



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work

Please read this guide in conjunction with the **Northern Ireland Teacher Competences** which you can access via: www.gtcni.org.uk

Click on the Professional Standards tab and then access 'Teaching: the Reflective Profession' where you will find the 27 competences set out under the three broad headings as follows:

- Professional Values and Practice
- Professional Knowledge and Understanding
- Professional Skills and Application

Code of Practice

Introduction

Central to students' professional preparation is the emphasis placed on placement and the acquisition of professional competences by student teachers. Placement in schools and elsewhere comprises first-hand observation of children of different ages and abilities, and enables students to develop teaching skills and techniques and participate in the wider aspects of school life. Schools and other placement providers are in close partnership with the University College to ensure the maximum development of student competences.

This booklet sets out the general expectations for students and schools. Detailed information on each year group and their particular expectations can be found in the relevant module guides which should be read alongside this booklet.

For Students

For teacher education students, being in schools is the culmination of all the work undertaken in College and the opportunity to put into practice all you have learned. It is usually a very enjoyable and rewarding experience but can also be demanding and challenging. The school and College staff have all been through placement themselves and appreciate that you are still learning about being a teacher. They are therefore very understanding and will do all they can to support you.

For Schools

Thank you for agreeing to host Stranmillis student teachers. We, as College staff and students, appreciate the time you take working alongside our students and sharing your wisdom and experience with them. We hope that contributing to the development of the future of the profession is also rewarding for you. We know our students gain immensely from their time with you, but hope also that you and your organisation gain from sharing some time with our students and all the enthusiasm and energy they bring to teaching.

Expectations: Students

1. Prior to Placement

Students are asked to complete an online form to enable the College to find a suitable placement. All forms must be completed by the date indicated and the information provided must be accurate and up-to-date. Late submission can severely impact securing a suitable placement.

All administration associated with placements is undertaken by the Placement Team situated in the Academic Office in Central Building. They can be contacted at placements@stran.ac.uk or on 028 9038 4344.

It is normal practice that a student will **not** be assigned to a school in which:

- they were a pupil;
- a close relative works;
- there is any other connection that may impact on the placement.

College staff will take into account a range of factors when placing students, including the need for a range of placements to be provided across the full degree programme, including schools of different management types and sectors.

Once placements have been published, no changes are permitted except in exceptional circumstances, for example, a relative has moved job to now work in the placement school. Such changes should be communicated to the Placement Team **as soon as they become known.**

Before placement, students will be fully prepared through engagement with all of the modules in College but particularly through work in Professional Studies and Placement, Personal and Professional Learning or Professional Experience modules. Full details of year-specific and phase-specific expectations will be found in the relevant module guides.

2. Day Visits

Before the block placement commences students will often visit their host school on day visits. Details of the expectations for these visits and whether or not they are arranged by the College or need to be organised independently by the student are contained in the relevant module guides.

3. During Placement

(a) Professionalism

Being in a school and playing a role in the development and education of young people is a great privilege and should be a very enjoyable experience. In order to make the most of the time in school, students should behave and be treated as fellow professionals. As well as preparing appropriately for every lesson and contributing fully to the life of the school, students should also be mindful of such issues as professional dress code, punctuality and professional interaction with all school staff.

Students should continually seek advice from the class teachers with regard to preparation and the delivery of lessons and with other aspects of school life. Students should be familiar with all school policies before commencing placement.

All students should take the opportunity to participate fully in the wider life of the school, in attendance at morning assembly, in supervision duties, in exploring formal structures set up for pastoral care (guidance, counselling, careers where appropriate) and in extra-curricular activities (clubs and societies).

This will naturally give students access to confidential information, both through conversation, discussion and observation and in relation to recorded data. This information must be treated professionally and not disclosed, even casually, outside the school environment.

Students should not share **any** information about schools, pupils, fellow teachers or other aspects of their placement on social media.

(b) Timetables

Post-primary students should send a copy of their personal teaching timetable to the Placement Team and to their tutor as soon as possible after the block of teaching begins. It should be sent by email using the approved template to placements@stran.ac.uk and to the relevant tutor.

(c) Field Trips and other Out of School Visits

Before planning any kind of field trip, the permission of the school principal must be obtained. On all such exercises the pupils must be accompanied by the class teacher or an alternative member of the school staff. Students should also ensure that the adult-pupil ratio complies with current Department of Education regulations.

Because the normal car insurance does not permit it, students should not transport children in their car in connection with educational visits.

If students are invited to participate in an extended school field trip, they require the **prior** permission of the University College in writing and the student should contact the appropriate subject areas and seek specific guidance on safety procedures.

(d) Absence

The normal Student Absence Guidelines will apply and should be read carefully in the event of any absence. However in addition to these guidelines, on the morning of any absence, as well as informing the school, the student, or someone on their behalf, should contact the Placement Team before 9.00 am on 028 9038 4344 or placements@stran.ac.uk stating: name, year, school and possible duration of the absence. This will allow the team to notify any tutors of absence so that they do not visit the school when the student is absent.

Students should not normally be absent for any reason other than illness during placement. However if there are other **exceptional** circumstances that may need an absence, students should complete the relevant online form at least 2 weeks beforehand, giving adequate reasons to support the request. Students are expected to behave as members of staff in the school and as such should not be taking any time off for purely personal reasons such as routine dental appointments, driving

tests etc. Students must make up for **any** absences, including exceptional circumstances and illness, on other dates and should indicate that this has taken place on their attendance record. This may be possible, for example, during the College break over Easter when schools may be open or, if the absence is known about in advance, on days before block placement begins. Such arrangements should be discussed and agreed directly with the school and normally approved by the school principal. This also applies for absence during observation days which should be arranged at another time.

Students are sometimes called for jury service. Should this occur during placement, or indeed at any time during the year, students should inform the College Academic Office immediately so that the College can apply for exemption on the student's behalf.

(d) School and College Closures

If a school is closed for any reason during placement, the student should inform the Placement Team (028 9038 4344) of the details at the earliest possible time. No attendance at University College in lieu is normally required. Should the University College be closed at any time during the period of school-based work and the school remains open, the student is to remain at school.

(e) Issues and Concerns

Students' first point of contact if any issues or concerns arise during placement should normally be the teacher tutor or classroom teacher in school or the tutor from Stranmillis. If further help or advice is required then these professionals will guide you to further support. If the issue however is with regards to a child protection issue then the first point of contact is the Designated Teacher in the school. Students should also remember that the full student support service is available during placement and this can be accessed in the usual way using the information on the website at:

<http://www.stran.ac.uk/informationfor/prospectivestudents/studentssupportcentre/>

4. After Placement

At the conclusion of a period of school-based work students should ensure that:

- all borrowed materials have been returned;
- all meals and other refreshments have been paid for; and
- appreciation has been expressed to the principal and school staff for their support and guidance.
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(a) School-Based Work Record

On the last day of placement the student should complete the front page of the school-based work record form, which is included in module guides, and hand it to the school principal who will later complete the other side and return it to the College. Primary students should complete a separate form for each class in which practice has been undertaken. As well as being a record of what a student has taught, these forms invite host teachers, teacher-tutors and principals to record their views about a student's competence and general attitude to teaching. These views are an integral part of the University College's assessment procedures. This form is emailed to the student and can also be downloaded from the student website.

(b) School Attendance Record

Students must complete the School Attendance Record, which is available from the student website, and return it to Placement Team in the Academic Office on the final day of SBW or as soon as possible thereafter. School closures should NOT be recorded as absences (A); instead, an entry should be made indicating the reason for the holiday (e.g. mid-term, election, etc.). **These forms should also indicate where additional days have been undertaken to make up for any days of absence.** Where the last day of SBW is also the last day of term please post the form to the University College. Do not keep it until the new term.

(c) Travel Costs

Some students may be eligible to claim costs incurred in travelling to their placement. All students are required to complete an online form (emailed via Stranmillis email) to determine what, if any, costs can be claimed and relevant google maps or screenshots must be uploaded. In most circumstances travel costs will be paid in advance of the block placement and observation days will be calculated into the payment. Forms **must** be completed by the deadline indicated and no late applications will be considered.

(d) School-Based Work – a Requirement

The successful completion of school-based work is a course requirement and no exceptions are permitted. Hence poor attendance for whatever reason and/or lack of satisfactory progress in teaching will normally result in the student having to undertake additional practice. For further details see 'Protocols for Student Progress' (page 14). Students are reminded that they must be available throughout June and/or September for additional practice if required.

Supervision & Assessment

It is important that schools, students and the College work together to ensure an effective placement for students. Partnership is about the positive and progressive development of student teachers from novices to professional practitioners. In this regard students, tutors and teachers have a full and equal part to play.

University College Tutors

Students will have a member of the University College teaching staff who will act as their tutor during placement. This tutor's responsibilities will be to:

- contact students before they go into schools to ensure that they are fully aware of the expectations of school-based work;
- act as the main tutor during the block;
- make supervisory visits to the students;
- liaise with the host teacher, teacher tutor, heads of department and school principal about student progress;
- receive and discuss the student's Formative Profile or Career Entry Profile after the final block.

The main purpose of tutor visits to students in schools is to provide guidance, advice and support. In most courses, students will not normally be advised of the date or time of a visit unless there are circumstances which require such information to be made available. However, tutors must also report on all teaching observed, and assessments are required. Tutors will first check that the student has the required elements in place in the teaching file and should clarify with students the objectives of the lesson to be observed.

Careful and sensitive observation of lessons or activities should be an integral part of a college tutor's visit to a school, as should the development of an ongoing dialogue between the student and the classroom teacher. When observing teaching, tutors use the Report on Teaching in conjunction with the Competence Descriptors. These reports are filed and used to produce cumulative assessments of student progress.

They are also part of the overall assessment and grading procedures. Many variables are recognised as affecting these grades – the placement school and its environment, the observations of school staff and their comments on students' attitudes, the imagination, care and thoroughness of preparation as well as the personal and intellectual qualities exhibited in the actual teaching situations observed.

Adequate support should be provided at the end of all lessons. Students should be encouraged to think through their lesson, indicate its strengths and weaknesses and those areas of competence in the lesson which the student would identify as needing further thought and development. College tutors should engage the classroom teacher at regular intervals in discussion of student progress and should include the student in a process of mapping out their professional development and progress.

Interim assessments on individual lessons are not normally made available to students. However if a tutor identifies an area of concern then the protocols identified on page 14 should be followed and tutors should inform students that they have taught a lesson that has earned a 'fail' grade/mark or is otherwise requiring the completion of a cause for concern form.

Discussions with students should be sufficiently detailed to make students aware of their strengths and weaknesses. Students should receive a copy of the lesson report as soon as possible after the visit has taken place and usually within 1 or 2 working days.

Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence and grades should follow the grade descriptors which are based on current competence elements.

Classroom Teachers and/or Teacher Tutors

The main role of teachers and teacher tutors in relation to students in schools is also to provide guidance, advice and support. The University College very much appreciates the participation of class teachers and teacher tutors in the supervision of its students. It recognises that a much more rounded view of student teaching can

be made by the class teacher, particularly in the primary sector where teachers are with the student all day. Students should be aware of the importance which is placed on class teacher and teacher tutor oral comments and written reports when they are sent into College.

The University College would very much appreciate it if host teachers could observe the students' teaching more formally on occasions, using the form used by College tutors or an equivalent. If a teacher identifies an area of concern with progress then the school should contact the relevant tutor in the first instance who will follow the protocols identified on page 14.

Associate Placement Assessors

Third and fourth year BEd students and PGCE students may have an assessed visit from an Associate Placement Assessor (APA). The APA is an experienced senior teacher, often a principal or vice-principal and they work alongside College staff, using College procedures and will also provide guidance, advice and support.

Visits by an External Examiner

As part of Quality Assurance procedures, a number of students will be observed by an External Examiner. The External Examiner will visit students who demonstrate a range of competence. Students involved in this moderation exercise will be informed of their inclusion in advance.

Child Protection and Safeguarding

Children and young people have a fundamental right to be protected from harm. Everyone plays a key part in protecting children and keeping them safe.

There are three vital aspects to this role:

- creating a safe and supportive environment for children;
- recognising children who are at risk or suffering from harm;
- taking appropriate action.

Students on placement can contribute to creating a safe and supportive environment for children through their work ethos and professionalism and in the way they communicate with and respond to children directly. By re-familiarising themselves with key indicators of adversity, students will increase the likelihood of recognising when a child is at risk or suffering from harm. Most importantly, if students are concerned about a child they can take appropriate action by reporting the concern immediately.

For Students

This information tells you what to do if you are concerned about a child or young person during your placement or school-based work and where you can get information or help. It is important that you become familiar with your setting's legal child protection and safeguarding duty. We strongly suggest that you use the check list below prior to and during your first day of placement or school-based work.

School-Based Work/Placement Checklist

- Read the College Child Protection and Safeguarding Policy
- Revisit your child protection class notes and presentations
- Read your setting Child Protection and/or Safeguarding Policy
- Identify the setting's Designated Teacher/Person and Deputy Teacher/Person
- Keep a note of contacts handy at all times

School/Placement Setting

All schools in Northern Ireland must follow the legislation and guidance from the Department of Education and the Education Authority. If a setting is worried about a child's welfare, they must refer this to the appropriate services, usually the Gateway Team to Children's Social Work Service.

- Your setting will have a designated person/teacher for pastoral care or child protection. This person is responsible for all child protection matters affecting children at the setting.
- Your setting must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. You should ask for a copy of this.






Student's Role

- In general, students must be observant of children's learning, classroom behavior and social relationships.
- If you are concerned about the welfare of a child, you must report this to the designated person/teacher in your setting immediately.
- If the designated person/teacher is unavailable, you must report your concern to your class teacher/person in charge **without delay**.
- If a report about a child's welfare is made during school-based work or placement, you must inform any of the College Child Protection & Safeguarding Team that you have done so.
- If you are unhappy with decisions made in the school/setting about your concern, you must report this to any of the College Child Protection & Safeguarding team immediately.
- If you are concerned about a child, you should NOT approach the parent/guardian or discuss your concern with anyone else unless designated i.e. designated teacher/person.

Key documents which set out your setting's responsibilities for child protection are available in the Stranmillis University College Library:

- ACPC (2005, 2010) *Regional Policy and Procedures* Belfast: ACPC
- EA (2107) *Safeguarding and Child Protection in Schools: A Guide for Schools*, Belfast: Education Authority.

Internal Contacts: Child Protection and Safeguarding Team

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|---|---|---|
| <p>Bronagh McKee</p> <p>Child Protection & Safeguarding Co-ordinator</p> |  | <p>Central Building First Floor</p> <p>Tel: 028 9038 4405 Email: b.mckee@stran.ac.uk</p> |
| <p>Noel Purdy</p> <p>Deputy Child Protection & Safeguarding Co-ordinator</p> |  | <p>Central Building Ground Floor</p> <p>Tel: 028 9038 4305 Email: n.purdy@stran.ac.uk</p> |
| <p>Michael Ievers (Post-Primary)</p> |  | <p>Orchard Building</p> <p>Tel: 028 9038 4474 Email: m.ievers@stran.ac.uk</p> |
| <p>Rachel Campbell (Primary)</p> |  | <p>Orchard Building</p> <p>Tel: 028 9038 4443 Email: r.campbell@stran.ac.uk</p> |
| <p>Andy Brown (International)</p> |  | <p>Central Building Ground Floor</p> <p>Tel: 028 9038 4259 Email: a.brown@stran.ac.uk</p> |
| <p>Anita Gracie (PGCE)</p> |  | <p>Central Building First Floor</p> <p>Tel: 028 9038 4391 Email: a.gracie@stran.ac.uk</p> |
| <p>Brenda McKay-Redmond (ECS)</p> |  | <p>Central Building</p> <p>Tel: 028 9038 4426 Email: b.mckayredmond@stran.ac.uk</p> |

External Contacts:

- PSNI Inquiry Tel: 0845 600 8000
- PSNI Crimestoppers Tel: 0800 555 111, Text: 180000
- Gateway to Children's Social Work Service Northern Ireland

Protocols for Student Progress

BEd School-Based Work

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of SBW, the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student's performance. If there are still concerns:

Tutor will complete a Cause for Concern form



Tutor will contact the SBW Coordinator with regard to area/s of concern



The SBW Coordinator will either visit the student himself/herself or arrange for another tutor to visit the student, liaise with class teacher and focus on the area/s of concern



If these concerns have **not** been adequately addressed by the student and significant improvement made, the internal SBW Board of Examiners will discuss the student's progress and the alternatives available for action. This may include repeating the SBW placement in another school, if the student receives a fail grade/mark in SBW.



If asked to repeat a SBW placement and if the student successfully completes this block they will be deemed to have passed SBW for the year and may proceed to the next level and stage of the BEd programme

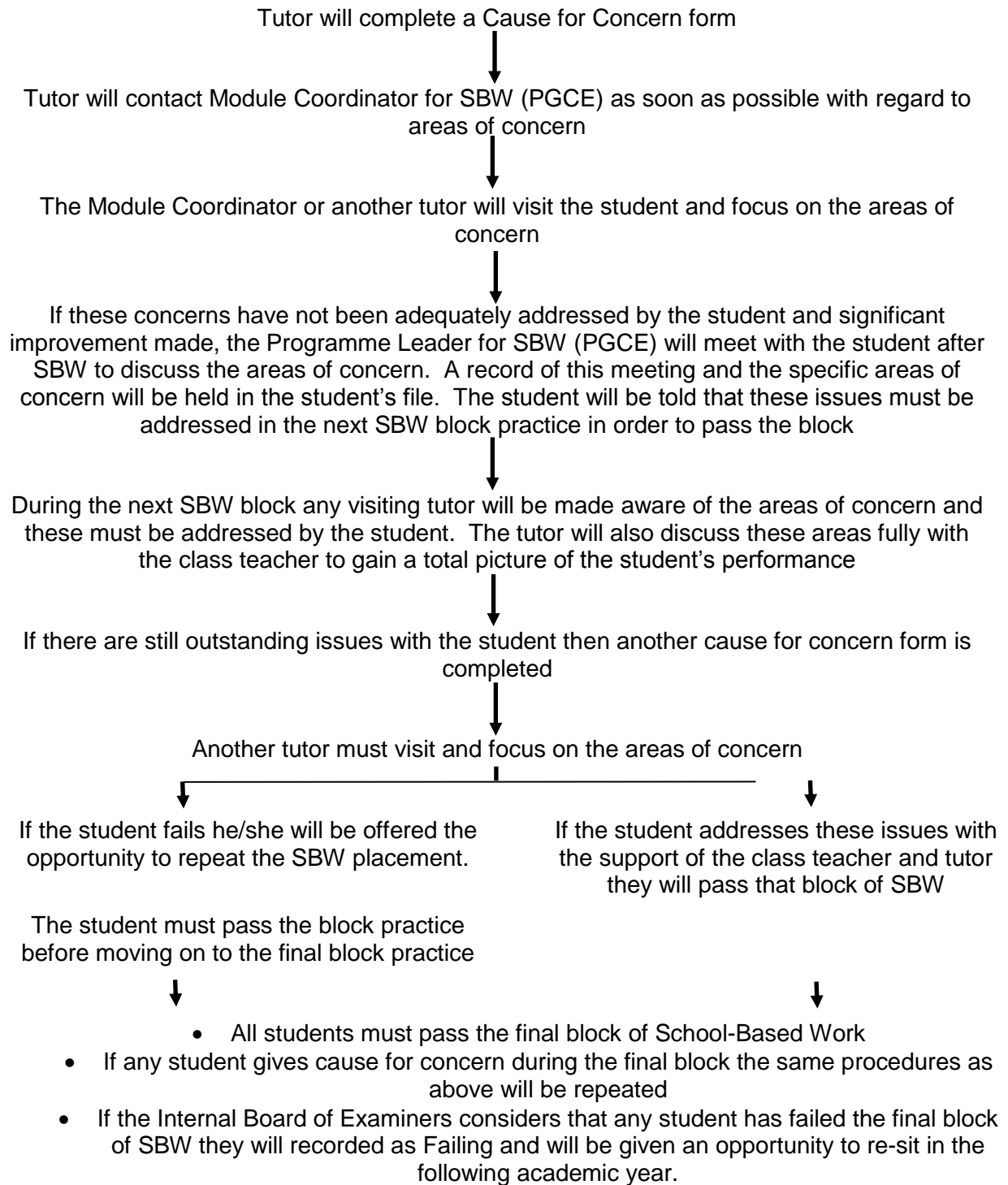


If a student fails a re-sit SBW placement, the Internal Board of Examiners will reconsider the case and decide whether or not to allow a further attempt at SBW.

PGCE School-Based Work

If a class teacher and/or tutor sees a student during the first block of SBW and is concerned with some aspect/s of their performance the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student's performance. If there are still concerns:



PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

| YEAR | PATTERN OF VISITS TEACHING REQUIREMENTS | BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i> |
|--|--|---|
| FIRST ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE | Semester 1: 4 days in Foundation/KS1 1 day observation in Nursery & 3 days observation in KS2. Semester 2: 2 Observational Day Visits Teaching Block: 3 weeks in Foundation/KS1 and 3 weeks with KS2 Teach two lessons per day | Observation/analysis of classrooms Teaching single lessons with whole class/one small group Competence in presentational skills – questioning, explaining – using resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews |
| SECOND ASSESSMENT 5-POINT SCALE + REFLECTIVE EVALUATION EXERCISE | Semester 1: 10 Observation Day Visits – KS1/2 Semester 2: 1 Observation Day Visit and 1 full week – KS1/2 Block Teaching: 3 weeks with KS1 and 3 weeks with KS2 Teach three lessons per day | Planning – Short schemes of work in all areas of the NIC Managing two reading or work groups Developing competence in teaching strategies Employing some differentiation techniques Developing a range of assessment techniques Competence related to matching of work to pupils |
| THIRD ASSESSMENT 5-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE | Semester 1: 1 Observation Day Visit KS1 or 2 Semester 2: 5 Observation Day Visits – KS1/2 Block Teaching: 3 weeks in non-phase and 3 weeks in chosen phase. Teach four lessons per day | Schemes of work in all areas of teaching Teaching file by curriculum area to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques |
| FOURTH ASSESSMENT 5-POINT SCALE+ Reflect, Select, Defend Exercise | Semester 1/2: Day visits to be organized by students Semester 2: 2 Week Alternative Placement Semester 2: Block Teaching – 7 weeks in chosen phase. Consecutive teaching sessions & responsibility for totality of the curriculum for a period of time Teach four lessons per day | Manages transitions between teaching activities Uses assessment to plan further activities May carry out short research projects Compiles portfolios of children's work |

POST-PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

| YEAR | PATTERN OF VISITS TEACHING REQUIREMENTS | BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i> |
|--|--|---|
| FIRST ASSESSMENT 5-POINT SCALE + Portfolio of evidence | <p>Semester 1: Every Monday during weeks 10-15; Mon 5 Nov 2018, Mon 12 Nov 2018, Mon 19 Nov 2018, Mon 26 Nov 2018, Mon 3 Dec 2018, Mon 10 Dec 2018</p> <p>Semester 2: 1 Observation week - Monday 7 January - Friday 11 January 2019; Observation day visit prior to placement - Wednesday 23 January 2019</p> <p>6 weeks teaching a range of areas/topics in the primary school setting 7-9 hours teaching per week</p> | Observation/analysis of classrooms and teaching Competence in lesson planning; focus on lesson structure – introduction, development, plenary Devising appropriate learning intentions and success criteria (WALT, WILF) Teaching single lessons with the whole class Competence in presentational skills: questioning, explaining, using age-appropriate classroom resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews |
| SECOND ASSESSMENT 5-POINT SCALE + Portfolio of evidence | <p>Semester 1: Every Monday during weeks 10-15; Mon 5 Nov 2018, Mon 12 Nov 2018, Mon 19 Nov 2018, Mon 26 Nov 2018, Mon 3 Dec 2018, Mon 10 Dec 2018</p> <p>Semester 2: 1 Observation week - Monday 7 January - Friday 11 January 2019; Observation day visit prior to placement - Wednesday 23 January 2019 Schools may focus timetables on only two areas (main/second subject/LLW) 9-11 hours teaching per week</p> | Units of work in two subjects Developing competence in a range of teaching strategies Developing a range of assessment techniques Competence related to matching of work to pupils |
| THIRD ASSESSMENT 5-POINT SCALE + Written assignment on ‘Safeguarding and Child Protection’. | <p>Semester 1: 5 observation day visits in special needs setting. Semester 2: 2 observation day visits and 7 week block. 11-13 hours teaching per week (main/second subject/LLW/Post-16 enrichment). Students placed in Further Education settings should engage with Special Needs and Adult classes where possible.</p> | Units of work in all areas of teaching (4 to be assessed). Teaching file by subject to analyse progression and continuity. Uses a range of teaching strategies, whole class, groups and individual and can justify choice. Differentiation by different modes. Uses a range of assessment techniques including AFL. |
| FOURTH ASSESSMENT 5-POINT SCALE+ Reflect, Select, Defend | <p>Semester 2: 2 weeks alternative placement Semester 2: 7 weeks teaching block 13-15 hours teaching per week Engage with wider aspects of teacher’s role</p> | Uses assessment to plan further activities May carry out short research projects Compiles portfolios of children’s work Contributes to whole school activities |

PGCE EARLY YEARS SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

| BLOCK | PATTERN OF VISITS TEACHING REQUIREMENTS | BLOCK PRACTICE FOCUS OF PRACTICE <i>Later blocks subsume the continuing development of competences identified in earlier blocks</i> |
|---|--|--|
| FIRST NON-ASSESSED | Special Needs Setting (organised by students) one morning per week for a period of at least 4 weeks | Observational tasks as set by course tutor |
| SECOND ASSESSMENT 5-POINT SCALE+ | 4 Day Visits: Nursery Block teaching: 5 weeks in Nursery Teach two activities per day plus one routine per day | Develop an ability to establish warm, supportive relationships with children and demonstrate sensitivity, flexibility and an ability to nurture children. Develop effective behaviour management strategies Develop their knowledge of the NI Curricular Guidance for Pre-school Education to plan for high quality playful learning experiences on a weekly basis around a chosen theme/topic. Develop knowledge and understanding of using assessment of children's learning based on day-to-day observations and interactions with the children with a view to informing next steps in learning Develop professional relationships with others based on trust and respect. |
| THIRD ASSESSMENT 5-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE | 5 Day Visits (one consecutive week): Foundation (P1/2) Block teaching: 5 weeks Foundation (P1/2) Teach 2 lessons/activities per day and carry out play-based learning at least 3 times per week where they are responsible for planning and managing at least 3 activities | Build on professional skills in the preschool phase and develop knowledge and understanding of the NI Curriculum to develop their curricular and pedagogical knowledge. Develop skills in setting Learning Intentions to provide appropriate challenge in children's learning Develop skills in planning for children's learning to meet a range of abilities Plan schemes of work in Literacy and Numeracy as well as weekly play planners Build skills in using a wide range of resources Develop a range of strategies to promote positive behaviour Teach children with SEN under the guidance of the teacher Develop skills in using technology in the classroom for effective teaching Develop skills in using a range of teaching strategies including small group and whole class teaching |

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| <p>FOURTH</p> <p>ASSESSMENT 5-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE</p> | <p>5 Day Visits: KS1 (P3/4)</p> <p>Block teaching: 5 weeks in KS1 (P3/4)</p> <p>Teach for a substantial block of the school day to include at least 3 lessons per day and carry out activity-based learning at least twice a week</p> | <p>Developing and extending the above professional skills in the new phase of Key Stage 1 with an increasing emphasis on the assessment of children including:</p> <ul style="list-style-type: none"> Monitoring pupils' progress Giving constructive feedback Using a range of assessment strategies Using information from assessment in lesson planning Plan schemes of work in all areas of teaching using differentiation by different modes Use a range of teaching strategies, whole class, groups and individual and develop an ability to justify choice Manage transitions between teaching activities |
| <p>FIFTH</p> <p>NON-ASSESSED</p> | <p>2 Weeks in alternative educational placement of student's choice</p> | |

| <p style="text-align: center;">Outstanding</p> <p style="text-align: center;">Grade A</p> <p>Lessons in this category should have the following characteristics</p> | <p style="text-align: center;">Good</p> <p style="text-align: center;">Grade B</p> <p>Lessons in this category should have the following characteristics</p> | <p style="text-align: center;">Satisfactory</p> <p style="text-align: center;">Grade C</p> <p>Lessons in this category should have the following characteristics</p> | <p style="text-align: center;">Weak</p> <p style="text-align: center;">Grade D</p> <p>Lessons in this category should have the following characteristics</p> | <p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">Grade F</p> <p>Lessons in this category should have the following characteristics</p> |
|---|---|---|--|--|
| <p>1. Preparation should be very thorough and show signs of originality.</p> <p>2. Lessons are excellent and should demonstrate clear evidence of flair and originality</p> <p>3. Students should ensure that they have planned and implemented lessons so that it is clearly demonstrated how all learners could make progress and achieve challenging intended learning outcomes.</p> <p>4. Students should have an excellent rapport with learners and demonstrate a very inclusive approach</p> <p>5. There should be a very positive atmosphere in the classroom which is conducive to learning</p> <p>6. Students should be able to monitor pupil progress very effectively and consistently identify and address obstacles to learning</p> | <p>1. Preparation should be very thorough</p> <p>2. Lessons are excellent or very good but lack flair and originality</p> <p>3. Students should ensure that they have planned and implemented lessons so that all learners could make progress and achieve intended learning outcomes</p> <p>4. Students should have a very good rapport with learners and demonstrate an inclusive approach</p> <p>5. There should be a positive atmosphere in the classroom which is conducive to learning</p> <p>6. Students should be able to monitor pupil progress very effectively and mostly identify and address obstacles to learning</p> | <p>1. Preparation should be thorough</p> <p>2. Lessons are good</p> <p>3. Students should ensure that they have planned and implemented lessons so that most learners could make progress and achieve the intended learning outcomes</p> <p>4. Students should have a good rapport with learners and mostly demonstrate an inclusive approach</p> <p>5. There should mostly be a positive atmosphere in the classroom which is conducive to learning</p> <p>6. Students should be able to monitor pupil progress effectively and sometimes identify and address obstacles to learning</p> | <p>1. Preparation is minimal or lacking in detail</p> <p>2. Lessons are satisfactory</p> <p>3. Students should ensure that they have planned and implemented lessons so that some learners could make progress and achieve the intended learning outcomes</p> <p>4. Students should be able to demonstrate that they have some rapport with learners and are attempting to be inclusive in their approach</p> <p>5. There should sometimes be a positive atmosphere in the classroom which is conducive to learning</p> <p>6. Students should be able to show some evidence of monitoring pupil progress and occasionally identify and address obstacles to learning</p> | <p>1. Preparation is lacking or very weak</p> <p>2. Lessons are poor or unfit for purpose and in need of significant improvement</p> <p>3. Students have planned and implemented lessons in which it is not clear how learners could make progress and achieve the intended learning outcomes</p> <p>4. Students do not have a good rapport with learners and do not demonstrate an inclusive approach</p> <p>5. There is rarely a positive atmosphere in the classroom and it is not conducive to learning</p> <p>6. Students show limited evidence of attempting to monitor pupil progress and rarely identify or address obstacles to learning.</p> |

| <p style="text-align: center;">Outstanding</p> <p style="text-align: center;">Grade A</p> | <p style="text-align: center;">Good</p> <p style="text-align: center;">Grade B</p> | <p style="text-align: center;">Satisfactory</p> <p style="text-align: center;">Grade C</p> | <p style="text-align: center;">Weak</p> <p style="text-align: center;">Grade D</p> | <p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">Grade F</p> |
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| <p>7. Students should be highly flexible and adaptable in approach, pace and teaching methods in the classroom</p> <p>8. Students should demonstrate originality and flair in their creative use of resources</p> <p>9. Students should use a very wide range of assessment methods that are matched to expected learning outcomes</p> <p>10. There should be very clear evidence of using innovative formative assessment to improve children's learning</p> <p>11. Students should demonstrate a well-developed and mature approach to working effectively with other professionals to achieve learning</p> <p>12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum that are innovative and imaginative</p> <p>13. Lessons should regularly take account of social and cultural diversity</p> | <p>7. Students should be flexible and adaptable in approach, pace and teaching methods in the classroom</p> <p>8. Students should make very creative use of resources</p> <p>9. Students should use a range of different assessment methods that are matched to expected learning outcomes</p> <p>10. There should be very clear evidence of using formative assessment to improve children's learning</p> <p>11. Students should demonstrate a very effective approach to working effectively with other professionals to achieve effective learning</p> <p>12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum</p> <p>13. Lessons should take account of social and cultural diversity</p> | <p>7. Students should generally be flexible and adaptable in approach, pace and teaching methods in the classroom</p> <p>8. Students should make creative use of resources</p> <p>9. Students should use a small number of different assessment methods that are matched to expected learning outcomes</p> <p>10. There should be evidence of using some formative assessment to improve children's learning</p> <p>11. Students demonstrate an effective approach to working effectively with other professionals to achieve learning</p> <p>12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum</p> <p>13. Lessons should take some account of social and cultural diversity</p> | <p>7. Students should occasionally be flexible and adaptable in approach, pace and teaching methods in the classroom</p> <p>8. Students should make appropriate but routine use of resources</p> <p>9. Students should use a small number of different assessment methods that are not always matched to expected learning outcomes</p> <p>10. There should be limited evidence of using formative assessment to improve children's learning</p> <p>11. Students demonstrate limited ability to work effectively with other professionals to achieve learning</p> <p>12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum but these may be contrived</p> <p>13. Lessons take very limited account of social and cultural diversity</p> | <p>7. Students show little evidence of flexibility and adaptability in their approach, pace and teaching methods in the classroom</p> <p>8. Students do not make appropriate use of resources</p> <p>9. Students should use a very small number of different assessment methods. These are not always matched to expected learning outcomes</p> <p>10. There is no or very limited evidence of using formative assessment to improve children's learning</p> <p>11. Students demonstrate very limited or no ability to work with other professionals to achieve effective learning</p> <p>12. Lessons do not make meaningful links with other subjects in the curriculum</p> <p>13. Lessons do not take account of social and cultural diversity</p> |