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# School-Based Work Student Guide for Assessment on Placement (Year 2)

SPS2003 Personal and Professional Learning

2023-24



**Course Coordinator:** Dr William H. Kitchen

## Key Dates

**Day Visits:** these will all take place on Monday. October 2023, November 2023, December 2023

**Observation Week:** January 2024

**Placement Block:** February 2024, March 2024

## Focus of the Placement

### Teaching Requirements

In order to pass this module SPS2003, the SBW element of the course **MUST** be passed.

Ideally, **teach 9-11 hours per week**, in areas agreed with Head of Department, class teachers/teacher tutor. This may be across your main, subsidiary subject, ICT and LLW.

### Year 2 Focus

- Planning all lessons;
- Delivering lessons on a daily basis (ideally);
- Planning Units of Work (one of which will be assessed);
- Devising your own resources for lessons;
- Developing your competence in presentations and explanations;
- Developing your use of effective questions;
- Building good relationships with pupils;
- Working with colleagues in a department;
- Develop your awareness of and implementation of positive behaviour management;
- Develop your reflection on and evaluation of lessons.

The focuses for Year 2 placement are:

1. Planning Units of Work;
2. Differentiation;
3. Assessment;
4. Behaviour Management.

## Teaching File (Assessed during placement by tutor)

The teaching file is an organic document which should change across the placement. You need to be working on it continuously, and adding elements to it as the placement develops.

It should contain the following items:

- School Information
- Lesson plans for all lessons;
- Units of work;
- Lesson resources;
- Lesson/ daily notes;
- Lesson and Unit evaluations;
- Annotations on documents to inform future planning;
- Examples of pupils' work (to showcase learning);
- Any pictures of wall-displays/ other activities that you have led or taken part in.

Whilst this list may not be exhaustive, the important thing to keep in mind is that the teaching file is the evidence of your ongoing work on placement. It is a significant part of the tutor visit, and so students should view it as a showcase of their placement experience for the tutors to assess.

Please note, tutors may discuss elements of the teaching file on their visit; students should be able to hold a professional conversation about all aspects of the file.

## Notes on the Teaching File

1. The teaching file should be stored electronically for the duration of the placement;
2. **The lesson plan and relevant resources for the lesson which is being observed by your tutor should be printed in advance, and made available to the tutor on the day of the visit;**
3. **The Unit of Work should be printed and made available to the tutor on their second placement visit;**
4. The electronic teaching file should be made available to the class teachers, and Head of Department, in the school for all taught classes.

## SBW File Structure

The electronic file should have the following folders in it:

### 1/ School Information

- Word document with school name, principal's name, HoD name, timetable, class information;
- School Safeguarding Policy
- School Pastoral Care Policy
- Marking & Feedback Policy
- Positive Behaviour Policy
- Teaching and Learning Policy
- Your Timetable (on the College Timetable template)

## 2/ Units of Work

- Complete these for any series of lessons you deliver.
- Only **one** of these will be assessed on placement. Discuss this with your placement tutor.
- Try to get experience of planning Units for your main and subsidiary subjects.
- Make sure that you name the files really clearly.  
E.g. Year 8 Maths (Equations), Year 10 Science (Forces)

## 3/ Lesson Plans & Resources

- Every lesson should be planned on the planning template (Canvas).
- The lesson should be evaluated in the table at the bottom of the template. All delivered lessons must be evaluated. These will be reviewed by the placement tutor.
- Lesson resources should accompany the lesson plans in folders within this overall folder. You should create folders for each class within this main folder. E.g. 8A, 8B, 9A, 10C, 11A

The structure of this folder should be:

Main Folder	Sub-Folders (Classes)	Sub-Sub-Folders (Lessons & Resources)
Lesson Plans & Resources	8A Maths	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb
	8B Maths	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb
	9A LLW	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb
	10C Computing	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb
	11A Maths	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb

## 4/ Daily Reflections

The daily reflections are different to the lesson evaluations, but should be informed by them. This should be a brief reflection of the overall teaching day. What went according to plan? Were there any aspects of the day which were unexpected? How did you react? Use these daily reflections to give some insights into your progression across the placement.

Please remember to keep these reflections brief. Each day should be a simply paragraph. Do not feel the need to report on 'boring' things which took place during the day. Simply report and reflect on things that are meaningful in terms of your personal and professional development as a teacher. Also, use these to review your weeks, and see how you progress across the placement.

In the electronic file, build 7 weekly folders, and save the daily reflection files in them.

Main File	Sub-Folders	Files within the sub-folder
Daily Reflections	Week 1	1 <sup>st</sup> Feb 2 <sup>nd</sup> Feb 3 <sup>rd</sup> Feb Etc.
	Week 2	8 <sup>th</sup> Feb 9 <sup>th</sup> Feb 10 <sup>th</sup> Feb Etc.
	Week 3	Etc.
	Etc.	Etc.

#### 5/ Placement Assessment

- Lesson plans and resources for your observed lessons (tutor visits);
- Lesson plans and resources for any internal observations from HoD or Teacher Tutor;
- Tutor Reports;

#### 6/ Evidence from Observation Days

- Evidence of completed tasks from the Monday Day Visits, as well as from your Observation Week.
- See Canvas for the overview of what was expected from you on Monday Visits in particular.

#### 7/ Examples of Pupils' Work

- Pictures of pupils' work (make sure you ask the pupil if you can use this, and remove any pupils' names from the work);
- Pictures of wall displays;
- Evidence of Assessments (tests), and tracking data (with pupils' names removed).

## Resources for Teaching

Very often, the departments in which you are working will have sets of resources that they expect you to use in your teaching. This is entirely normal, and you should work with your HoD to ensure that you are following departmental expectations.

That said, you are being formally assessed on your ability to be a teacher. Part of being a teacher requires you to develop and design resources for use within the department you are working in. As such, seek out opportunities and offer yourself to your HoD to develop additional resources. Get involved in all levels of departmental planning, and work with colleagues to build communal resources.

If you are using online resources from websites and online sources, this is also a common thing to do. Try to build on existing resources, and make them 'your own'. Placement tutors will look for your ability to make resources bespoke to your lessons, as this is a skill which is important to develop across this placement. Remember to look for opportunities for differentiation and assessment for learning; both in how you design and use resources.

## General Admin

It is students' responsibility to make sure that the electronic teaching file is maintained and kept up-to-date. Tutors will expect to see a folder which is formatted in a manner which is easy to access and find the key elements of.

**Please make sure that the file is built using the files outlined in the sections above.** Tutors will not be searching endlessly for files in hidden folders! Make the SBW file streamlined, organised and easy to access.

**Please also remember** to have hard copies of the lesson plans and resources for the lesson that your Tutor will be seeing you for. Keep in mind that you are being assessed on your ability to plan a Unit of Work, so this should also be available in hard copy on the day of your visits.

## Evaluations

There are two key elements to evaluations and reflections in Year 2:

- **Lesson Evaluations**

These should be completed for each lesson, on the lesson plan, in the table at the bottom of the template provided.

- **Daily Reflections**

These should be typed in a Word Document for each teaching day. Be brief, succinct, and only discuss things that are relevant to your personal and professional development as a Year 2 student. Remember the focus of Year 2: Differentiation, Assessment, Behaviour Management. Use these to structure your daily reflections.

On the days of your Tutor visits, you need to ensure that all evaluations and reflections are up-to-date up to the day before the visit.

## RE Certificate

The RE Certificate will run across the main placement block within the main placement school. It is requested that some teaching of RE to KS3 is sought (where possible) as part of this Certificate.

Then a further 3 weeks to completed in a maintained school (can be Primary or Post-Primary).

During that time, students will have an assessment visit by one of their tutors by whatever means is possible and allowed by the school at that stage of the year.

This assessment will go towards your final grade for the RE Certificate this year.

For more details, contact Dr Anita Gracie.

## Assessment

The assessment of this module is split into the following parts:

1. Before Placement: 2 Microteach Lessons (15% each).
2. During Placement: Tutor Visits to observe: planning, delivery, evaluations of lessons (30%).
3. After Placement: Competence Portfolio (20%) and Cross-Curricular Skills (20%).

### Tutor Visits (Assessment of Placement, 30%)

Most students will have 2 Tutor visits for the duration of the placement. Some students may require additional visits if a 'Cause for Concern' form is raised, or if Pastoral issues make a supplementary visit necessary.

Your tutor bases his/her assessment on the following things, and arrive at a holistic mark for the placement:

- Your class teaching on the day of the visit;
- Your planning and evaluations, and the general state of the teaching file;
- Other factors which may be garnered from conversations with your placement school;
- The professional conversation which takes place after the lesson.

### Competence Portfolio (Assessed after placement, 20%)

This should be submitted after placement, on the template available to you on Canvas.

The competence portfolio is to showcase your ability on placement to meet the key elements and focuses of the Year 2 placement:

- Differentiation;
- Assessment;
- Behaviour management.

You are asked to complete the portfolio with evidence that you gather across placement. Please make sure you have familiarised yourself with the portfolio template, and keep this in mind across placement, so that evidence gathering at the end of placement is straightforward.

**Deadline: See Canvas Assignment portal for details.**

### Cross-Curricular Skills Portfolio (Assessed after placement, 20%)

Again, this is completed on templates provided on Canvas.

You have to select three lessons on placement to showcase each of the cross-curricular skills: UICT, Numeracy, and Communication.

You then have to produce a 2-3 minute video for each of these, outlining how you have embedded the cross-curricular skill into your lesson of choice. This is simply a video log of your placement experience, and how you have considered cross-curricular skills in your planning and delivery of lessons within your own subject area.

**Deadline: See Canvas Assignment portal for details.**