



**Birmingham  
Newman  
University**

**Primary Undergraduate Year 1**

**UNDERSTANDING PROFESSIONAL  
PRACTICE**

**2023-2024**



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## Introduction

Welcome to SEI430 'Understanding Professional Practice'. Congratulations on being accepted onto the course. This booklet is designed to give you a focus during your time in school. There are a variety of activities which will assist you as you begin your teaching journey, making the most of the early days spent in the classroom. The activities in this booklet outline the expectations for the first stage of your professional experience. *Please change the order in which you complete the activities if necessary.*

The first week begins on Monday 8<sup>th</sup> April 2024. You then have six weeks of placement which will finish on Friday 17<sup>th</sup> May 2024. This first placement will enable you to begin to develop your professional persona and to take responsibility for your own professional learning and development.

This booklet is designed to support your training during the work-related placement aspects of your course. The activities have been developed in line with the Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Newman tutors. The training plan in this booklet outlines the **minimum** activities you are expected to undertake for Stage 1 of your professional experience, and you are encouraged to plan additional opportunities with your Mentor where appropriate. Your professional development is supported through regular self-review and meetings with your Mentor/Professional Mentor using an assessment tracking system, Newman Curriculum Continuous Assessment Tracker (NCCAT).

This will be an exciting opportunity for you to develop your understanding of your role as a teacher within a school as well as develop your understanding of how to support the pupils who attend.

Abbreviations used in this booklet:

M – Mentor (Class Teacher)

PM – Professional Mentor

PT – Placement Tutor (University Lecturer)

Key aims for your placement in school:

1. Familiarise yourself with the school procedures and documentation, including safeguarding policies, at whole school and class level.
2. Observe lessons and identify elements of lesson structure which contribute to effective management and teaching.
3. Get to know your school mentors and university-based tutors and become familiar with the support available to you to help you to succeed on your course.
4. Co-plan and co-teach whole class activities and take increasing responsibility for planning and teaching groups within lesson time.

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

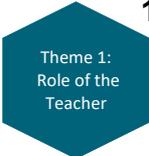
From the start of the course, you will be operating within the timetable and organisational demands of the school. You may not be able to gain all the information you need immediately, but you will gradually build up a bank of knowledge to assist with your work-based learning. You should share this booklet with your M/PM during your meetings so that they can support you in finding opportunities to complete the tasks. At various stages during the completion of these tasks you will be asked to reflect on what you have learnt. Record these reflections and upload key documents onto your e-portfolio. Which can be accessed via a link on the Year 1 Homepage.

# The Newman Curriculum – One Page Profile

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

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

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



Theme 1:  
Role of the  
Teacher

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.



Theme 2:  
Teaching,  
Learning and  
Assessment

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.



Theme 3:  
Adaptive  
Practice

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.



Theme 4:  
Understanding  
and Managing  
Behaviour

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.



Theme 5:  
Curriculum  
Subject  
Knowledge

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 Tracker (NCCAT)

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

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

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Mapping	stage 1	stage 2	stage 3	TEACHER STANDARDS	ECT
<b>ROLE OF THE TEACHER</b>	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.	<b>Fulfil wider professional responsibilities</b>		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.	Demonstrates professional responsibilities, behaviours and expectations of a teacher; demonstrates independent working knowledge of safeguarding pupils wellbeing; evidences further exploration of SEND Code of Practice with key areas identified for use in their classroom whilst reviewing, evaluating and making links with adaptive practice to support breadth of needs of pupils.	<b>Fulfil wider professional responsibilities</b>	Demonstrate increasing autonomy within the scope of professional responsibilities and work effectively within school policies and statutory framework; able to work effectively with school safeguarding policies and procedure; through practice, able to work within the SEND Code of Practice with increasing autonomy, building on the support of expert colleagues.
	Equality, diversity 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.			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.	Demonstrated through their practice a working understanding of the importance of equality and respect and the nine protected characteristics within classroom and wider school community settings; fostered a culture of mutual respect and trust with pupils taught and with colleagues, demonstrating effective and positive relationships that support the learning and development of pupils.		High standards of personal and professional conduct with an understanding of how to champion equality, diversity, respect, and the nine protected characteristics; exemplary trusting and supportive relationships with colleagues, pupils, parents and others that are valued by all.
	Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research. 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	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	Able to identify own areas of need and professional development and proactively seek opportunities through effective target setting and coaching from experts' colleagues to improve performance and pupil progression and outcomes; act upon feedback positively and uses a variety of research-informed practices to improve performance in the classroom demonstrating the development		Proactively seeks advice and coaching from others to develop professional practice, continually aiming for excellence in the classroom by identifying areas that will improve performance and pupil outcomes; reflective practice indicates educational leadership, identifying specific
<b>Role of the Teacher</b>	TLA	Adaptive Practice	Understand & Manage Behaviour	Subject Knowledge	+			

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

By the end of programme, trainees must demonstrate a readiness to meet the standards. Remember you are currently at the start of the programme and therefore have two further school placements to meet the requirements.

### **Part One: Teaching**

**A teacher must:**

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

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

You are training to join a profession which is expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the Teachers' Standards:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

## Summary of links between Taught Modules at University and School Experience Placement UG 1

Module Code	University-based Module Title	Link to School Placement and Newman Themes
TEI430	<p><b>INTRODUCTION TO PROFESSIONAL ENQUIRY</b>                      This module introduces trainees to interpret and analyse observation as a research tool. Trainees evidence their understanding of theories of child development and educational policy in relation to key concepts in the primary school classroom (e.g. behaviour management). This module leads provides the foundation for the trainees' subsequent research modules on research in education for their second and third years.</p>	<p><b>Teaching Learning and Assessment/Understanding and Managing Behaviour/Role of the Teacher</b>                      When observing/assessing children, to liaise with the Mentor about how they observe children. Consider observation in the early years and how it differs to observation in KS2 for example. When observing children – consider what they are saying as well as their body language and consider why they may have certain opinions or ideas. Careful observation can give clear insight into children and the way they behave.</p>
TEI431	<p><b>ADAPTIVE PRACTICE: LEARNING THEORY, MODELS AND APPROACHES</b>                      Trainees explore imagery that conveys issues of inclusion, exclusion and/or integration. They explore the themes that emerge from the imagery and discuss how these impact on social constructions of SEN, disability and inclusion. Trainees identify and evaluate a piece of legislation that was key to or the result of changing societal attitudes towards SEN, disability and/or inclusion and indicate how it impacts on educational settings.</p> <p>Trainees are taught to discuss a range of teaching and learning strategies in the MFL/ EAL classroom and link these to theory including relevant academic references. They are expected to consider some practical suggestions for pedagogical activities and show evidence of key academic reading.</p>	<p><b>Adaptive Practice/Role of the Teacher/Understanding and Managing Behaviour</b>                      Trainees will observe the way in which children are grouped in class and the reasoning behind it as well as be able to note the effectiveness of it. They will have explored the individual needs of SEND children and how they are perceived by the school and their peers. Explore how the teacher adapts practice for these children and consider innovative ways of an inclusive education.</p> <p><b>Adaptive Practice/Teaching Learning and Assessment</b>                      Identify EAL children and review their individual learning plans. Explore the best ways in which these children can be supported. In KS2 consider the impact of FL learning and teaching. Consider the lesson design and how reading, writing, speaking and listening are incorporated equally.</p>
TEI432	<p><b>PLANNING FOR LEARNING IN EARLY YEARS</b>                      Trainees must reflect on the key values, principles and pedagogy underpinning Early Years provision, with reference to appropriate sources of information that have developed your knowledge and understanding of this phase. Your reflection must also include one area specific to early years practice that you identified on your audit as significant to develop further, discussing key new learning in this aspect that will impact on practice. Trainees plan a lesson based on a book/resource, demonstrating knowledge of the key areas of learning within the Early Years Framework. They provide a critique of the plan based on and with reference to their knowledge of EYFS documentation, curriculum, pedagogies and theories.</p>	<p><b>Teaching Learning and Assessment, Role of the Teacher, Understanding and Managing Behaviour</b>                      Trainees are introduced to the changes in the EYFS curriculum with reference to Julien Grenier's review of non-statutory guidance, Development Matters as well as the Birth to Five document. Trainees are taught about Early Years pioneers and their theories. Furthermore, they are encouraged to consider their own practice and complete a self-audit. This audit could contribute to their placement target areas and be a basis for extending their learning within the early years classroom.</p>

TEI433	<p><b>PLANNING FOR LEARNING IN THE CORE SUBJECTS</b></p> <p>Trainees work in groups of 3 or 4 to demonstrate their ability to plan creative, interactive and effective lessons in English, Mathematics and Science, and describe and justify their ideas to an audience of course tutors during a 20- minute presentation.</p>	<p><b>Teaching Learning and Assessment/Subject Knowledge</b></p> <p>Trainees will have access to the school Maths programmes such as White Rose Maths, Mathematics Mastery, Mathletics and TT Rockstars to name a few. With exposure to such resources they will be able to apply their knowledge and understanding of creative, interactive lessons and put into practice what they have learnt on the module. Similarly for English, they will have access to Pie Corbett, Visual Literacy, Twinkl resources and other such resources and STEM for Science.</p>
TEI434	<p><b>PLANNING FOR LEARNING IN THE FOUNDATION SUBJECTS</b></p> <p>Trainees work in groups to demonstrate their knowledge and critical understanding of planning for effective teaching and learning in the foundation subjects, demonstrated through the creation and group presentation (20 minutes up to 4 students) of a scheme of work for a chosen Foundation subject area. Trainees evidence this through demonstration of knowledge and understanding of the underlying concepts that underpin effective and creative planning for the foundation subjects (making links to the NC, TS, EYFS framework/development matters, ITT CCF). They demonstrate the ability to present in accordance with basic theories and concepts of the area of study. Trainees communicate the results of their study/ work accurately and reliably, and with structured arguments. They discuss effective planning in a chosen foundation subject and develop planning skills for a chosen age range.</p>	<p><b>Teaching Learning and Assessment/Subject Knowledge</b></p> <p>Trainees will be able to apply their knowledge of schemes of work relating to the foundation subjects and have access to schemes that school will follow. They will be able to relate their module-based learning to practice while analysing the effectiveness of the schemes they are exposed to.</p>
SEI430	<p><b>UNDERSTANDING PROFESSIONAL PRACTICE</b></p> <p>Trainees undertake a 6-week placement in a primary setting and using the Continuous Monitoring File, alongside mentor support, they track their progress and set appropriate targets. The trainees complete a comprehensive booklet of tasks which relate BIG questions around areas of Safeguarding, whole school behaviour, whole school maths, whole school reading etc. They have the opportunity to observe good practice of experienced teachers and work with small groups of children.</p>	<p><b>All Newman Curriculum Themes</b></p> <p>The module amalgamates learning on all modules while providing the experience of practice within a primary classroom setting. The mentoring relationship on placement is absolutely crucial to the trainee's success. Trainees will be able to draw upon their theoretical understanding of pedagogy which they acquire through university-based modules and then link their learning to practice.</p>

## 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. Observing and being observed is a common feature of professional development throughout a teacher's career.

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

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

Access the links below for more information about how to make effective use of observations:

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

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

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

**REMEMBER:** as a trainee teacher, you must have a teacher or LSA/TA present with you when you are with the class.

- 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 M/PM, when appropriate go around the class, talk to the pupils, look at their work and help them with their activities.
- In weekly review and analysis meetings, remember to ask/discuss with the teacher why he/she adopts a certain approach based on your observations and experiences in the classroom: this will support your reflections in your e-Portfolio.
- Be reflective and constructive in all professional discussions and remember that criticality is not criticism.

Have a look at the National Curriculum and/or the Early Years Framework. Both are available online and it is a great idea to read through and become more familiar with the primary curriculum to support your understanding:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

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

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

**Science:** <https://www.ase.org.uk/> - have a look at the interactive resources

**English:** <https://clpe.org.uk/> - check out the free resources and lesson plans

**Foreign language:** <https://www.duolingo.com/> - 10 minutes per day could really help you to brush up your language skills!

**RE:** [www.natre.org.uk](http://www.natre.org.uk) – keep up-to-date with current developments in RE and find links to a variety of resources

**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>

## PE

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/etggSDNRSMM>. For a copy of the SHARP Principles resource cards please contact [e.powell@staff.newman.ac.uk](mailto:e.powell@staff.newman.ac.uk)

## Anti-Racism Framework

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training [LBU Anti Racism 11-compressed.pdf \(ncl.ac.uk\)](#)

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](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 (Ms and PMs), University staff (PTs) and students have a responsibility to comply with the key messages within the Anti-Racism framework which are that:

- Racism is a real and prevalent feature of our society and that it takes many forms and is constantly being reshaped.
- Being anti-racist means to actively look and see, to describe and understand, and to dismantle racism.
- Educators working with all age groups, in all places are therefore crucial to anti-racism work. All staff (both school and university) involved in teacher education programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

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

## Overview of Big Questions and Weekly Tasks

<b>Week 1: Safeguarding</b>		
BQ	Why is safeguarding important in schools?	
Task 1:	Read policies, such as the code of conduct and absence policy - answer questions in booklet. Read the following report (pp.3-9, pp.21-23). <a href="https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach">https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach</a>  Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?	
Task 2:	2 focussed lesson observations. Complete template 'Communication' for 1 observation and template 'Questioning' for the other observation.	
Task 3:	Read a story to the whole class.	
Task 4:	Update your e-Portfolio with the documentation from Week 1.	
<b>Week 1: ongoing tasks</b>		
	Support the Mentor as directed.	
	Complete the weekly review and analysis form with your Mentor (Class Teacher).	

<b>Week 2: Learning Environment</b>		
BQ	How do teachers promote positive learning environments?	
Task 1:	Complete a Learning Walk across the school exploring the learning environment and note examples of how positive learning environments are promoted – complete template.	
Task 2:	1 focussed lesson observation. Complete template 'Classroom management'.	
Task 3:	Co-plan a core lesson with your Mentor and deliver an intervention to a small group this week.	
Task 4:	Co-plan a foundation subject lesson with your partner which you will teach next week.	
Task 5:	Update your e-Portfolio with the documentation from Week 2.	
<b>Week 2: ongoing tasks</b>		
	Support the Mentor as directed.	
	Complete the weekly review and analysis form with your Mentor.	
	Meet with your PT on Teams.	

<b>Week 3: The roles of the class teacher.</b>		
BQ	What responsibilities does the class teacher have to undertake within their role?	
Task 1:	Track a pupil working at age related expectations and complete section in training booklet.	
Task 2:	1 focussed lesson observation. Complete template 'Lesson pace and pitch'.	
Task 3:	Co-plan an introductory starter for a core subject to be team taught with your Mentor or support staff to the whole class next week.	
Task 4:	Co-teach the foundation subject lesson planned last week with your partner.	
Task 6:	Update your e-Portfolio with the documentation from Week 3.	
<b>Week 3: ongoing tasks</b>		
	Support the Mentor as directed.	
	Complete the weekly review and analysis form with your Mentor.	

<b>Week 4: Behaviour management.</b>		
BQ	What are the behaviour management strategies used in school?	
Task 1:	Read the school Behaviour Policy and answer the questions in the booklet.	
Task 2:	Lesson starter activities in the booklet.	
Task 3:	1 focussed lesson observation. Complete template 'Behaviour for learning'.	
Task 4:	Teach the introductory starter to a core subject with your Mentor or support staff to the whole class.	
Task 5:	Plan two foundation subject lessons with your partner to be taught next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 4.	
<b>Week 4: ongoing tasks</b>		
	Support the Mentor as directed.	
	Complete the weekly review and analysis form with your Mentor.	
	Arrange for your PT to visit you during week 5 or 6.	

<b>Week 5: Adaptive Practice</b>		
BQ	How do teachers adapt their practice to meet the needs of children?	
Task 1:	1 focussed lesson observation of your M. Complete template 'Adaptive practice' and complete questions in booklet.	
Task 2:	Observe plenaries/mini plenaries and consider questions in booklet.	
Task 3:	Co-teach two foundation subject lessons with your partner planned last week.	
Task 4:	Plan two foundation subject lessons with your partner to be taught next week.	
Task 5:	Plan two core subject lessons with your partner to be taught next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 5.	
<b>Week 5: ongoing tasks</b>		
	Support the Mentor as directed.	
	Complete the weekly review and analysis with your Mentor.	
	Visit from PT (if not this week next week).	

<b>Week 6: Assessment</b>		
BQ	What is formative assessment? What examples have you seen in school?	
Task 1:	Co-teach two foundation subject lessons with your partner planned last week.	
Task 2:	Co-teach two core subject lessons with your partner planned last week.	
Task 3:	Phonics observation of any teacher or support staff. Complete template 'Prompts for observing a discrete phonics session'.	
Task 4:	Co-plan and support the teaching of a PE lesson as directed by your lecturer during your PE seminars.	
Task 5:	Update your e-Portfolio with the documentation from Week 6.	
<b>Week 6: ongoing tasks</b>		
	Support the Mentor as directed.	
	Visit from PT (if not last week).	
	Complete the weekly review and analysis with your Mentor.	
	Complete the EPR form with your class teacher.	
	Complete NCCAT stage one.	

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

### 1. Access the school website

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

### 2. Make contact with your Mentor/Professional Mentor

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

### 3. School Policies

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

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

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

### ✓ **Building Orientation**

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

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

### ✓ **The school day**

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

### ✓ **Key Staff**

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

### ✓ **Your class**

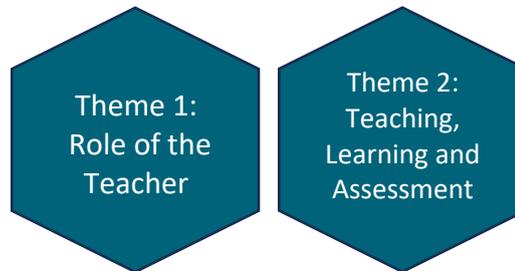
- Learn the names of the children in your class.
- Learn the names and roles of other adults involved in teaching or supporting your class.
- Ensure that you are aware of the timetable for your class.
- Start to build a rapport with the pupils.

# Training Plan

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

Throughout the weeks, make sure you are also remembering to complete the relevant aspects of your e-portfolio, using the NCCAT to support your professional development.

## Week 1



### **Big Question - Why is safeguarding important in schools?**

During this week, you will concentrate on getting to know the pupils better.

#### **Your class**

- Learn the names of the children in your class.
  - Become familiar with the classroom layout and the resources available.
  - Ensure that you are aware of the timetable for your class.
  - Start to build a rapport with the pupils.
  - Make sure that you know how different groups are organised for each subject. Is there a seating plan?
  - Have a look at the displays in the classroom – is there a 'Zone Board' for behaviour? How is it used?
- ✓ Observe at least two playground duties.
- What happens when children hurt themselves i.e. football/running?
  - How many adults are required to be on duty?
  - Are there first aiders available?
- ✓ Support/join a group/table of children during English and mathematics. Work with a different group/table each day if possible.
- ✓ Upload evidence of work onto e-portfolio

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

Question	Answer
Are the policies available on the school website?	
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?	

Read the following report (p.3-9, p.21-23). <https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach>

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

**Task 2: Book in 2 observations with your class teacher. Record the date, time and subject 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.

Use the 'Communication' and 'Questioning' templates.

Complete the observations and make notes on what you see.

**What are the good ideas/successful strategies you can use in your own practice?**

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

### Task 3: Read a story

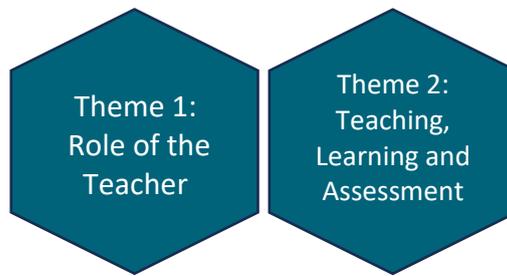
Choose a book suitable for the age group you are teaching. Should this be a new book? Depending on the class you are based in, this may be a whole book or just part of a book which the class are currently reading together. Arrange a time with the teacher when you can read to the whole class. **Think about the following:**

- Is the book suitable for the year group?
- Where should the children sit to hear the story?
- Where should you position yourself in the classroom to read the story?
- Where will you pause when reading the story to the children?
- What can you ask the children when you pause during the story?
- If there are pictures, think about how you will share these with the children.
- How can you encourage discussion about the story after you have finished reading to the children? What could you ask them at this stage?

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

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

## Week 2



### **Big Question – How do teachers promote positive learning environments?**

#### **Task 1: Learning Walk - positive learning environments**

A learning walk is a way of gathering information about an institution. You will need to agree protocols with the staff before the walk can take place. Ensure that you have had this discussion before beginning your learning walks.

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

You will need to decide:

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

You can use the record sheet provided template 'Learning Walk' or you can create one of your own.

Throughout the day, note down any examples you see that promote positive learning environments.

Area	Examples and how they promote a positive learning environment.
Teacher behaviours	
Classroom organisation/layout	
Rules/routines	
Opportunities for celebrating achievements	
Displays - pupil input?	
Organisation of resources	
<i>(add any other area you notice)</i>	

**Task 2:** 1 focussed lesson observation. Complete template 'Classroom management'.

**Task 3:** Co-plan (with SBT support) and then deliver an intervention for a small group in one core subject. Based on the teacher's lesson plan, create and deliver an activity for one small ability group which will enable the pupils to meet the learning objective. Complete the grid below:

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

**Task 4:** Co-plan (with guidance from your SBT) a foundation subject lesson with your partner which you will teach next week. Please complete the Newman lesson planning template.

Upload evidence of work onto e-portfolio

## Week 3



### **Big Question – What responsibilities does the class teacher have to undertake within their role?**

#### **Task 1: Pupil Track**

Choose a pupil to track throughout one day this week. Liaise with your class teacher and choose a pupil who is **meeting curriculum expectations at an age-appropriate level**.

<b>Lesson</b> <i>Write the subject in here</i>	<b>What did you notice about the pupil in each lesson?</b> <i>Behaviour, engagement, how do you know they have made progress?</i>
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.

**Task 2:** 1 focussed lesson observation of your class teacher. Complete template 'lesson pace and pitch'.

**Task 3:** Co-plan an introductory starter for a core subject to be team taught with your class teacher to the whole class next week.

**Task 4:** Co-teach the foundation subject lesson planned last week with your partner. Complete the evaluation section on last week's Newman lesson planning template.

✓ Upload evidence of work onto e-portfolio



**Big Question – What are the behaviour management strategies used in the school?**

**Task 1: Behaviour Management Policy**

Read the school’s Behaviour Management Policy

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

**Task 2: Lesson Starters**

Now you have spent some time observing whole lessons, it is time to begin considering the different parts of a lesson in more detail. This week you should focus more closely on ‘starter activities’.

**As you observe the class teacher this week, think about the following:**

- How does the teacher start a lesson?
- How do they capture the attention of the children from the very start of the lesson?
- What type of activities do they carry out during the starter?
- How does the teacher ensure that the starter activity is accessible for all?
- Does the starter activity focus on prior learning or introduce something new?
- Why do you think starters are important?
- How long does the starter activity take?

**Task 3:** 1 focussed lesson observation of your class teacher. Complete template 'Behaviour for learning'.

**Task 4:** Teach the introductory starter of a core subject with your class teacher or support staff to the whole class. Once you have had your post-lesson discussion, complete the reflection below:

<b>Starter discussion thoughts</b>	<b>Reflection</b>
What went well? Why?	Click or tap here to enter text.
How will I build on this success?	Click or tap here to enter text.
What could be improved? Why?	Click or tap here to enter text.
Was the objective achieved? How do I know this?	Click or tap here to enter text.
What could I do next in this topic?	Click or tap here to enter text.
What are my targets for next time?	Click or tap here to enter text.

**Task 5:** Plan (with guidance from your class teacher) two foundation subject lessons with your partner to be taught next week. Use the Newman lesson planning template for each lesson.

✓ Upload evidence of work onto e-portfolio



**Big Question – How do teachers adapt their practice to meet the needs of children?**

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

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

**Focused observation**

You should also carry out a more **focused observation** of your class teacher this week on adaptive practice (including adult support/deployment). Please complete template 'Adaptive practice'.

**Task 2: This week you should also focus on observing plenaries and mini-plenaries.**

As you observe the class teacher this week, think about the following:

- What is a mini-plenary?
- What is the purpose of a mini-plenary?
- What type of activities does the teacher carry out during a mini-plenary?
- How does the teacher end a lesson?
- What is the purpose of the plenary at the end of the lesson?
- What type of activities does the teacher carry out during the plenary?
- How does the teacher ensure that the plenary activity is accessible for all?
- Does the plenary activity focus on prior learning or introduce something new?
- How long does the plenary activity take?
- How does a plenary help with the teacher's assessment of the learning?

**Task 3:** Co-teach the two foundation subject lessons you planned last week with your partner. Complete the evaluation section on each of the previous Newman lesson planning templates.

**Task 4:** Plan two foundation subject lessons with your partner to be taught next week. Complete the Newman lesson planning templates.

**Task 5:** Plan two core subject lessons with your partner to be taught next week. Complete the Newman lesson planning templates.

✓ Upload evidence of work onto e-portfolio



**Big Question – What is formative assessment? What examples have you observed in school?**

**Task 1:** Co-teach the two foundation subject lessons you planned last week with your partner. Complete the evaluation section on each of the previous Newman lesson planning templates.

**Task 2:** Co-teach the two core subject lessons you planned last week with your partner. Complete the evaluation section on each of the previous Newman lesson planning templates.

**Task 3: Phonics**

You may already have had the opportunity to observe or take part in a phonics lesson. Don't worry if you haven't yet had this opportunity. The tasks for Week 5 will help you to begin thinking about this important aspect of the curriculum.

Write the definitions of each of the terms below. Speak to teachers in your school and use textbooks signposted to you during phonics taught sessions at Birmingham Newman University.

Phonics Terms	Definitions - Add Text	Examples from observations in the classroom
Phonemes	Click or tap here to enter text.	Click or tap here to enter text.
Graphemes	Click or tap here to enter text.	Click or tap here to enter text.
Blending	Click or tap here to enter text.	Click or tap here to enter text.
Segmenting	Click or tap here to enter text.	Click or tap here to enter text.
Digraph	Click or tap here to enter text.	Click or tap here to enter text.
Split digraph	Click or tap here to enter text.	Click or tap here to enter text.
Trigraph	Click or tap here to enter text.	Click or tap here to enter text.

## **Phonics observations**

Arrange with your class teacher to complete an observation on phonics with either Reception, Year 1 or Year 2. If you can do an observation in all these classes that would be even better! Use the phonics observation form 'Prompts for observing a discrete phonics session'.

**Task 4:** Co-plan and support the teaching of PE as directed by your Lecturer during Newman taught sessions.

✓ Upload evidence of work onto e-portfolio

## Effective Target Setting Primary ITE

### Why set targets?

The setting of developmental targets is central to trainee progress and success over time. Throughout Initial Teacher Training and their teaching career, the setting, monitoring and review of targets as part of continuous professional development will ensure that trainees develop and improve their practice to become the best teacher they can be; understanding that self-reflection and the feedback of others is a vital part of continuous improvement. This cycle of mentoring should form the basis for the relationship between the trainee and expert colleagues underpinned by SMART target setting.

### Where are targets set?

<b>Lesson observation form – linked to 5 Themes</b>	<b>Weekly Review Meeting Form – SMART targets</b>	<b>Mid-Point and End-Point Review – Areas for Development</b>	<b>Career Entry and Development Profile</b>
<p>Each lesson observation should identify areas for development linked to the 5 Newman Curriculum Themes from within the specific lesson. These development areas should then be addressed and demonstrated in lessons/practice moving forward.</p>	<p>Targets set at weekly meetings should draw on the range of evidence regarding trainee progress, pulling together developmental targets shared through lesson observation forms, informal observations, and discussions. Four targets should be set with the trainee deciding on the fourth. These targets should be specific and measurable, with actions and possible evidence that can be demonstrated within a week. The trainee should review their targets prior to each weekly meeting and identify the progress they have made to share with their mentor.</p>	<p>On Mid and End Point review forms, broader targets are appropriate. These should consider progress so far against the NCCAT (Newman Curriculum Continuous Assessment Tool) and make suggestions regarding where a trainee would benefit from further experience or should develop their expertise further.</p> <p>At the End Point review on the final placement, areas for development are given for each of the 5 Newman Themes as a pointer for the Career Entry Development Profile.</p>	<p>Setting of targets for the ECT year, based on the trainee’s end of course profile and the context of the employing school.</p>

## Making targets SMART

<b>S</b>	<p><b>SPECIFIC</b> Who, What, Where, When, Why Define the goal as much as possible without using ambiguous language. Who is involved? What should be accomplished? Where/when will it be done? Why is it being done?</p>	<p><b>Examples of SMART targets linked to Curriculum Theme ‘Understanding and Managing Behaviour’.</b></p> <p>Clearly share classroom rules at the beginning of each lesson</p>
<b>M</b>	<p><b>MEASURABLE</b> From and to. Is it possible to track the progress and measure the outcome of the target? How will we know when the goal has been achieved? What evidence will be required?</p>	<p>Use the school rewards system consistently in each lesson.</p> <p>Observe how the class teacher manages the start of lessons, noting down each step to be able to replicate the process.</p>
<b>A</b>	<p><b>ATTAINABLE</b> Is the target possible to achieve? Is the timeframe suitable? Is it at an appropriate level of challenge?</p>	<p><b>Examples of SMART targets linked to Curriculum Theme ‘Adaptive Practice’.</b></p>
<b>R</b>	<p><b>RELEVANT</b> Is the target worthwhile? Will it meet suitable needs? Is it consistent with other targets that have been achieved and does it fit in with current and longer-term plans?</p>	<p>Arrange to speak with the SENDCo to discuss EHCP plans for children in my class.</p>
<b>T</b>	<p><b>TIMELY</b> Does the target have a suitable time frame/limit?</p>	<p>Identify clearly in lesson planning how the needs of more able learners will be met.</p> <p>Ensure practical resources are in place to support the learning of all groups</p>

### Using the Big Questions to develop practice

Whilst on school placement, the trainees have a weekly ‘Big Question’ to explore and write reflective commentary on in their eportfolio.

The Big Question will be linked into weekly tasks and encourage more in-depth research and associated university based learning and training.

This question should form part of the weekly meeting discussion and may result in a SMART target for further development in the week ahead.

### Examples of the Big Questions

**Why is safeguarding important in schools and how it is done in your setting?**

**What is formative and summative assessment and where is it used in your school setting?**

**How do teachers adapt their practice to ensure good outcomes for all?**

**How do teachers promote positive learning environments and plan for progression across the curriculum?**