



Birmingham
Newman
University

Primary PGCE School Direct Programme

MANAGING THE CLASSROOM (Stage 2)

8th January-21st March 2024 Mentor Guide

2023-2024



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Introduction

Thank you for supporting Birmingham Newman University School Direct trainees.

This booklet is designed as guidance for work-related placement aspects of the trainee's PGCE. 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 the trainee version of the booklet outlines the **minimum** activities they are expected to undertake for Stage 2 of their professional experience, and they are encouraged to plan additional opportunities with you if appropriate.

Abbreviations used in this booklet:

M – Mentor

PM – Professional Mentor

APT - All trainees have an allocated Academic and Professional Tutor to support their studies. This is your Birmingham Newman link tutor.

PT – Placement Tutor – university staff who will conduct placement visits. For School Direct trainees this is usually the same tutor as the APT.

At various stages during the completion of their tasks, the trainees will be asked to reflect on what they have learnt:

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

All trainees have an ongoing e-Portfolio in which to add their completed activities and write a weekly focused reflection linked to the weekly Big Question. The trainee is expected to share their e-Portfolio with you on a weekly basis to demonstrate that they are keeping on track. The weekly evaluation form has a section which can then be ticked by you to show that they have shown you their e-Portfolio and how it is progressing.

The next pages give an overview of their weekly expectations.

The highlighted sections show where your support regarding planning/checking planning, observation and weekly meetings will assist the trainee in completion of their Stage 2 Placement. One version is a tick list which is given to the trainees to enable them to ensure they have completed each task. Please note that all necessary forms for completion by the mentor/professional mentor can be found on our Partnership website: www.newman.ac.uk/ite-teaching-partnerships-primary/

Forms in this booklet:

- Weekly review form
- Trainee template for lesson planning
- Lesson observation form (for observing trainee lessons)
- Mid-point review form
- End- point review form

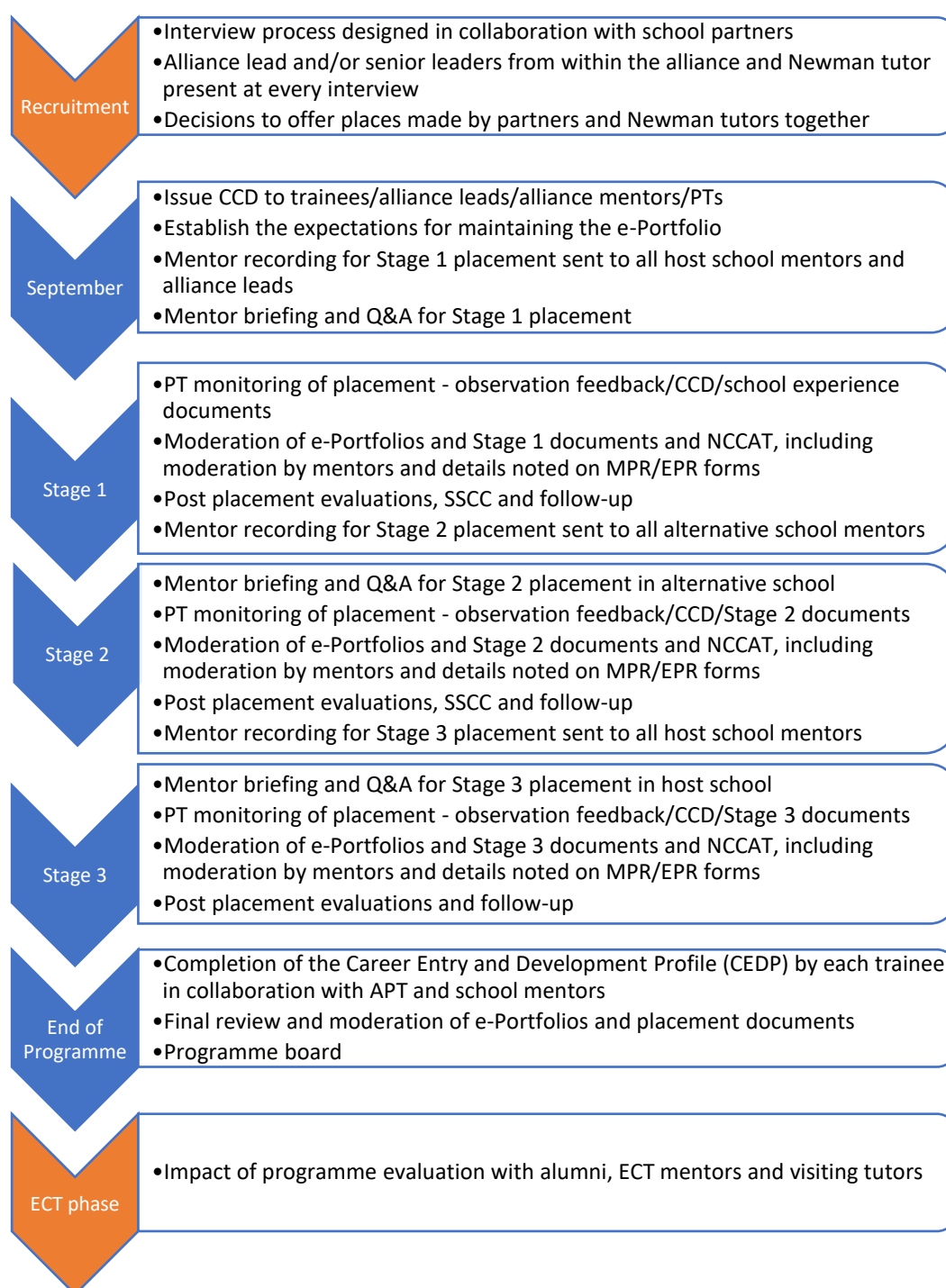
If you feel that a trainee requires a support plan at any stage on the placement, please contact the trainee's allocated tutor from the university.

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

Primary School Direct PGCE-Quality Assurance Process



Key:

CCD – Curriculum Coverage Document

PT – Placement Tutor

NCCAT – Birmingham Newman Curriculum Continuous Assessment Tool

MPR – Mid-Point Review

EPR – End-Point Review

SSCC – Staff Student Consultative Committee

APT – Academic Professional Tutor

The Birmingham Newman Curriculum

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.

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 Birmingham 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.

Birmingham Newman Curriculum Continuous Assessment Tool (NCCAT)

The NCCAT is the document that trainees use to map their progress against the five themes of Birmingham 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 procedures, and provision of reasonable adjustments under SEND Code of Practice.	Proactive responsibility for utilising UBT and SBT meeting time for professional skill development; understands the need to safeguard pupils wellbeing inline with school policy & statutory provisions; independent knowledge of SEND Code of Practice evidenced via practice and academic writing.
	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 by end of 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.

Overview of Big Questions and Tasks

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

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

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

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

**** 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	
	**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	
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	
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 <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	
	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	
	Submission of MPR to PT by 9/02/24	
	RAG rate 2 nd 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	
	**Friday 23 rd 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	
	Task 7 Weekly Review and Analysis Meeting with PM/M	
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 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	
	**Friday 8 th 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 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	
	End-Point-Review – begin the process with your PM/M	
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	
	** 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	

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 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.
PGCE <input type="checkbox"/> UG <input type="checkbox"/>	Stage 1 <input type="checkbox"/> Stage 2 <input type="checkbox"/> Stage 3 <input type="checkbox"/>

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 Click or tap here to enter text.	M/PM Name 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 <input type="checkbox"/> or No <input type="checkbox"/>
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.

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 (<i>current understanding of the topic</i>): 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:

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.

Early Years Lesson Plan

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:

Lesson Observation Form



PRIMARY SCHOOL EXPERIENCE STAGE 2 LESSON OBSERVATION FORM

Observer: Please underline or highlight observed practice against the Newman Curriculum Themes (as appropriate)

TRAINEE'S NAME: Click or tap here to enter text.

OBSERVER: Click or tap here to enter text.

SCHOOL: Click or tap here to enter text.

CLASS/GROUP: Click or tap here to enter text.

TEACHING SESSION/LESSON SEQUENCE: Click or tap here to enter text.

DATE: Click or tap to enter a date.

TIME OF LESSON (FROM – TO): Click or tap here to enter text.

UG OR PGCE (highlight as appropriate) Please highlight one per row

Previous lesson targets for development:

Newman Curriculum Theme	Below Trajectory	On Trajectory	Above Trajectory
Role of the Teacher	Trainee needs to continue to develop their teacher identity to encourage enthusiasm for learning within the classroom.	Trainee is an active and enthusiastic role model and promotes a love of learning. Self-reflection is valued as an important part of the role.	Trainee is an active and enthusiastic role model and promotes a love of learning. Trainee demonstrates positive attitude and role model at all times. Trainee reflects on own practice to develop further.
	Trainee is beginning to further develop strategies to promote good relationships within the classroom.	Employs some strategies to promote equality, trust and respect within the classroom to develop good relationships.	Trainee employs a range of strategies that promote pupil engagement, courtesy, collaboration and cooperation.
	Trainee is beginning to develop professional relationships with colleagues throughout school.	Has good relationships with other colleagues in school.	Positive relationships have been developed with other colleagues in school. This impacts positively on lesson planning and delivery.
Teaching, Learning and Assessment	Planning for lesson not available.	Planning is available and begins to show use of building on previous learning. Most children can explain what they are learning.	Planning builds on previous learning and is adjusted suitably when needed to meet learning needs. Expectations for all are good.
	Trainee is beginning to use learning objective/success criteria within lessons and planning.	Learning objectives/success criteria are clear on planning and are shared with the children.	Learning objectives/success criteria are shared with the children and reflected on where suitable throughout the lesson to embed knowledge and skills.
	Lesson timings/pace are developing.	The vast majority of the lesson has clear pace and structure and keeps to time.	The lesson is well structured to ensure learning. Pace is good and all time used appropriately.

	Trainee is beginning to understand that some questions need to be planned in order to meet the children's needs.	Trainee asks some open questions in the course of the lesson and can respond appropriately to pupils' subject-related questions.	Trainee asks a range of questions which encourage and challenge pupil's thinking. Questions encourage children to reflect on previous learning and give answers which develop reasoning.
	Trainee is developing modelling in order to provide appropriate or sufficient visual/practical resources.	Evidence of successful modelling of the activities within the lesson enables progress to be made by the vast majority of children.	Modelling is clear and appropriate to demonstrate expectations and support progress for all.
Teaching, Learning and Assessment	Trainee is developing an understanding of the TAs role and beginning to guide appropriately within planning.	TAs are aware of their role and effectively deployed for the vast majority of the lesson.	TAs are well deployed throughout the lesson
	Trainee is beginning to use self – assessment/strategies to involve the children in their own learning.	Learners are guided to assess their work themselves against clear criteria. Most can make links between prior and new learning.	Learners have opportunities to assess their own learning against clear criteria and to set targets to improve.
	Resources are available/prepared – though need more thought in order to match the learning objective/needs of the children.	Resources are prepared/available and support the learning objective well.	Resources used in the lesson clearly support the learning and are used effectively to ensure progress.
	Plus - In EYFS:	Plus - In EYFS:	Plus - In EYFS:
	Trainee is beginning to support the focus/target group during the session.	Trainee works well with focus/target group throughout the session.	Target/focus group are well supported, and their learning focus /objective is well developed.
	The trainee is developing Continuous provision to meet children's interests	Trainee uses continuous provision well and provides suitable links to activities/children's interests.	Continuous provision is frequently enhanced to reflect current learning and children's interests.
	Children are beginning to access continuous provision indoor/outdoor independently.	Children are encouraged access outdoor and indoor continuous provision independently.	Children have access to outdoor and indoor continuous provision and understand the systems that are in place to be able to choose independently.
	Trainee is developing ways in which to engage in the children's self-initiated activities.	Trainee engages with self-initiated activities where appropriate and is beginning to develop opportunities to extend children's thinking.	Trainee engages with self-initiated activities where appropriate and is gaining in confidence to develop children's thinking and beginning to develop ways of taking learning forward.
Adaptive Practice	Classroom practice to promote independent learning is developing.	Trainee promotes resilience and confidence in pupils, so they are willing to tackle challenging tasks independently.	Children are able to work independently as a result of learning, procedures and strategies that have developed their confidence and resilience.
	There are some adaptations made within the lesson planning to cater for the needs of different groups of pupils.	Adaptations made within the lesson planning to cater for the needs of different groups of pupils.	Tasks match the needs of most pupils. Barriers to learning have been addressed and suitable resources ensure learning needs are met.
	Grouping and scaffolding is beginning to be used effectively so that arrangements are suitable for the needs of the children.	Grouping and scaffolding is used in order to support the meeting of learning objectives.	A range of strategies are used which support the needs of different groups/individuals. Clear evidence of how learning has been adapted to suit needs of all.
Understanding and Managing Behaviour	Demonstrates some rapport with the class and is becoming a consistent feature of practice.	Demonstrates a good rapport with the class and there are good relationships.	There are positive relationships within the class and the trainee is aware of the needs of individuals and meets these with suitable strategies.
	Trainee reminds of expectations or includes strategies for behaviour management to ensure learning opportunities for all.	Pupils respond well to the trainee's behaviour management systems. A range of appropriate behaviour management strategies is applied consistently well, in line with the school policy. Low level disruption is dealt with efficiently and effectively.	High expectations are evident, and a range of behaviour management strategies ensure that the vast majority of children maintain a high level of interest and engagement.
Subject Knowledge	Standard English is used correctly.	Models good oral and written Standard English and encourages and supports pupils to do so too.	Models high standards of oral and written communication and develops /supports pupil use of Standard English.

	Trainee is developing the subject knowledge required for the lesson and is beginning to address misconceptions.	Trainee demonstrates good subject knowledge for the lesson. Misconceptions are noticed and addressed.	Trainee has a well-developed subject knowledge and is able to use subject specific questions and language to foster interest and embed learning. Misconceptions are well addressed.
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Progress on previous targets/areas for development (where applicable):

Please comment on the strengths and development against Newman Curriculum Themes

Strengths		Areas for Development (max of three)	
Role of the Teacher	Click or tap here to enter text.	Role of the Teacher	Click or tap here to enter text.
Teaching Learning and Assessment	Click or tap here to enter text.	Teaching Learning and Assessment	Click or tap here to enter text.
Adaptive Practice	Click or tap here to enter text.	Adaptive Practice	Click or tap here to enter text.
Understanding and Managing Behaviour	Click or tap here to enter text.	Understanding and Managing Behaviour	Click or tap here to enter text.
Subject Knowledge	Click or tap here to enter text.	Subject Knowledge	Click or tap here to enter text.

If Joint Observation (comments agreed by both observers)

Highlight as appropriate: Professional Mentor (PM) Mentor (M) Placement Tutor (PT) Moderator

Trainee Reflection:

Please ensure that the trainee has an opportunity to complete their reflection after feedback.

Trainee to upload to e-Portfolio

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	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
B. Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
C. Adaptive Practice	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
D. Understanding and Managing Behaviours	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
E. Subject Knowledge	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> 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:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> showing tolerance of and respect for the rights of others 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>

School Experience Record	Complete	Partial
<ul style="list-style-type: none"> At least one lesson observation has been completed every week and a weekly meeting has taken place 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Lesson evaluation in the form of annotated lesson plan and regular reflection/evaluation of practice has been maintained on e-Portfolio 	<input type="checkbox"/>	<input type="checkbox"/>

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:
primaryse@newman.ac.uk

PM or M name and date	Click or tap here to enter text.
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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	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
G. Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
H. Adaptive Practice	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
I. Understanding and Managing Behaviours	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> Independently (Green)
J. Subject Knowledge	<input type="checkbox"/>	<input type="checkbox"/> With Support (Amber)	<input type="checkbox"/> 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:	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> showing tolerance of and respect for the rights of others 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> 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 	<input type="checkbox"/>	<input type="checkbox"/>

School Experience Record	Complete	Partial
<ul style="list-style-type: none"> At least one lesson observation has been completed every week and a weekly meeting has taken place 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Lesson evaluation in the form of annotated lesson plan and regular reflection/evaluation of practice has been maintained on e-Portfolio 	<input type="checkbox"/>	<input type="checkbox"/>

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:
primaryse@newman.ac.uk



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 <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 2 (15/01/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 3 (22/01/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 4 (29/01/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 5 (05/02/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 6 (19/02/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	University- based training	Click or tap here to enter text.
Week 7 (26/02/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 8 (04/03/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	University- based training	Click or tap here to enter text.
Week 9 (11/03/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Click or tap here to enter text.
Week 10 (18/03/24)	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	Present <input type="checkbox"/> Absent <input type="checkbox"/>	University- based training	

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

Signature (PM or M): 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.