediav8/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 (PM and M), 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.

Introduction

This booklet is designed to support your training during Stage 2 of your work-related placement. The activities have been developed in line with the Birmingham Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Birmingham Newman tutors. The training plan in this booklet outlines the *minimum* training activities you are expected to undertake for Stage 2 of your professional experience. Your professional development is supported through regular self-review and meetings with your PM/M using the Newman Curriculum Continuous Assessment Tool (see e-Portfolio).

This will now be an exciting opportunity for you to develop your understanding of teaching and learning in a second school setting, as well as building your expertise in managing the classroom. Your placement will enable you to continue to develop your professional persona and to take responsibility for your own professional learning and development, whilst also ensuring pupil progress and good pupil outcomes.

Please note that you are able to change the order in which you complete the activities if necessary, working in line with your school.

You will continue to build up your e-Portfolio, ensuring that a bank of evidence and reflections are provided which support in demonstrating your professional development.

Abbreviations used in this booklet:

PM – Professional Mentor

M – Mentor

APT-Academic and Professional Tutor

PT– Placement Tutor

Key aims for your school placement:

1. In your second school, please familiarise yourself with the school procedures and documentation, at whole school <u>and</u> class level.
2. Get to know your new school mentors and ensure that you are familiar with the support available to you as you develop your skill in managing the classroom
3. Observe lessons and identify elements of lesson structure which contribute to effective management and teaching, before then taking over the planning and delivery of whole class lessons
4. Understand the theory and practice of positive behaviour management strategies and the impact such approaches can have on pupil development, engagement and learning.
5. Become familiar with the delivery of the curriculum, how subjects may be taught differently depending on the subject matter. Broaden your understanding of your subject knowledge across core and foundation subjects.
6. Reflect on how your academic studies are helping to develop your understanding of how to manage the classroom.
7. Take time to consider your project for module PGP713 and discuss your ideas with school colleagues.

From the start of the placement, 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 teaching. You should share this booklet and your e-Portfolio with your PM/M during your meetings so that they can support you in finding opportunities to complete the tasks, as well as supporting you with your planning.

Your school or Alliance will also offer additional training activities, sometimes as part of whole-staff CPD and sometimes bespoke to you and your stage of training. If this training relates to core or foundation subjects, please add it to your Curriculum Coverage Document. For other types of training, record these on the pro forma found in (Appendix 14) of this booklet.

Each week you will be asked to reflect on what you have learnt as well as answer the Big Questions:

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

Record any additional school-based training activities that relate to core or foundation subjects in the Curriculum Coverage Document. For other types of training, record these on the proforma (Appendix 14).

Teachers' Standards (Department for Education [DfE], 2021)

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

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 early training. You will also be observed by your PM/M and this will be a common feature of Stages 2 and 3 of your training.

Remember that carrying out a focused observation with a clear purpose should allow you to achieve a number of objectives:

- An understanding of a child's learning experiences

- An appreciation of the variety of skills which teachers employ in the classroom, e.g. classroom organisation, behaviour for learning strategies

- Experience of a variety of teaching and learning styles to cater for the differing needs of pupils, both academically and emotionally

- Induction into the life of the school, its policies, strategies and approaches

- How to work with other adults within the classroom

- How to implement good practice in your own teaching

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

PE Guidance:

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/etqqSDNRSMM. For a copy of the SHARP Principles resource cards please contact e.powell@staff.newman.ac.uk

What to Expect and What is Expected of You? (Important reminders)

- You will need to be positive and pro-active in your approach. Ensure you get involved and be a useful member of the team in your classroom team.

- Ensure your observation time is well spent. With the agreement of the PM/M 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.

- Remember to make use of the following websites when planning lessons:

  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 – keep up-to-date with current developments in RE and find links to a variety of resources

  PE: https://www.afpe.org.uk/ - discover the importance of PE in primary education

  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

Overview of Big Questions and Tasks

Week 1 (08/01/24)	Week 2 (15/01/24)	Week 3 (22/01/24)
Big Questions **A – How is safeguarding carried out in your school?** **B - How is behaviour managed across the school?** Reflect on the differences between this school and your previous placement. **Task 1** – Read the school's Safeguarding and Child Protection policies. What are their procedures for reporting a concern? **Task 2** – Read the school's Behaviour Policy **Task 3** – Book in 2 observations of a taught lesson that you can complete this week. **Task 4** - Add learning reflections to your e-Portfolio **Task 5**-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) ****Upload first version of NCCAT for Stage 2**	**Big Question** **What does engagement look like across your school and how is it reflected in planning and teaching?** **Task 1 -** Book in 3 observations of an experienced teacher that you can complete this week. **Task 2 –** Choose 2 pupils to track for one day each this week **Task 3** – Plan 2 non-core lessons to teach in Week 3 **Task 4** – With your PM/M choose 6 children to assess each day in core subjects and create an appropriate assessment record template **Task 5** - Add learning reflections into e-Portfolio **Task 6**-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14)	**Big Questions** **A - How is reading taught across the age phases in your school?** **B - How are the principles of early mathematics taught across the age phases in your school?** Reflect on the differences between this school and your previous placement. **Task 1 –** Teach the 2 non-core lessons that you planned last week (include a formal observation) **Task 2 –** Plan 4 lessons to teach next week (2 maths *or* English and 2 non-core subjects) **Task 3 –** Maintain assessment records and review progress **Task 4 –** Observe a phonics lesson. **Task 5 -** Add learning reflections into e-Portfolio **Task 6**-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14)

Week 4 (29/01/24)	Week 5 (05/02/24) 35% teaching	Week 6 (19/02/24) 35% teaching
Big Question **How do the teachers in your school adapt their practice to ensure good outcomes for all?** Reflect on the difference between this school and your previous placement. **Task 1 –** Familiarise yourself with Individual Support plans/EHCPs and Individual Behaviour Plans (IBPS) for your class **Task 2 -** Observe 1 lesson this week with a close look at adaptive practice in particular **Task 3** – Track a pupil who has been identified as <u>needing additional provision</u> **Task 4** – Teach the 4 lessons that you planned last week (include a formal observation). **Task 5**- Plan for teaching 35% of the timetable next week **Task 6** – Remember to schedule an opportunity to teach phonics **Task 7** – Maintain assessment records and review progress **Task 8 -** Add learning reflections into e-Portfolio **Task 9**-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) **** Mid-Point Review - begin the process with your PM/M (Appendix 15)**	**Big Question** **How is formative and summative assessment used in your school setting?** Reflect on the difference between this school and your previous placement. **Task 1 –** Teach 35% of the timetable (include a formal observation). **Task 2 –** Plan for teaching 35% of the timetable next week. **Task 3 –** Maintain assessment records and review progress **Task 4 –** Undertake a focused observation of your M **Task 5 -** Add learning reflections into e-Portfolio **Task 6**-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) **** Submission of your Mid-Point Review form to your PT by 09/02/24** **** RAG rate and upload the second version of your NCCAT for stage 2** **** Review CCD with your PM/M**	**Big Question** **How are children encouraged to appreciate and engage with the foundation subjects?** **Task 1 –** Teach 35% of the timetable (include a formal observation) **Task 2 -** Plan for teaching 35% of the timetable next week, including an RE lesson **Task 3 –** Maintain assessment records and review progress **Task 4 –** Undertake a focused observation of your M **Task 5 -** Add learning reflections into e-Portfolio **Task 6 -**Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) ****Friday 23rd February is a University KIT Day**

Week 7 (26/02/24) 35% teaching	Week 8 (04/03/24)	Week 9 (11/03/24) 40% teaching
Big Question **How are religious and world views approached across the school?** **Task 1-** Teach 35%of the timetable (include a formal observation) **Task 2** – Plan for teaching 40% of the timetable next week **Task 3** – Maintain assessment records and review progress **Task 4** – Arrange and undertake a learning walk around the school to see how religious and world views are represented/displayed across the school **Task 5** - Add learning reflections into e-Portfolio **Task 6** – Ensure that your e-Portfolio is fully up to date **Task 7-** Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14)	**Big Question** **How can teachers ensure that prior learning and knowledge is used effectively to support pupils' learning?** **Task 1** – Teach 40% of the timetable (include a formal observation) **Task 2** – Plan for teaching 40% of the timetable next week, including a PSHE lesson **Task 3** – Maintain assessment records and review progress. Choose an additional 4 children to assess daily in core subjects. **Task 4** – Observe a phonics lesson **Task 5** - Add learning reflections into e-Portfolio **Task 6-**Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) ****Friday 8th March is a University KIT Day**	**Big Question** **How do teachers use assessment to ensure positive learning outcomes and progression?** **Task 1** – Teach 40% of the timetable (include a formal observation) **Task 2** – Plan for teaching 50% of the timetable next week **Task 3** – Maintain assessment records for 10 pupils and review progress **Task 4** – Identify areas of good assessment practice **Task 5** – If not already taught, schedule an opportunity to teach a phonics lesson before the end of this placement **Task 6** - Add learning reflections into e-Portfolio **Task 7-** Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14) **** End Point Review- begin the process with your PM/M (Appendix 16)**

Week 10 (18/03/24) 50% teaching

Big Question
How are the learners' home environments and communities reflected in the school setting and ethos?

Task 1 – Teach 50% of the timetable (include a formal observation)

Task 2 – Maintain assessment records and review progress

Task 3 - Add learning reflections into e-Portfolio and ensure portfolio is fully up to date

Task 4-Weekly Review and Analysis Meeting with PM/M and if appropriate add to the Curriculum Coverage Document and/or school-based training plan (Appendix 14)

** Submission of your EPR by 20/03/24

** RAG rate and upload the third version of your NCCAT

** Review CCD with your PM/M

** Friday 22nd March is a University KIT day

** Portfolio deadline for completion 02/04/24

Overview/checklist of weekly tasks

Week 1	**Task 1** Read the schools Safeguarding and Child Protection policies. What are their procedures for reporting a concern?	
	Task 2 Read the school's Behaviour Policy	
	Task 3 Book in 2 observations of taught lessons that you can complete this week.	
	Task 4 Add learning reflections to your e-Portfolio	
	Task 5 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	**Upload first version of NCCAT for Stage 2	
Week 2	**Task 1** Book in **3** observations of an experienced teacher that you can complete this week	
	Task 2 Choose 2 pupils to track for one day each this week	
	Task 3 Plan 2 non-core lessons to teach in Week 3	
	Task 4 With your PM/M choose 6 children to assess each day in core subjects and create an appropriate assessment record template.	
	Task 5 Add learning reflections into e-Portfolio	
	Task 6 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
Week 3	**Task 1** Teach the 2 non-core lessons you planned last week (include a formal observation)	
	Task 2 Plan 4 lessons to teach next week (2 Maths *or* English and 2 non-core subjects)	
	Task 3 Maintain assessment records and review progress	
	Task 4 Observe a phonics lesson.	
	Task 5 Add learning reflections into e-Portfolio	
	Task 6 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
Week 4	**Task 1** Familiarise yourself with Individual Support plans/EHCPs and Individual Behaviour Plans (IBPS) for your class	
	Task 2 Observe 1 lesson this week with a close look at adaptive practice	
	Task 3 Track a pupil who has been identified as needing additional provision	
	Task 4 Teach the 4 lessons that you planned last week (include a formal observation)	
	Task 5 Plan for teaching 35% of the timetable next week	
	Task 6 Remember to schedule an opportunity to teach phonics	
	Task 7 Maintain assessment records and review progress	
	Task 8 Add learning reflections into e-Portfolio	
	Task 9 Weekly Review and Analysis Meeting with PM/M	

	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	Mid-Point Review- begin the process with your PM/M	
Week 5	**Task 1** Teach 35% of the timetable (include a formal observation)	
	Task 2 Plan for teaching 35% of the timetable next week	
	Task 3 Maintain assessment records.	
	Task 4 Undertake a focused observation of your M	
	Task 5 Add learning reflections into e-Portfolio	
	Task 6 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	Submission of MPR to PT by 9/02/24	
	RAG rate 2nd version of NCCAT for stage 2	
	Review CCD with PM/M	
	Half Term	
Week 6	**Task 1** Teach the 35% of the timetable (include a formal observation)	
	Task 2 Plan for teaching 35% of the timetable next week, including an RE lesson	
	Task 3 Maintain assessment records and review progress	
	Task 4 Undertake a focused observation of your M	
	Task 5 Add learning reflections into e-Portfolio	
	Task 6 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	**Friday 23rd March is a University KIT Day	
Week 7	**Task 1** Teach 35% of the timetable (include a formal observation)	
	Task 2 – Plan for teaching 40% of the timetable next week, including a PSHE lesson	
	Task 3 - Maintain assessment records and review progress	
	Task 4 Arrange and undertake a learning walk around the school to see how religious and world views are represented/displayed across the school	
	Task 5 Add learning reflections into e-Portfolio	
	Task 6 Ensure that your e-Portfolio is fully up to date	
	T**ask 7** Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
Week 8	**Task 1** Teach 40% of the timetable (include a formal observation)	
	Task 2 Plan for teaching 40% of the timetable next week	
	Task 3 Maintain assessment records and freview progress. Choose an additional 4 children to assess daily in core subjects	
	Task 4 Observe a phonics lesson	
	Task 5 Add learning reflections into e-Portfolio	

	Task 6 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	**Friday 8th March is a University KIT Day	
Week 9	**Task 1** Teach 40% of the timetable (include a formal observation)	
	Task 2 Plan for teaching 50% of the timetable next week	
	Task 3 Maintain assessment records for 10 pupils and review progress	
	Task 4 Schedule an opportunity to teach a phonics lesson before the end of this placement	
	Task 5 Schedule an opportunity to teach a phonics lesson before the end of this placement	
	Task 6 Add learning reflections into e-Portfolio	
	Task 7 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	End-Point-Review – begin the process with your PM/M (Appendix 16)	
Week 10	**Task 1** Teach 50% of the timetable (include a formal observation)	
	Task 2 Maintain assessment records and review progress	
	Task 3 Add learning reflections into e portfolio and ensure portfolio is fully up to date	
	Task 4 Weekly Review and Analysis Meeting with PM/M	
	Update Curriculum Coverage Document and school-based training plan (Appendix 14)	
	** Submission of your End Point Review from the host school to your PLM by 20/03/24	
	**RAG rate and upload third updated version of the NCCAT for Stage 2	
	** Review CCD with your PM/M	
	**Portfolio deadline for completion 02/04/24	
	**Friday 22nd March is a University KIT Day	

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

Reminder – ensure that all tasks below have been completed by the end of week 1.

1. **Access the school website**

    a. 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 and/or Mentor**

    a. 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? Is there a dress code?

3. **School Policies**

    a. See if there are copies of the behaviour, safeguarding and 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).

You will find it useful to complete the following:

School Philosophy	Click or tap here to enter text.
Term Dates	Click or tap here to enter text.
Head Teacher	Click or tap here to enter text.
Mentor (M)	Click or tap here to enter text.
Professional Mentor (PM)	Click or tap here to enter text.
Designated Safeguarding Lead (DSL)	Click or tap here to enter text.
SENCO	Click or tap here to enter text.
Did you get a copy of the different policies?	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:

1. **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/M offices
   - Staffroom
   - Photocopier (and find out if there are any photocopying restrictions you should be aware of)

2. **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?

3. **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 PM and M to discuss the term ahead and share this booklet with them.

4. **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 managing the classroom.

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 (w/b 8ᵗʰ January)

Theme -

Theme 1:
Role of
the
Teacher

Theme 4:

Understanding
and Managing
Behaviour
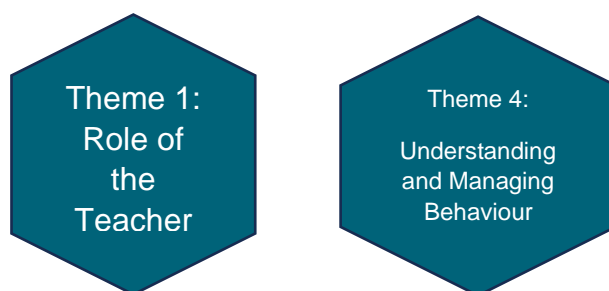
Big Question A – How is safeguarding carried out in your setting?

Big question B – How is behaviour managed across the school?

1. **Read the school's Safeguarding and Child Protection policies. What are their procedures for reporting a concern?**

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

2. **Read the school's behaviour policy – discuss the policy with your PM/M to ensure that you fully understand the school's expectations for behaviour in order to use rewards and sanctions appropriately when managing the classroom yourself.**

3. **Book in 2 lesson observations of an experienced teacher that you can complete this week. Record the date, time and subject of these below:**

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.

Use the template in Appendix 2 to make notes on your observation. After the observation remember to find a convenient time to discuss any questions you may have with the teacher you have observed. Please then add notes of this discussion to your observation form.

Aspects to observe:

- **Behaviour** - How does the teacher convey their expectations to children? In what ways do teachers reinforce expectations? 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 good ideas/successful strategies do you see that you can use in your own practice?**

4. **Add learning reflections to your e-Portfolio**

5. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage Document and/or school based training plan (Appendix 14)**

**Upload first version of NCCAT for Stage 2

Week 2 (w/b 15ᵗʰ January)

Theme -
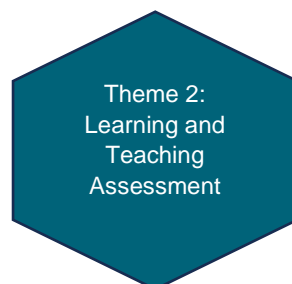
Theme 2:
Learning and
Teaching
Assessment

Big Question – What does engagement look like across your school and how is it reflected in planning and teaching?

1. **Book in 3 observations of an experienced teacher that you can complete this week. Record the date, time and subject of these below:**

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.

Use the template in Appendix 2 to make notes on your observation. After the observation remember to find a convenient time to discuss any questions you may have with the teacher you have observed. Please then add notes of this discussion to your observation form.

Aspects to observe:

- **Behaviour** - How does the teacher convey their expectations to children? In what ways do teachers reinforce expectations? 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 good ideas/successful strategies do you see that you can use in your own practice?**

2. **Pupil Tracking**
   Choose 2 pupils to track this week for one day each. Liaise with your M to select your pupils.

Lesson / objective *Write the subject inhere*	What did you notice about the pupil in each lesson? *Behaviour, engagement, how do you know they have made progress?*
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.

3. **If KS1 or KS2 - Plan 2 non-core lessons (using the current class focus) to teach next week. Ensure that you share the lesson plans with your PM/M in order to make any amendments if necessary and ensure that all resources are prepared (use Appendix 4 lesson plan template)**

   If EYFS – Plan 1 whole class session on the area of Understanding the World (using the current class focus)
   Plan 1 class session on the area of Expressive Arts and Design (using the current class focus) (use Appendix 5 lesson plan template)

4. **With your M, select 6 children in your class to assess on a daily basis. Ensure that they represent a range of abilities. Begin to maintain assessment records for these children in core subjects (Key Stages 1 or 2) or in the seven areas of learning (EYFS). Liaise with your PM/M to create a suitable assessment template.**

5. **Add learning reflections into e-Portfolio**

6 **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage Document and/or school based training plan (Appendix 14)**

Week 3 (w/b 22nd January)

Theme -

Subject
Knowledge
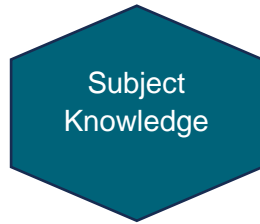
Big Question A - How is reading taught across the age phases in your school?

Big Question B- How are the principles of early mathematics taught across the age phases in your school?

1. **As the lead professional, teach the 2 lessons that you planned last week.**

   Formal observation and feedback completed by PM/M in one of the lessons.

2. **If KS1 or KS2**

   Plan 4 lessons in either English or Mathematics (using the current class focus to teach next week

   Plan 2 non-core subject lessons (using the current class focus) to teach next week.

   If EYFS –

   Plan 2 whole class sessions on Literacy (using the current class focus) to teach next week

   Plan 2 class sessions on the Prime Areas of your choice (using the current class focus) to teach next week

3. **Observe a phonics lesson**

4. **Maintain assessment records and review progress of this group of learners**

5. **Add learning reflections to e-Portfolio**

6. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage   Document and/or school based training plan (Appendix 14)**

Week 4 (w/b 29th January)

Theme –

Theme 3:
Adaptive
Practice

<u>Big Question – How do the teachers in your school adapt their practice to ensure good outcomes for all?</u>

1. **Individual Support plans/EHCPs and Individual Behaviour Plans (IBPS)**

   Familiarise yourself with these and speak to your M about how they use these to inform their planning.

2. **Observe 1 lesson this week with a close look at adaptive practice. Add answers to the following questions each time you observe.**

Question	Answers
What does the teacher do to maximise each pupil's progress during the lesson?	
How is technology used to support learning?	
What did the teacher need to prepare before the lesson to ensure appropriate provision for all pupils?	
What does the teacher do when they notice a pupil is struggling with the learning?	
How are additional adults deployed?	
What strategies are implemented to enable pupils able to work independently?	

3. **Pupil Track**

   Choose a pupil to track throughout one day this week. Liaise with your M and choose a pupil who has been identified as <u>needing additional provision</u> to access learning in the classroom.

Lesson *Write the subject in here*	What did you notice about the pupil in each lesson? *Behaviour, engagement, types of adaptive practice/support given. How do you know they have made progress?*
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. **As the lead professional, teach the 4 lessons that you planned last week.**

   Formal observation and feedback completed by PM/M in one of the lessons.
   How did you adapt your practice to meet the needs of all learners?

5. **Plan for teaching 35% of the timetable next week**

6. **Plan an opportunity to teach a phonics lesson**

   Identify a class, date and time and ensure that this is reflected on in your E-Portfolio

7. **Maintain assessment records and review progress of this group of learners**

8. **Add learning reflections into e-Portfolio**

9. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage   Document and/or school based training plan (Appendix 14)**

** Mid-Point Review begin the process with your PM/M (Appendix 15)

Week 5 (w/b 5th February)

Theme 2:
Learning and
Teaching
Assessment
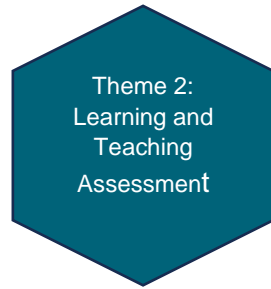
Big Question – How is formative and summative assessment used in your school setting?

1. **As the lead professional, teach 35% of the timetable.**
   Formal observation and feedback completed by PM/M in one of the lessons.
   What prior learning did you take into account when planning these lessons?

2. **Plan lessons for next week to ensure you teach 35% of the class timetable.** English and maths must be included in this percentage. Discuss your timetable with your PM/M.

3. **Focused observation**
   You should also carry out a more **focused observation** of your M this week. Choose from one of the templates in the appendices (Appendices 6-11).

4. **Maintain assessment records and review the progress of this group of learners**

5. **Add learning reflections into e-Portfolio**

6. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage   Document and/or school based training plan (Appendix 14)**

** Submission of your Mid-Point Review form to your PT by 09/02/24

** RAG rate and upload the second version of your NCCAT for Stage 2

** Review CCD with your PM/M

Week 6 (w/b 19th February)

Theme 1: Role of the Teacher

Theme 2: Learning and Teaching Assessment

<u>Big Question – How are children encouraged to appreciate and engage with the foundation subjects?</u>

1. **As the lead professional, teach 35% of the timetable.**
   Formal observation and feedback completed by PM/M in one of the lessons.
   How did you promote a positive learning environment in your lessons? What assessment strategies did you use to ensure positive learning outcomes and progression?

2. **Plan lessons for next week to ensure you teach 35% of the class timetable.** English and maths must be included in this percentage. Discuss your timetable with your PM/M and select the remaining curriculum areas to teach to complete your 35% expectation. Please include the teaching of RE as part of this.

3. **Undertake a focused observation of your M**

4. **Maintain assessment records and review progress of this group of learners**

5. **Add learning reflections into e-Portfolio**

6. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage Document and/or school-based training plan (Appendix 14)**

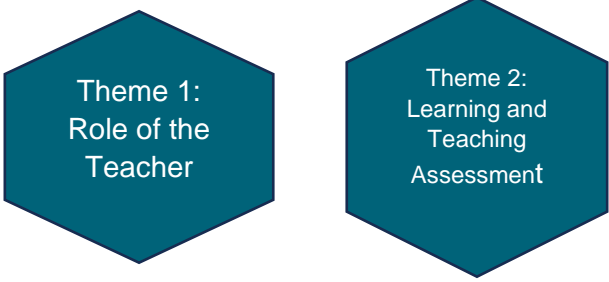****Friday 23rd February is a University KIT Day**

Week 7 (w/b 26th February)

Subject Knowledge

Theme 1: Role of the Teacher
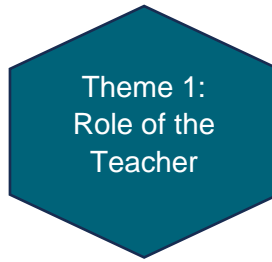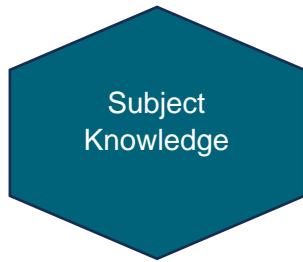
Big Question – How are religious and world views approached across the school?

1. **Trainees to teach and manage whole class for 35% of the timetable.**
   Formal observation and feedback completed by PM/M in one of the lessons.

2. **Plan for teaching 40% of the timetable next week**

3. **Maintain assessment records and review progress of this group of learners**

4. **Arrange and undertake a learning walk around the school to see how religious and world views are represented/displayed across the school (Appendix 11)**

5. **Add learning reflections into e-Portfolio**

6. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage Document and/or school-based training plan (Appendix 14)**

Week 8 (w/b 4th March)

Theme 1:
Role of the
Teacher

Theme 2:
Learning and
Teaching
Assessment

<ins>Big Question - How can teachers ensure that prior learning and knowledge is used effectively to support pupils' learning?</ins>

1. **Teach 35% of the timetable**
   Formal observation and feedback completed by PM/M in one of the lessons.

2. **Maintain assessment records and review progress of this group of learners. Choose an additional 4 children to assess daily in core subjects**

3. **Observe a phonics lesson (Use Appendix 3)**

4. **Plan lessons for next week to ensure you teach 40% of the class timetable.** English and maths must be included in this percentage. Discuss your timetable with your PM/M and select the remaining curriculum areas to teach to complete your 35% expectation. Please include the teaching of PSHE as part of this.

5. **Add learning reflections into e-Portfolio**
6. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage   Document and/or school-based training plan (Appendix 14)**

**Friday 8th March is a University KIT Day

Week 9 (w/b 11ᵗʰ March)

Subject Knowledge

Theme 2: Learning and Teaching Assessment

Theme 3: Adaptive Practice
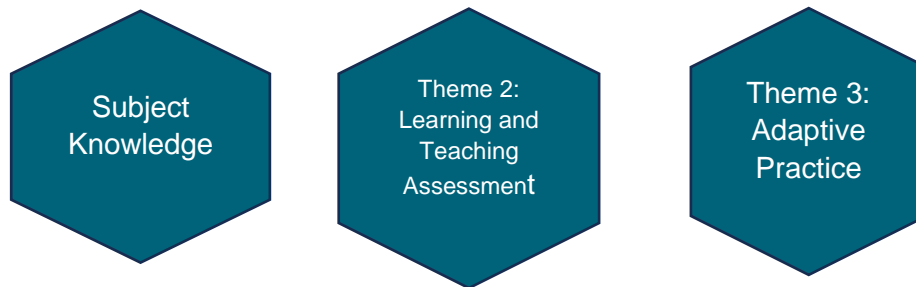
<u>Big Question – How do teachers in your school use assessment to ensure positive learning outcomes and progression?</u>

Trainees to teach and manage whole class for 40% of the timetable.

1. **Teach 40% of the timetable**
Formal observation and feedback completed by PM/M in one of the lessons.

2. **Maintain assessment records for 10 pupils and review progress of this group of learners**

3. **Identify the aspects of good assessment practice**
Discuss with PM/M the aspects of good assessment practice you are incorporating into daily and weekly planning, and identify areas for development.

4. **If not already taught schedule an opportunity to teach a phonics lesson before the end of this placement**
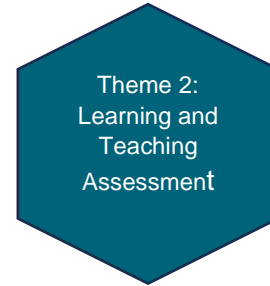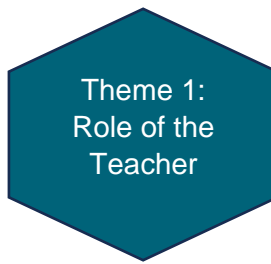
5. **Plan for teaching 50% of the timetable next week**

6. **Add learning reflections into e-Portfolio**

7. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage Document and/or school-based training plan (Appendix 14)**

** End Point Review- begin the process with your PM/M (Appendix 16)

Week 10 (w/b 18th March)

Subject Knowledge

Theme 1: Role of the Teacher

Theme 2: Learning and Teaching Assessment

Big Question – How are the learners' home environments and communities reflected in the school setting and ethos?

1. **Teach 50% of the timetable**
   Formal observation and feedback completed by PM/M in one of the lessons.

2. **Maintain assessment records and review progress of this group of learners**

3. **Add learning reflections into e-Portfolio and ensure it is fully up-to-date**

4. **Weekly Review and Analysis Meeting with PM/M and if appropriate add to Curriculum Coverage   Document and/or school-based training plan (Appendix 14)**

** Submission of your EPR by 20/03/24

** RAG rate and upload the third version of your NCCAT

** Review CCD with your PM/M

** Friday 22nd March is a University KIT day

** Portfolio deadline for completion 02/04/24

Appendix 1: Weekly Review and Analysis Form

This document should be completed in two stages: prior to the weekly meeting and during the meeting. On completion of the meeting, the trainee must upload to their e-Portfolio and provide a copy to the Professional Mentor (PM)/Mentor (M).

Trainee to complete this section:

Trainee's Name	Year of Entry
Click or tap here to enter text.	Click or tap here to enter text.
School	**Year Group**
Click or tap here to enter text.	Click or tap here to enter text.
PGCE ☐ UG ☐	**Stage 1 ☐ Stage 2 ☐ Stage 3 ☐**

Trainee and M/PM to confirm the weekly meeting has been completed:

Date of meeting	
Click or tap to enter a date.	
Trainee's Name	**M/PM Name**
Click or tap here to enter text.	Click or tap here to enter text.

Review and progress against current targets:
Click or tap here to enter text.

Targets for forthcoming week (3 key targets linked to 'Newman Curriculum' themes)*: *targets should not be phrased as 'continue to...' and should be SMART
Click or tap here to enter text.

SE Evidence against the 'Newman Curriculum' themes- check and review:
Click or tap here to enter text.

File agreed as up to date by PM/M: Yes ☐ or No ☐
Review of University-based training (including assignments)
Which theories have underpinned your practice this week?
Click or tap here to enter text.
Are there any current assignments that the school can support you with e.g. discussion with SENDCo/Assessment Lead (if so, how)?
Click or tap here to enter text.
Any other items discussed:
Click or tap here to enter text.

Appendix 2 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. .	Teachers' Standard(s)
Evidence of subject strength/knowledge: 1. . 2. . 3.	Teachers' Standard(s)

Are there any discussion points that can be raised and discussed with your M?
Upload this to your e-Portfolio and discuss it with your mentor at your Weekly Review and Analysis Meeting.

Appendix 3: Prompts for Observing a Discrete Phonics Session

Phonics Prompts	Add Text
What phase of the phonics programme is the teaching pitched at?	Click or tap here to enter text.
What is the learning objective?	Click or tap here to enter text.
Is the teacher using resources to support the teaching?	Click or tap here to enter text.
Are children given opportunity to review and revisit their previous learning?	Click or tap here to enter text.
How does the teacher engage the children?	Click or tap here to enter text.
Is the teacher using resources to support the teaching?	Click or tap here to enter text.
Are the children being taught to blend and segment?	Click or tap here to enter text.
Are the children taught new letter sounds/blending and/or tricky words?	Click or tap here to enter text.
Are the children given the opportunity to practise and apply their phonics skills in activities? Are these reading or writing activities?	Click or tap here to enter text.
How are additional adults used to support the session?	Click or tap here to enter text.
Which 3 aspects of this lesson would you try to incorporate into your own practice?	Click or tap here to enter text.

Appendix 4: Primary Lesson Plan

Teacher Click or tap here to enter text.	**Date and Time** Click or tap here to enter text.
Class Click or tap here to enter text.	**Age Group** Click or tap here to enter text.
Number of Children Click or tap here to enter text.	**Subject/Area of teaching:** **Length of Lesson** Click or tap here to enter text.

Primary Lesson Plan
Pupil prior learning *(current understanding of the topic)*:
Click or tap here to enter text.
Focused learning objectives:
Click or tap here to enter text.
Resources:
Click or tap here to enter text.
Key Vocabulary:
Click or tap here to enter text.

Introduction, Development and Conclusion
Lesson Introduction: with Planned Assessment/Key teaching points and Approx. Timings:
Click or tap here to enter text.
Development: with Planned Assessment/Key teaching points and Approx. Timings:
Click or tap here to enter text.
Conclusion/Plenary: with Planned Assessment and Approx. Timings:
Click or tap here to enter text.

Evaluation of your own teaching: what was effective or not? Why?
Teaching:
Children's learning outcomes:
Structure and pace:

Evaluation of your own teaching: what was effective or not? Why?
Learning resources:
Class management:
Scaffolding/Adaptive practice:

Appendix 5 Lesson Plan - EYFS

Early Years Lesson Plan

Teacher **Click or tap here to enter text.**	Date: **Click or tap here to enter text.**
Class **Click or tap here to enter text.**	Time **Click or tap here to enter text.**
Additional Staffing: **Click or tap here to enter text.**	Number of Children **Click or tap here to enter text.**

Pupil prior learning *(current understanding of the topic)*:
Click or tap here to enter text.
Area of Learning: *(reference ELG/Development Matters/From Birth to 5):*
Click or tap here to enter text.
Links to other areas of learning:
Click or tap here to enter text.
Opportunities for Characteristics of Effective Learning:
Click or tap here to enter text.
Learning outcomes:
Click or tap here to enter text.
Success criteria:
Click or tap here to enter text.
Resources:
Click or tap here to enter text.
Key Vocabulary:
Click or tap here to enter text.
Key Questions:
Click or tap here to enter text.

Structure of Lesson
Lesson Introduction: with Planned Assessment/Key teaching points and Approx. Timings:
Click or tap here to enter text.
Development: with Planned Assessment/Key teaching points and Approx. Timings:
Click or tap here to enter text.
Adaptive Practice and Scaffolding: *(SEND, EAL, Higher attainers)*
Click or tap here to enter text.
Conclusion/Plenary: with Planned Assessment and Approx. Timings:
Click or tap here to enter text.

Evaluation of your own teaching: what was effective or not? Why?
Teaching:
Children's learning outcomes:

Evaluation of your own teaching: what was effective or not? Why?
Structure and pace:
Learning resources:
Class management:
Scaffolding/Adaptive practice:

Appendix 6: Focused Observation - Classroom Management

Prompts	Observations
How are tables organised and why?	Click or tap here to enter text.
Where are pupil books and resources located?	Click or tap here to enter text.
How is the classroom organised for children's safety?	Click or tap here to enter text.
What is the morning routine to welcome the pupils into the classroom?	Click or tap here to enter text.
What is the routine at home time/end of day?	Click or tap here to enter text.
How does the teacher manage transitions between lessons?	Click or tap here to enter text.
How does the classroom environment support learning?	Click or tap here to enter text.

Appendix 7: Focused observation - Communication

Class Click or tap here to enter text. **Time** Click or tap here to enter text.

Group Size Click or tap here to enter text.

This sheet asks you to focus on the relationships and communication between the teacher and the pupils. **Take the first 15 minutes to look over the types of communication in the first column.**

Watch & listen for the following	Note suitable examples from the lesson
Language (Teacher to class)	Click or tap here to enter text.
Language (Teacher to individuals)	Click or tap here to enter text.
Body Language (Teacher to class)	Click or tap here to enter text.
Reaction (Teacher to pupil)	Click or tap here to enter text.
Verbal and body language (Pupil to teacher)	Click or tap here to enter text.
Verbal and body language (Pupil to pupil)	Click or tap here to enter text.

For the last 15 minutes try and answer the following questions:

Are there differences in the way the teacher relates to the pupils in different situations in the lesson? *Try to account for this.*

Click or tap here to enter text.

What have you learnt about the relationships between different pupils?

Click or tap here to enter text.

Appendix 8: Focus for observation - Behaviour for Learning

Class Click or tap here to enter text. **Time** Click or tap here to enter text.

Group Size Click or tap here to enter text.

1. Start of lesson	2. Settling the group
How promptly did the lesson start? Click or tap here to enter text. How many latecomers were there? Click or tap here to enter text. What did the teacher do to deal with them? Click or tap here to enter text.	How did the teacher establish a working atmosphere? Did they have to deal with any low-level disruption? Click or tap here to enter text. How did the teacher communicate the lesson objectives? Click or tap here to enter text.
3. Direction Transitions	4. End of Lesson
Was there a starter and how long did this take? Click or tap here to enter text. How many changes of activity were there? Click or tap here to enter text. How did the teacher communicate that a transition would occur? Click or tap here to enter text. How did the change of activity affect the pupils? (attention, motivation etc.) Click or tap here to enter text. How were plenaries used during the lesson? Click or tap here to enter text.	Did the teacher review or discuss their achievement of the lesson objectives? Yes/No Choose an item. Did the teacher set homework? Yes/No Choose an item. **If yes to either or both say how long it took and explain how it was done** If equipment was returned say how it was organised and checked in. Click or tap here to enter text. How did the teacher dismiss the class/move to the next lesson? Click or tap here to enter text.

Appendix 9: Focused observation - Questioning

Class Click or tap here to enter text. **Time** Click or tap here to enter text.
Group Size Click or tap here to enter text.

Before carrying out this observation, ensure that you read pages 82-84 of the following textbook (which is available as an e-book):

Glazzard, J. (2016) *Learning to be a primary teacher.* Northwich: Critical Publishing

Also watch Dylan Wiliam discussion on questioning:
[Dylan Wiliam Questioning on Vimeo](#)

Consider the difference between 'open' and 'closed' questioning

1.   Keep a log of **closed** (i.e. yes/no answers) and **open** (e.g. leading to discussion) questions.

Closed	Open

Consider the questioning techniques for "open".

- How does the teacher challenge pupils in his/her questioning?
- How does the teacher provide scaffolding in his/her questioning?
- Do the pupils confer in small groups before answering a question?
- Do pupils initiate questions?
- Are pupils given opportunities to discuss their answers with peers, e.g Think/Pair/Share?
- Are pupils given thinking time in order to answer the questions?
- Do you spot any useful techniques for asking questions, e.g. 'Pose, Pause, Pounce, Bounce'?
- Can you see evidence of the use of Bloom's Taxonomy in the teacher's questioning?

Appendix 10: Focused observation - Lesson pace and pitch

Prompts	Observations
Why are the children learning this? (part of a series of lessons? New topis/theme?)	Click or tap here to enter text.
Are learning objectives/outcomes given? Are they different for different groups?	Click or tap here to enter text.
Are any success criteria given? If so, what?	Click or tap here to enter text.
How does the teacher sustain the interest and motivation of the children?	Click or tap here to enter text.
Do extension activities (if any) develop the learning further and challenge the children? How?	Click or tap here to enter text.
Are there any mini-plenaries throughout the lesson? What effect do these have on the children and their learning?	Click or tap here to enter text.
Is there any movement in the lesson? Do children sit for any periods of time or do they move during the lesson? What impact does this have on them?	Click or tap here to enter text.
How much time is given for modelling the children's activity?	Click or tap here to enter text.
Are 'timescales' set for completing activities? What impact does this have on the children and the learning?	Click or tap here to enter text.

Appendix 11: Focused Observation – Adaptive Practice

Prompts	Observations
How are students grouped and is there a reason why?	Click or tap here to enter text.
Has the teacher got high expectations for all learners? How do you know?	Click or tap here to enter text.
How are additional adults deployed in order to provide additional support?	Click or tap here to enter text.
Who obtained support from the teacher and what support were they given? (Targeted support)	Click or tap here to enter text.
What additional resources were available to support learning?	Click or tap here to enter text.
What adaptations were made during the lesson to support the learning of all? (Barriers to learning)	Click or tap here to enter text.
What individual needs were evident within the lesson?	Click or tap here to enter text.
How does the environment support inclusivity?	Click or tap here to enter text.
What formative assessment took place and how did it develop the learning?	Click or tap here to enter text.

Appendix 12: Record of Attendance –
Trainee to insert dates and complete throughout the placement

Trainee name: Click or tap here to enter text.

SE2 Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days in School
Week 1 (08/01/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 2 (15/01/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 3 (22/01/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 4 (29/01/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 5 (05/02/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 6 (19/02/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	**University-based training**	Click or tap here to enter text.
Week 7 (26/02/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.
Week 8 (04/03/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	**University-based training**	Click or tap here to enter text.
Week 9 (11/03/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Click or tap here to enter text.

SE2 Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days in School
Week 10 (18/03/24)	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	Present ☐ Absent ☐	**University-based training**	

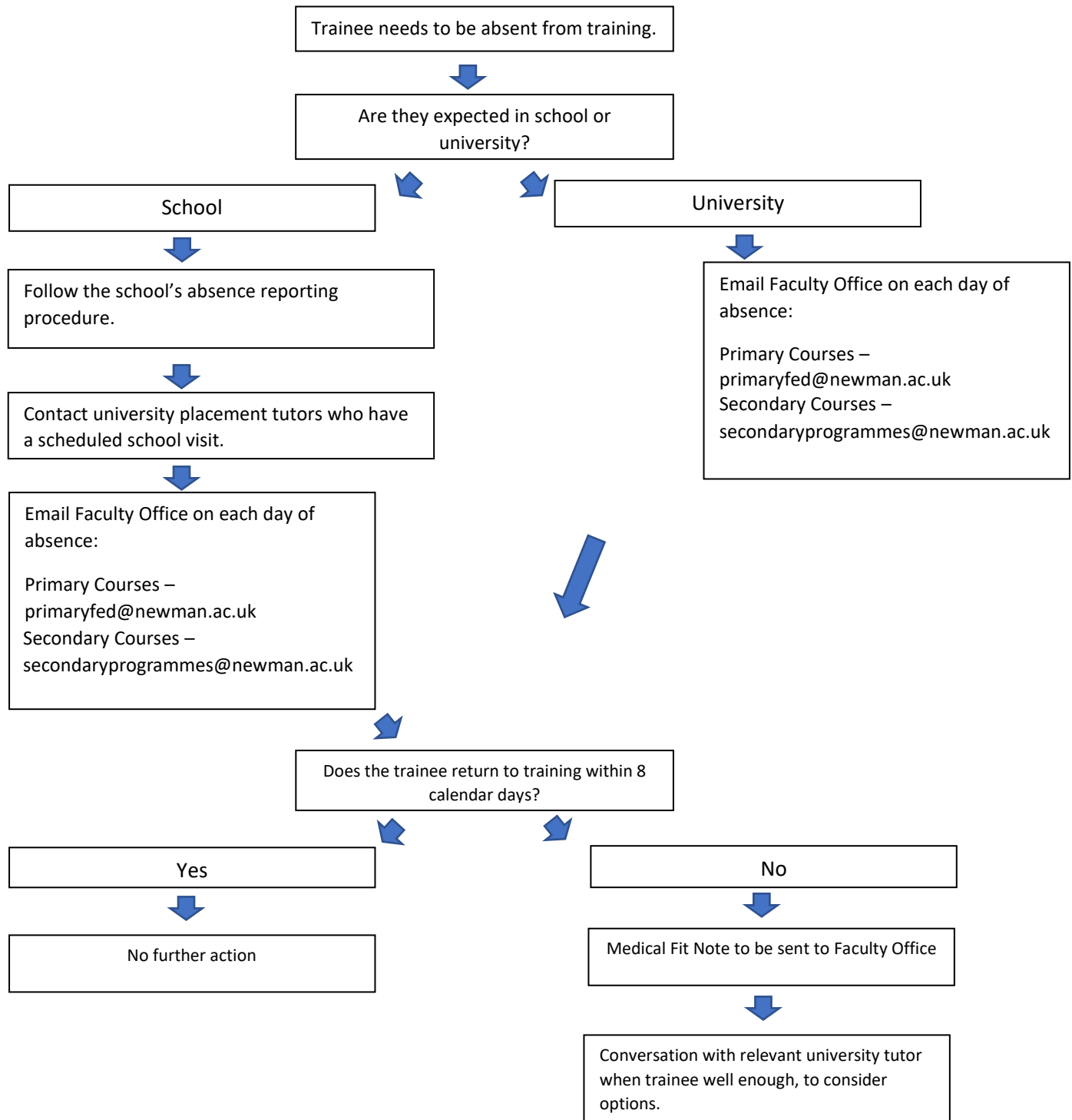**I confirm the trainee was present in school on the dates shown above:**

Signature (M or PM): Click or tap here to enter text.   Date: Click or tap to enter a date.

If you are absent from school please follow the absence procedure as outlined in the attendance policy.

On conclusion of Stage 2 the trainee must upload a copy of this Record of Attendance onto the VLE.

Appendix 13: School Sickness or Emergency Absence Flowchart 2023-2024

Absence from any aspect of university-led, school-led or school placement training as a result of sickness or sudden emergency must be reported to relevant parties as soon as possible.

```
┌─────────────────────────────────────────┐
│  Trainee needs to be absent from training. │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│  Are they expected in school or           │
│  university?                              │
└─────────────────────────────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────┐      ┌──────────────────┐
│     School       │      │    University    │
└──────────────────┘      └──────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────────────┐  ┌──────────────────────────────┐
│ Follow the school's       │  │ Email Faculty Office on each   │
│ absence reporting         │  │ day of absence:                │
│ procedure.                │  │                                │
└──────────────────────────┘  │ Primary Courses –              │
        │                      │ primaryfed@newman.ac.uk        │
        ▼                      │ Secondary Courses –            │
┌──────────────────────────┐  │ secondaryprogrammes@newman.ac.uk│
│ Contact university         │  └──────────────────────────────┘
│ placement tutors who have  │
│ a scheduled school visit.  │
└──────────────────────────┘
        │
        ▼
┌──────────────────────────┐
│ Email Faculty Office on    │
│ each day of absence:       │
│                            │
│ Primary Courses –          │
│ primaryfed@newman.ac.uk    │
│ Secondary Courses –        │
│ secondaryprogrammes@newman.ac.uk│
└──────────────────────────┘
```

```
┌─────────────────────────────────────────┐
│ Does the trainee return to training within 8 │
│ calendar days?                            │
└─────────────────────────────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────┐      ┌──────────────────┐
│      Yes         │      │       No         │
└──────────────────┘      └──────────────────┘
        │                           │
        ▼                           ▼
┌──────────────────┐      ┌──────────────────────────────┐
│ No further action│      │ Medical Fit Note to be sent to │
└──────────────────┘      │ Faculty Office                 │
                          └──────────────────────────────┘
                                    │
                                    ▼
                          ┌──────────────────────────────┐
                          │ Conversation with relevant     │
                          │ university tutor when trainee   │
                          │ well enough, to consider        │
                          │ options.                        │
                          └──────────────────────────────┘
```

It is anticipated that sickness or emergency absence will be accepted as authorised absence but failure to report correctly could result in the absence being recorded as unauthorised.

Appendix 14: SD Alliance Training Activities (Non curriculum) 2023-2024

Record additional school-based training activities arranged by your SD Alliance that are not curriculum content based with date attended and summarise how the training links to the Newman Curriculum Themes: (add additional rows as required)		
Activity	**Date**	**Link to curriculum themes**

Appendix 15: Mid-Point Review Form 2023-2024

Primary School Experience Stage 2 Mid-Point Review Academic Year 2023-2024

Stage 2 PGCE ☐ **UG** ☐ [please indicate]

Mid-point Review ☐ [please indicate]

Trainee name	Click or tap here to enter text.
Year of Entry	Click or tap here to enter text.
School	Click or tap here to enter text.
Year Group	Click or tap here to enter text.
Mentor (M)	Click or tap here to enter text.
Professional Mentor (M)	Click or tap here to enter text.
Placement Tutor (PT)	Click or tap here to enter text.

Mid-Point Assessment

This should indicate the level at which the trainee is currently working and reflect the **feedback** given during formal lesson observations, weekly meetings and review of the Newman Curriculum Continuous Assessment Tool (NCCAT). **If any area is below trajectory, a support plan must be implemented with immediate effect.**

Part One: Teaching [Please tick **ONE** box for each Newman Curriculum theme]	Below Trajectory for QTS FAIL	Met Expectations at a Minimum level PASS	Met Expectations – Secure PASS
A. Role of the Teacher	☐	☐ With Support (Amber)	☐ Independently (Green)
B. Teaching, Learning and Assessment	☐	☐ With Support (Amber)	☐ Independently (Green)
C. Adaptive Practice	☐	☐ With Support (Amber)	☐ Independently (Green)
D. Understanding and Managing Behaviours	☐	☐ With Support (Amber)	☐ Independently (Green)
E. Subject Knowledge	☐	☐ With Support (Amber)	☐ Independently (Green)

Part Two: Professional attributes	Pass	Fail
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:	☐	☐
• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	☐	☐
• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	☐	☐
• showing tolerance of and respect for the rights of others	☐	☐
• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	☐	☐
• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	☐	☐
• Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	☐	☐

School Experience Record	Complete	Partial
• At least one lesson observation has been completed every week and a weekly meeting has taken place	☐	☐
• Lesson evaluation in the form of annotated lesson plan and regular reflection/evaluation of practice has been maintained on e-Portfolio	☐	☐

Please list any areas of the trainee's practice that are particular strengths:
Click or tap here to enter text.

Please list any areas that require development:
Click or tap here to enter text.

PT name and date	Click or tap here to enter text.
Trainee name and date	Click or tap here to enter text.
PM or M name and date	Click or tap here to enter text.

Placement Tutor to email finalised signed Mid-Point Review to the trainee and the Faculty of Education Office:
primarySD@newman.ac.uk

Appendix 16: End Point Review Form 2023-2024

Primary School Experience Stage 2 End-Point Assessment
Academic Year 2023-2024

Stage 2 PGCE ☐ **UG** ☐ [please indicate]

End-point Review ☐ [please indicate]

Trainee name	Click or tap here to enter text.
Year of Entry	Click or tap here to enter text.
School	Click or tap here to enter text.
Year Group	Click or tap here to enter text.
Mentor (M)	Click or tap here to enter text.
Professional Mentor (PM)	Click or tap here to enter text.
Placement Tutor (PT)	Click or tap here to enter text.

End-Point Assessment

This should indicate the level at which the trainee is currently working and reflect the **feedback** given during formal lesson observations, weekly meetings and review of the Newman Curriculum Continuous Assessment Tool (NCCAT). **If any area is below trajectory, a support plan must be implemented with immediate effect.** A trainee below trajectory in **three or more areas at End-Point** will be recorded as a **fail for Stage 2.**

Part One: Teaching [Please tick **ONE** box for each Newman Curriculum theme]	Below Trajectory for QTS FAIL	Met Expectations at a Minimum level PASS	Met Expectations – Secure PASS
F. Role of the Teacher	☐	☐With Support (Amber)	☐ Independently (Green)
G. Teaching, Learning and Assessment	☐	☐With Support (Amber)	☐ Independently (Green)
H. Adaptive Practice	☐	☐With Support (Amber)	☐ Independently (Green)
I. Understanding and Managing Behaviours	☐	☐With Support (Amber)	☐ Independently (Green)
J. Subject Knowledge	☐	☐With Support (Amber)	☐ Independently (Green)

Part Two: Professional attributes	Pass	Fail
Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school:	☐	☐
• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	☐	☐
• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	☐	☐
• showing tolerance of and respect for the rights of others	☐	☐
• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	☐	☐
• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	☐	☐
• Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	☐	☐

School Experience Record	Complete	Partial
• At least one lesson observation has been completed every week and a weekly meeting has taken place	☐	☐
• Lesson evaluation in the form of annotated lesson plan and regular reflection/evaluation of practice has been maintained on e-Portfolio	☐	☐

Please list any areas of the trainee's practice that are particular strengths:
Click or tap here to enter text.

Please list any areas that require development:
Click or tap here to enter text.

PT name and date	Click or tap here to enter text.
Trainee name and date	Click or tap here to enter text.
PM or M name and date	Click or tap here to enter text.

Placement Tutor to email finalised signed End-Point Review to the trainee and the Faculty of Education Office:
primarySD@newman.ac.uk