

Bachelor of Education Primary Year 2

SPS2004

Primary Professional Studies and Placement

2024-2025





School Based Work Placement Briefing 2425

Consider.....

- No two school experiences are ever identical and students will experience different types of school, are engaged in teaching a different range of learning areas and will have differing opportunities.
- What remains important is the ability to demonstrate how your involvement in planning, teaching and in other school activities contributes to your achievement of the competences.
- While you may have a different experience to another student, the outcome of demonstrating competence will be identical.

Sources of Information

- Please consult the School Based Work Guide regarding dress code, behaviour in school and other items
- The updated version is available on Canvas in the PSP Course folder on the College website.
- Please read this and familiarise yourself with it before your placement block.



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work



Teaching: the Reflective Profession

Placement Dates - 2025

Phase 1 Key Stage 2

- | | | |
|--|-----------|---------------------|
| • Phase 1 Key Stage 2 | Weeks 1-4 | 17:02:25 – 10:03:25 |
| • Phase 2 Foundation Stage/Key Stage 1 | Weeks 5-7 | 17:03:25 – 31:03:25 |

If your pattern deviates from this, make sure that you inform your College tutor and placements about what is happening.

Placement Dates - 2025

First Phase

Teaching Pattern

Phase 2 Key Stage 2

Weeks 1-4

- **Monday 17:02:25:** observation day
- **Tuesday 18:02:25:** teach 1 lesson
- **Wednesday 19:02:25:** teach 2 lesson
- **Thursday 20:02:25:** continue to teach 2 lessons each day

Second Phase

Teaching Pattern

Phase 1 Foundation Stage/Key Stage 1

Weeks 5-7

- **Monday 17:03:25:** observation day
- **Tuesday 18:03:25 :** teach 1 lesson
- **Wednesday 19:03:25:** teach 2 lessons
- **Thursday 20:03:25:** continue to teach 2 lessons each day

Placement Requirements

Overview Teaching Requirements - Year 2 BEd

Timetables

All students must provide their main tutor with the key information needed to plan school-based visits. This information may include:

- school closures,
- key times in the day (eg, school starting / finishing time, break time, dinner time),
- school trips, school events,
- days that the main class teacher does not teach and anything else deemed relevant to a potential tutor visit.

This information should be relayed to tutors before placement commences and should be updated as circumstances change or evolve.

Overview Teaching Requirements - Year 2 BEd

Absence

- Students **must** make up for **any** absences (block, observational or day visits), including exceptional circumstances and illness, on other dates and should indicate that these have taken place on their attendance record. This may be possible, for example, during the College's Easter break when schools may be open or, if the absence is known about in advance, on days immediately prior to the start of block placement. Such arrangements should be discussed and agreed directly with the school and normally approved by the School Principal.
- Students **do not** have to make up days that are missed for reasons out of their control, eg school closure, placement not yet confirmed etc.

Overview Teaching Requirements - Year 2 BEd

Absence

On the morning of any absence, students must:

- inform your school as soon as possible.
- contact the College Placement Team before 8.00am by emailing: placements@stran.ac.uk stating: their name, year, school, the reason for, and possible duration of the absence. This will allow the Team to notify any tutors of absence and avoid visiting the school unnecessarily.
- contact their before 8.00am main tutor to inform them of the absence.

Overview Teaching Requirements - Year 2 BEd

You must maintain an electronic-teaching file that contains:

- Daily lesson planners,
 - Medium-term planners,
 - Weekly evaluations,
 - Lesson resources
-
- Complete competence grid (with selection of competencies)

Hard Copy Folder

- Some assessment evidence

School Placement Requirements

- Plan and deliver 2 lessons a day
- Plan 2-3 medium planners in all applicable areas of the NIC in both phases.
- Plan for and if possible, teach 2 guided reading lessons (for 2 groups) with follow up literacy activities each week (See footnote*).
- If placed in a FS/KS1 class, if possible complete a planner for **ONE** play area activity and be responsible for this play area throughout this phase. (see footnote*)
- It is desirable that within at least 1 lesson plan the student should show evidence of incorporating Computational Thinking Concepts and/or Coding.
- Students can take age-appropriate mental mathematics sessions as well as some aspect of number.

*The initial planning for the one play activity or the guided reading will constitute one of the 2 lessons which they are required to plan for daily. However, as the activity is repeated throughout the week, it would also seem justifiable that this makes up one of the 10 weekly lessons, rather than one of the 2 daily lessons

School Placement Requirements

- Incorporate ICT into their teaching.
- Develop competence in pedagogy: presentation, questioning, instruction, explaining and communicating
- Develop a range of teaching strategies, whole class, groups and be able to justify the choice.
- Develop competence in matching level of work to ability/age
- Employ some differentiation strategies.
- Develop a range of assessment strategies and techniques.
- Try, on occasion, to teach your lessons consecutively, managing transitions between activities
- Complete daily evaluations providing a critical reflection on individual teaching and pupils' learning
- Complete Competence grid throughout both phases.

Electronic Teaching file

- You should create an electronic SBW placement folder on your laptop/computer
- Your SBW placement folder represents a portfolio of evidence which is reflective of your developing competence in your understanding of the plan-do review cycle but also is indicative of your professionalism as a teacher. It should be personal to you and the classes you are teaching. It should therefore be well organised, carefully laid out and exhibit high standards of presentation.
- Your College tutor will need to see your Placement folder on your laptop during visits, but your class teachers and school principal may also ask to look at it as well.
- It is your responsibility to provide your tutors with access to your SBW Placement Folders when they visit you. You should have all folders on your own laptop or school computer desktop so your tutor can easily access during their visit.

Electronic Teaching file

- Your electronic SBW placement folder should be kept up to date on a daily basis during placement. It is integral to the assessment of your placement.
- **The day of your tutor visit you should provide the tutor with a hard copy of the lesson plan and the medium- term planner of the lesson that will be observed by your College tutor.**
- Only write lesson plans for the lesson you teach. You are expected to teach **TWO** lessons a day. However, activities and events that are not part of the normal classroom routine, such as day trips, drama groups etc may mean that you are not able to teach your 2 lessons – that is fine. You can still take part and help in these other activities.

Electronic Teaching file

Saving your electronic SBW placement folder as a PDF:

- Sometimes the formatting of documents with tables, grids, topic webs etc can get messed on your desk top or when you are uploading to OneDrive. One way round this is to save such documents as a PDF.
- When you have finished your document in word, go to File... 'Save As' ... Save as TypePDF

Electronic Teaching file


- Make sure you **synchronize** your desktop folder with your folder on OneDrive – this will mean that as you plan it will be saved as you go into your OneDrive.
- It is also your responsibility to share with your tutors, via a link, access to your SBW Placement Folders on OneDrive. These folders should also be kept up to date.
- All students must share the link to their electronic file with their main tutor by **5pm on the Friday before the placement block begins** (14th Feb 2025) This link should remain live throughout the placement block so that tutors can monitor and support student progress as required.



SBW Placement Folder

SBW Placement Teaching Folder structure

Create a folder on your desktop and in OneDrive called:
Placement Folder 25; Year 2; Student name

 Placement Folder 2425 Year 2; Student Name

This placement folder should contain the following folders

-  1. School Information*
-  2. Daily Planners
-  3. Medium Term Planners
-  4 Daily Evaluations
-  Year 2 Competences spreadsheet 2425

School Information Folder

School Information Folder

- A word document with the school's name, principal name, teacher name
- Safeguarding and child protection policy
- Pastoral Care Policy
- Marking and feedback policy
- Positive behaviour policy
- Health and safety policy
- Class information (first names of children only)
- Any other relevant school information

In second phase you only need to include class information in this folder relevant to the class to which you have transitioned, if required.

Please name every document clearly

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Daily Planning Folder

Daily Planning Folder-

In your daily planner folder create a folder for each week



Each week's lesson planner folder, should include the 2 daily lesson planners. It is recommended that:

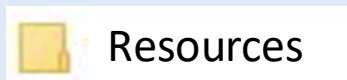
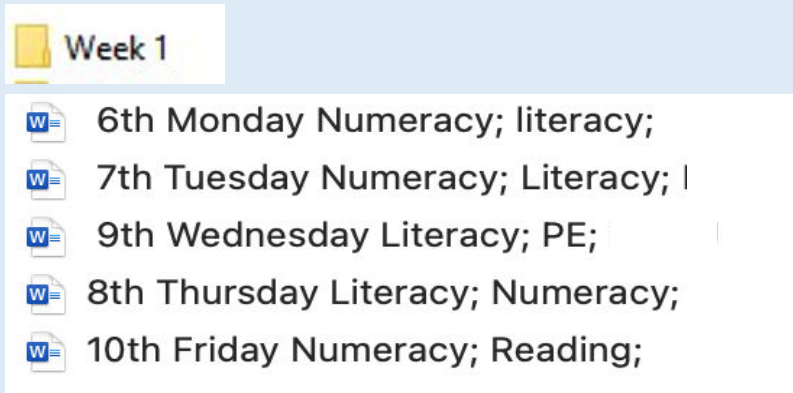
- Each days 2 lessons should be included in **one** document. Either a word or PDF document. In **landscape** layout.
- The day, date and the 2 lessons that have been taught should also be identified and clearly labeled eg Monday 13th Literacy; WAU
- You can also include any other materials or information relevant to the lesson.

Daily Planning Folder-

- Every document should have a clear file name

For example

- In week 1 folder should have 5 documents
- The document for each day would contain the 2 lessons for that day
- Each day should be labelled with the date; day and lessons it contains



- You can also include a resource folder
- This folder should contain a selection of the lesson resources – videos, PowerPoints, sample worksheets
- Make sure you clearly label these eg
 - Lesson resources Thursday 20th February literacy PowerPoint
 - Lesson resources Friday 13th Mar Numeracy PowerPoint

Daily Planning Folder-

Eg Monday 13th Literacy; numeracy

YEAR 2 DAILY PLANNER

Lesson 1 Literacy



Date	Class	Title
Pupils' prior learning		Thinking skills and personal capabilities focus
Cross curricular skills focus		Differentiation
Learning intentions		Suggested Success Criteria (AFL)
Introduction		Role of the teacher
Activity		Key Questions
Plenary		Resources
Assessment/ Monitoring		

YEAR 2 DAILY PLANNER

Lesson 2 Numeracy



Date	Class	Title
Pupils' prior learning		Thinking skills and personal capabilities focus
Cross curricular skills focus		Differentiation
Learning intentions		Suggested Success Criteria (AFL)
Introduction		Role of the teacher
Activity		Key Questions
Plenary		Resources
Assessment/ Monitoring		

Daily Planning Folder-

YEAR 2 DAILY PLANNER



Date	Class	Title	
Pupils' prior learning		Thinking skills and personal capabilities focus	
Cross curricular skills focus		Differentiation	
Learning intentions		Suggested Success Criteria (AFL)	
Introduction		Role of the teacher	
Activity		Key Questions	
Plenary		Resources	
Assessment/ Monitoring			

These should relate to the lesson

Daily Planning Folder-

Learning Intentions

‘What’ and ‘Why’



Success Criteria

- ‘How to recognise success’

Daily Planning Folder-

Example of a lesson

Pupils' prior learning: Pupils have been doing work on the story 'Gorilla' by Anthony Browne in literacy.		
Cross curricular skills focus (<i>Communication, Using Mathematics, Using ICT</i>) Communication: Talking and Listening (L3) Follow the main points of a discussions about gorillas and make contributions that show understanding, suggest ideas of how they can make their background colourful and interesting.		Thinking skills and personal capabilities focus (<i>there are 5 TSPCs</i>) Being creative: <ul style="list-style-type: none">• Make ideas real by experimenting with different designs in the background of their artwork.• Learn from and value the ideas of others.• Value the unexpected or surprising.• Experiment with ideas and questions
Learning intentions: Pupils are learning to: Create a rainforest background using oil pastels. Recognise the visual elements of colour and shape. Create artwork inspired by an artist.		Success Criteria: I am looking for: A drawing that is colourful and presents a rainforest scene. A drawing where colour and shape have been taken into consideration. A drawing that is inspired by the work of an artist.
Introduction: Talk about the story of 'Gorilla', and about the character of the gorilla. Get pupils to think pair share about where they think gorillas live. Show pupils pictures of gorillas in their natural habitat and talk about what the African rainforests are like. Show pupils artwork of rainforest scenes and introduce them to the artist 'Hans Scherfig'. Discuss with the class some of the characteristics and colours in the jungle that stand out to them, for example, the different ones of green, the shapes of the different leaves. Classroom helpers give out A4 pages.		Role of the teacher: Guide class discussion about gorillas and where they live, as well as the features of the rainforest. Introduce pupils to Hans Scherfig and his work through showing them examples of his work. Discuss characteristics of colours and shapes. Introduce learning intention and explain task. Demonstrate to pupils how they would go about starting their rainforest background.

Daily Planning Folder-

Example of a lesson

<p>Activity</p> <p><u>Morning:</u></p> <p>The pupils will use a provided fact file to create a poster that introduces a desert animal, and highlights how it is adapted to survive in the desert. The children may receive information on one of the following animals:</p> <ul style="list-style-type: none">• Tarantula• Lizard• Camel• Scorpion• Tortoise <p><u>Afternoon:</u></p> <p>The pupils will go to the ICT suite. In groups of three, the children will collate the information from their posters in order to create a PowerPoint presentation on their desert animal. They must include key information such as habitat, diet, appearance, and adaptations.</p>	<p>Key Questions</p> <ul style="list-style-type: none">• What is a desert?• What is the temperature like in the desert?• What animals live in the desert?• How do animals survive in these harsh environments?• What is an adaptation?• What do you think will happen in the experiment?• Why do you think this helps camels survive in the desert?• Why do you think this helps polar bears survive in the Arctic?• Can you suggest any other adaptations that camels might have?
<p>Plenary</p> <p>The pupils will save their presentations onto a memory stick, and present their PowerPoints to their peers, teaching them about the adaptations of their desert animals.</p> <p>The pupils will be encouraged to provide feedback in the form of two stars and a wish for each presentation, highlighting 2 things that they liked, and one area that they thought could be improved upon.</p>	<p>Resources</p> <ul style="list-style-type: none">• Camel Presentation• Poster paper• Pens• Access to ICT suite• Bucket of sand• Glass bowl• Placemat• iPad with screen sharing ability

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Medium Planning Folder

Medium Term Planners -


- **Medium term planners** (areas of learning/ topics/ themes with three lessons or more).
- For each phase you should aim to have a total of at least **3 medium term planners** in place.
- For example area of learning based:
 - Language and Literacy
 - Mathematics and Numeracy
 - PE
- You may also include cross - curricular planners based on a theme or topic which encompass a variety of learning areas eg Egyptians or Titanic.


Medium Planning Folder


They should clearly label the medium-term planner documents (word or PDFs) as outlined:


- Medium term planner
- Key stage
- Learning area or topic
- Title


See example below

 Medium Term planner KS1 Literacy Fairytales

 Medium Term planner KS1 Numeracy The Clock

 Medium term planner KS2 Literacy Creative writing

 Medium term planner KS2 Numeracy. capacity

 Medium term planner KS2 WAU Rainforest

- | | |
|---|---|
| Theme:
Class: | |
| Northern Ireland Curriculum (2007)
Pupils should have opportunities to: | Aims/Broad Learning Intentions:
By the end of this unit of work pupils will have learnt to: |

Thinking Skills and Personal Capabilities Managing Information: Pupils should have the opportunity to: Thinking, Problem-solving and Decision-Making Pupils should have the opportunity to: Self-Management Pupils should have the opportunity to: Being Creative: Pupils should have the opportunity to: Working with others Pupils should have the opportunity to:	Previous Learning: Cross-Curricular Skills Communication Talking and Listening Pupils should be able to: Writing: Pupils should be able to: Using Mathematics: Pupils should be able to:
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These should be specific to the
lesson content of your medium-term
planner

Lessons	Learning Intentions	Activities	Resources	Differentiation	Assessment
1.	Children are learning to:				
2.	Children are learning to:				
3.	Children are learning to:				
4.	Children are learning to:				



Literacy Planner

- This year, if possible, you are expected to managing **two** groups during guided reading as part of FS/KS1 literacy.
- Use the forms in your literacy provided to record this.

Group 1	Group 2
Learning intentions The children will:	Learning intentions The children will:
Resources	Resources
Activities Guided reading <i>Book introduction</i> <i>Independent reading</i> <i>Return to text</i> Literacy activities	Activities Literacy activities Guided reading <i>Book introduction</i> <i>Independent reading</i> <i>Return to text</i>
Assessment	Assessment
Evaluation/Next steps	Evaluation/Next steps

Play Planner

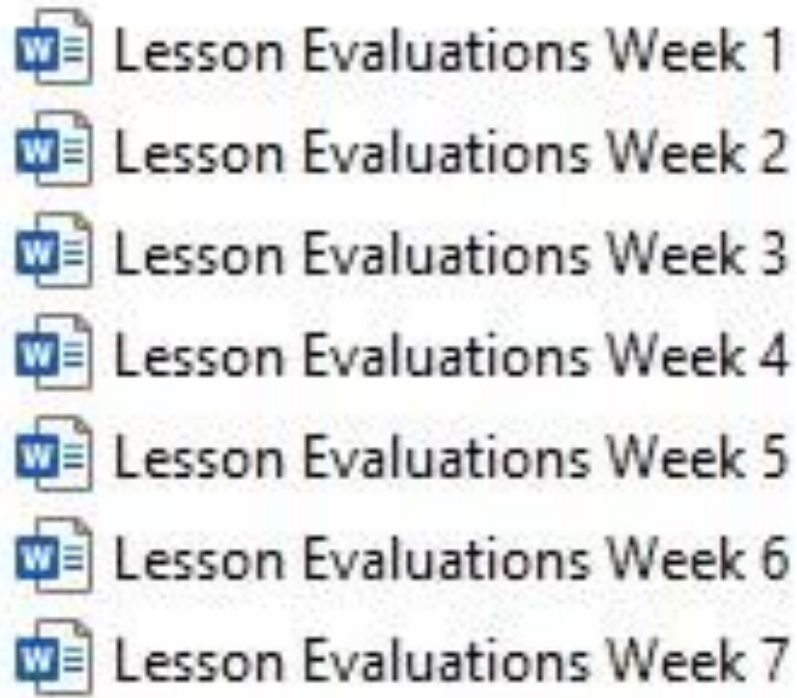
- This year expected to managing **ONE** group during play as part of FS/KS1.
- Use the planner forms provided to record this.

Play Areas	Play Area
Learning Potential 'Children will...'	
Activities	
Resources	
Evaluation	
Safety considerations	

Weekly Evaluations Folder

Weekly Evaluations Folder

- Over the course of the 7 weeks you should complete the daily teaching evaluation – one word document for each week



Weekly Evaluations Folder

Within these weekly evaluations you should be reflecting on **children's learning** within both lessons across your medium-term planners. You are also focusing on your own **professional role** as a teacher and your developing competence so that you are able to identify those skills that you have been developing effectively and those which require further development.

YEAR 2 Lesson Evaluations							Class: <input type="text"/>
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Final comments for Week 1 and Targets for Week 2	
LESSON							
Evaluate your lesson delivery and the response of the <u>children</u> (Think about your learning intentions and success criteria, your 'performance', and your interaction with the children)							
Consider why the children responded in this way to the <u>lesson</u> (Think about positive and negative responses to your delivery and questioning, classroom management etc.)							
Reflect on the impact that this will have on your future <u>teaching</u> (What would you do differently if you were to teach the lesson again? What will you do differently in the future?)							

Competence Grid

Competence Grid

GTCNI Competences

The GTCNI booklet '*Teaching: the Reflective Profession*' was referred to in a PSP intro 'lecture' in October. It's in the PSP course in Canvas and also can be found at this link:

https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The_Reflective_Profession.pdf



- Every year as reflective practice, we ask students to keep a working Competence grid document during placement, (template can be found on canvas) noting whenever you are generating evidence for each GTCNI competence.
- For example, Competence 20 states:
- ***Use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place and which maintain pace within lessons and over time.***
- If you then produce a really good lesson plan that demonstrates effective e-learning, you may wish to note this as evidence of Competence 20 in the Competence grid.
- To signpost the example, make sure to include the date and lesson.

Competence Grid

The following competences are the ones to be concentrated on by Year 2 Primary students:

Professional Competence 1:

understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice

Professional Competence 2:

a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.

Professional Competence 3:

Teachers will have developed a knowledge and understanding of the learning area/subjects(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self study and collaboration with colleagues

Professional Competence 4:

Teachers will have developed a knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum and be aware of curriculum requirements in preceding and subsequent key stages

Professional Competence 6:

Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.

Consider the key aspects of emotional and behavioural difficulties; trauma, child abuse, bullying, discrimination, stereotyping, and pupil mobility or absence from school.

Professional Competence 7:

Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.

Professional Competence 7:

a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these

Competence Grid

Professional Competence 10a:

Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils

Professional Competence 11b:

Teachers will have developed a knowledge and understanding of how to use technology effectively to aid pupil learning

Professional Competence 14: Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the Northern Ireland Curriculum in terms of knowledge, skills acquisition and progression

Professional Competence 15: Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty

Professional Competence 18:

manage their time and workload effectively and efficiently and maintain a work/life balance.

Professional Competence 19: Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities

Professional Competence 20. Use a range of teaching strategies and resources, including eLearning where appropriate, that enable learning to take place, and which maintain pace within lessons and over time

Professional Competence 22 Secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice.

Professional Competence 24.

focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.

Professional Competence 25

select from a range of assessment strategies to evaluate pupils' learning and use this information in their planning to help make their teaching more effective.

Competence Grid

The Professional Competences	Suggested Evidence	Evidence provided	Competence
			(completed by tutor)
Professional Knowledge and Understanding <i>Teachers will have developed:</i>			
3. (i) A knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues; and	Lesson plans in a range of areas		
(ii) in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.			
4. A knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.	Relevant links shown to NI Curriculum in lesson plans		
6. A knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.	Planning and evaluation which evidence of drawing on response of the pupils in designing subsequent lessons		

Competence Grid

<p>4. A knowledge and understanding of how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* and be aware of curriculum requirements in preceding and subsequent key stages.</p>	<p>Relevant links shown to NI Curriculum in lesson plans</p>	<p>I have displayed a knowledge and understanding of the NI curriculum and its requirements in both PS and KS1 through detailed lesson plans and schemes of work. In my KS2 area planner, I have identified how the children's learning of measurement and length from KS1 will be crucial in developing this new skill. I have spoken with both of my teachers about which strategies are most appropriate for my classes. 10/03 I have created detailed lesson plans that have specific TSPCs and Cross-curricular skills to the lesson, and taking LI and SC straight from the curriculum requirements for the key stage. I have evaluated the children's learning, and asked them to carry out self-assessment to allow me to reflect on how my lessons have been implemented and meet the requirements of the curriculum. 23/3 - I have recognised how the children have not grasped the concept of numeracy, and have decided to recap and simplify the lesson for them 24/03. 14/05 reflecting on my KS2 block I did not receive much teacher guidance with my planning, but he has commented that throughout block 2 I have displayed a thorough understanding of the requirements of the curriculum, and understand the level at which my pupils should be working at.</p>	
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- You can use bullet points to complete this

Assessment

Assessment

Your assessment evidence should be contained as a **hard copy** in a folder
This folder must be available to your tutor when they visit you.

Your assessment folder should contain:

- A small selection of examples of the children's work that you have assessed – perhaps a top, middle and bottom
- Clearly label the assessment examples eg
Assessment Monday 7th Mar Numeracy worksheet – top student
Assessment Monday 7th Mar Numeracy worksheet – bottom student

Placement Assessment

Placement Assessment

- SBW placement is worth **80%** of the total module mark for your Professional Studies and Placement module
- The remaining **20%** is for the coursework assignment
- You are encouraged to look at the **grade descriptors** (Canvas) which tutors use to assist the allocation of grades
- Please also refer to the Tutor's report Form available on Canvas

Placement Assessment

How will lesson observations work?

- You will be assigned a main tutor for your placement as normal.
- Your main tutor will carry out **two observations** and will construct two separate reports.
- One will occur in phase 1 and the second will occur in phase 2 as far as possible.

Placement Assessment

How will lesson observations work?

- You will normally receive advanced notice of a tutor visit.
- However, tutors do reserve the right to conduct unannounced visits if required.
- It is likely that tutors will have a visit schedule planned in advance, so as stated previously, it is important that you continuously update tutors with any dates / times that do not suit for a visit as soon as they become known, so that this schedule can be adjusted.
- It is good practice once you know the date of your tutor that you inform the school of the proposed visit.

Placement Assessment

Whilst the visit is important, your final mark will be a holistic one, awarded at the end of the placement, which reflects the journey travelled throughout the seven weeks. It is made up of the following elements within the 7-point Assessment Scale:

- Teaching file
- Lesson evaluations
- Competence Grid
- Lesson observations conducted by the Placement Supervisor
- Post-lesson discussions between the Supervisor and student
- Discussions between the teacher and Supervisor
- Report from the school

Placement Assessment

SBW Reporting form



SCHOOL BASED WORK – REPORT ON TEACHING

Student Name		Student No		Year		Course	Primary
School				Class			
Tutor Name				Date			
Lesson Observed							

Professional Competences																											
Year 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Year 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Year 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Year 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Lesson Feedback																											

Targets for Development														Summary Comments													
Tutor Signature:																											

Placement Assessment

SBW Reporting form

Professional Competences	
Professional Values and Practice	
Competence 1	Understand and uphold the core values of the profession.
Professional Knowledge and Understanding	
Competence 2	Develop a knowledge and understanding of contemporary debates around the nature and purpose of education.
Competence 3	Show proficiency in relevant curricular, subject & pedagogical knowledge.
Competence 4	Know and understand the requirements of the NIC.
Competence 5	Develop an awareness of curriculum development processes through planning, implementation and evaluation.
Competence 6	Understand the factors that can hinder and promote learning.
Competence 7	Deploy a range of strategies to promote and maintain positive behaviour.
Competence 8	Know and understand the significant features of pupils' cultures, languages and faiths, including implications for learning.
Competence 9	Understand the principles underpinning the teaching of children with SEN and the basic features of common special needs; deploying strategies to support pupils with SEN, under the guidance of the teacher.
Competence 10	Develop strategies for communicating effectively with pupils, parents, colleagues and external agencies.
Competence 11	Use technology effectively to support teaching and learning.
Competence 12	Recognise and value the interrelationship between schools and their community.
Competence 13	Understand teachers' responsibilities within the statutory framework.
Professional Skills and Application	
Planning and Leading	
Competence 14	Set learning objectives that are appropriate to both the requirements of the NIC & the needs of the pupils.
Competence 15	Plan lessons that enable all pupils to meet the learning objectives and fulfil their potential.
Competence 16	Deploy, organise and guide the work of other adults to support learning.
Competence 17	Explore the potential of out-of-school resources and environments to enhance learning, and seek opportunities to assist with school visits and field work.
Competence 18	Manage time and workload effectively to maintain a work/life balance.
Teaching and Learning	
Competence 19	Create and maintain a safe, interactive and challenging learning environment.
Competence 20	Use a range of strategies to engage, motivate and support learners.
Competence 21	Engage, motivate and support pupils with special and additional educational needs, including those not learning in their first language.
Competence 22	Secure and promote a standard of behaviour that allows all pupils to learn.
Competence 23	Contribute to the wider life and development of the school by understanding the impact of school policies and practices, and by seeking opportunities to collaborate with colleagues, parents and external agencies.
Assessment	
Competence 24	Focus on assessment for learning by monitoring pupil progress and giving constructive feedback to help pupils reflect on and improve their learning.
Competence 25	Deploy a range of assessment strategies to evaluate pupils' learning and use this information in subsequent planning, to make teaching more effective.
Competence 26	Develop an understanding of a range of approaches used within pupil assessment to obtain benchmarking data and to guide target setting.
Competence 27	Seek opportunities to learn how teachers engage with parents and others in reporting information about pupil progress.

Placement Assessment

Placement Grade Descriptors

School Based Work Indicators				
Outstanding (Grade A) 72, 77, 82, 87, 92, 97	Very Good (Grade B) 62,65, 68	Good (Grade C) 52, 55, 58	Adequate (Grade D) 42, 45, 48	Unsatisfactory (Grade F) 0, 7, 19, 29, 37
Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics
1. Preparation should be very thorough and show signs of originality.	1. Preparation should be very thorough	1. Preparation should be thorough	1. Preparation is minimal or lacking in detail	1. Preparation is lacking or very weak
2. Lessons are excellent and should demonstrate clear evidence of flair and originality	2. Lessons are very good but lack flair and originality	2. Lessons are good	2. Lessons are adequate	2. Lessons are poor or unfit for purpose and in need of significant improvement
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	3. Students should ensure that they have planned and implemented lessons so that all learners could make progress and achieve intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that most learners could make progress and achieve the intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that some learners could make progress and achieve the intended learning outcomes	3. Students have planned and implemented lessons in which it is not clear how learners could make progress and achieve the intended learning outcomes
4. Students should have an excellent rapport with learners and demonstrate a very inclusive approach	4. Students should have a very good rapport with learners and demonstrate an inclusive approach	4. Students should have a good rapport with learners and mostly demonstrate an inclusive approach	4. Students should be able to demonstrate that they have some rapport with learners and are attempting to be inclusive in their approach	4. Students do not have a good rapport with learners and do not demonstrate an inclusive approach
5. There should be a very positive atmosphere in the classroom which is conducive to learning	5. There should be a positive atmosphere in the classroom which is conducive to learning	5. There should mostly be a positive atmosphere in the classroom which is conducive to learning	5. There should sometimes be a positive atmosphere in the classroom which is conducive to learning	5. There is rarely a positive atmosphere in the classroom and it is not conducive to learning
6. Students should be able to monitor pupil progress very effectively and consistently identify and address obstacles to learning	6. Students should be able to monitor pupil progress very effectively and mostly identify and address obstacles to learning	6. Students should be able to monitor pupil progress effectively and sometimes identify and address obstacles to learning	6. Students should be able to show some evidence of monitoring pupil progress and occasionally identify and address obstacles to learning	6. Students show limited evidence of attempting to monitor pupil progress and rarely identify or address obstacles to learning
7. Students should be highly flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should generally be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should occasionally be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students show little evidence of flexibility and adaptability in their approach, pace and teaching methods in the classroom
8. Students should demonstrate originality and flair in their creative use of resources	8. Students should make very creative use of resources	8. Students should make creative use of resources	8. Students should make appropriate but routine use of resources	8. Students do not make appropriate use of resources
9. Students should use a very wide range of assessment methods that are matched to expected learning outcomes	9. Students should use a range of different assessment methods that are matched to expected learning outcomes	9. Students should use a small number of different assessment methods that are matched to expected learning outcomes	9. Students should use a small number of different assessment methods that are not always matched to expected learning outcomes	9. Students should use a very small number of different assessment methods. These are not always matched to expected learning outcomes
10. There should be very clear evidence of using innovative formative assessment to improve children's	10. There should be very clear evidence of using formative assessment to improve children's	10. There should be evidence of using some formative assessment to improve children's	10. There should be limited evidence of using formative assessment to improve children's	10. There is no or very limited evidence of using formative assessment to improve children's

Placement Assessment

Tutor Discussions with Students



- Your tutor will schedule 2 discussion sessions with you during placement.
- They are semi formal professional learning conversations. These discussions will be an integral part of the assessment of the placement element.
- You will be encouraged to think through your lesson, thinking about strengths and weaknesses and those areas of competence in the lesson which you have identified as needing further thought and development. .
- Before the discussion you should ensure all relevant folder, materials are available.

Placement Assessment

Tutor Discussions with Students



- College tutors will also engage the classroom teacher at regular intervals in discussion of your progress and include you in a process of mapping out their professional development and progress.
- After the discussion with the class teacher and yourself, the tutor will complete a standard assessment form noting the key actions and share on the placement platform with you.
- You will receive a copy of the lesson report as soon as possible after the visit has taken place and usually within 2-3 working days.

Placement Assessment

At the end of SBW

- At the end of the placement block, all of the required paperwork and documentation is to be completed by **5pm on the Monday after the placement block ends:**

7th April 2025 for BEd Primary

- If a student is required to make up any missed days after the placement block, the amended file completion date will be discussed and agreed with the main tutor.

And finally....

Best wishes for a successful practice from all the tutors on the course!