



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



**Year 3 BEd Primary
2024-2025**

**School-Based Work
Briefing**

**Wed 29th January 2025
Dr Joanne Gardiner**

Professional Studies and Placement SPS3001

Year 3 BEd Primary Placement

24/25

Overview and key
information

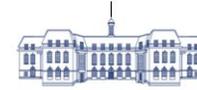


Introduction

The main purpose of placement is to give you the opportunity to demonstrate your development as a teacher and ultimately to show that at the conclusion of your studies you have achieved the GTCNI competences and can be awarded Qualified Teacher Status.

Sources of information

- Please consult the School Based Work hand- book regarding dress code and behaviour and etiquette in schools
- An updated version is available on Canvas in the PSP3 Course folder and on the College website
- We suggest you read this before your block of SBW



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work 2024/25



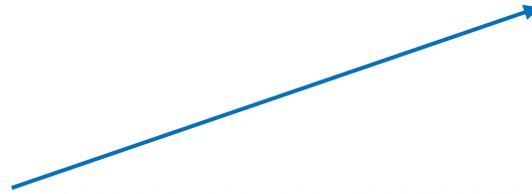
P1: Professional Knowledge

P2: Professional Skills

P3: Professional Partnership

P4: Professional Behaviour

Policy Documents for Placement *on Canvas*



☰ ▾ Key Policy Documents

☰  Policy Documents

Policy Documents

[The NI Curriculum Primary \(CCEA, 2007\).pdf](#) ↓

[Teaching_The reflective profession \(GTCNI, 2011\)\(1\).pdf](#) ↓

[Learning leaders \(DENI, 2016\)\(1\).pdf](#) ↓

[Chief Inspector's Report 2016-18 \(ETI, 2018\) \(3\)-1.pdf](#) ↓

[Count-Read-Succeed](#) ↗

[ETI- The Reflective Teacher](#) ↗

[EsaGS](#) ↗

[The Big picture of the Primary Curriculum](#) ↗

[The Big picture of Assessment and Reporting](#) ↗



Teaching: the Reflective Profession



‘Every teacher is a learning leader, accomplished in working collaboratively with all partners in the interests of children and young people.’





Placement Structure

Block 1

Chosen phase - 4 weeks

Monday 17th February - Friday
14th March 2025

Block 2

Other phase - 3 weeks

Monday 17th March – Friday 4th
April 2025

Teaching Pattern - Year 3 BEd Primary

Block 1 Chosen Phase

- **One** day of observation - Monday 17th February 2025
- Tuesday 18th February - **teach 2 lessons**
- From Wednesday 19th February you should teach **3 lessons each day** for the remainder of the placement

Block 2 Other phase

- **One** day of observation - Monday 17th March 2025 (likely to be Tuesday 18th March)
- Tuesday 18th March (likely to be Wednesday 19th March) - **teach 2 lessons**
- From Wednesday 19th March (likely to be Thursday 20th March) you should teach **3 lessons each day** for the remainder of the placement



Year 3 BEd Primary

School
Placement

Specific
Guidance 2425

Specific Requirements

1. Maintain an electronic teaching file that contains:

- School information
- Medium-term planners
- Daily lesson planners and resources
- Lesson evaluations (completed on daily lesson planners)
- Weekly target setting
- Competence grid

2. Hard copy folder that contains:

- A variety of pieces of assessment evidence and methods of tracking learning to showcase your ability in monitoring and assessing pupils' learning



Year 3 - Specific Requirements

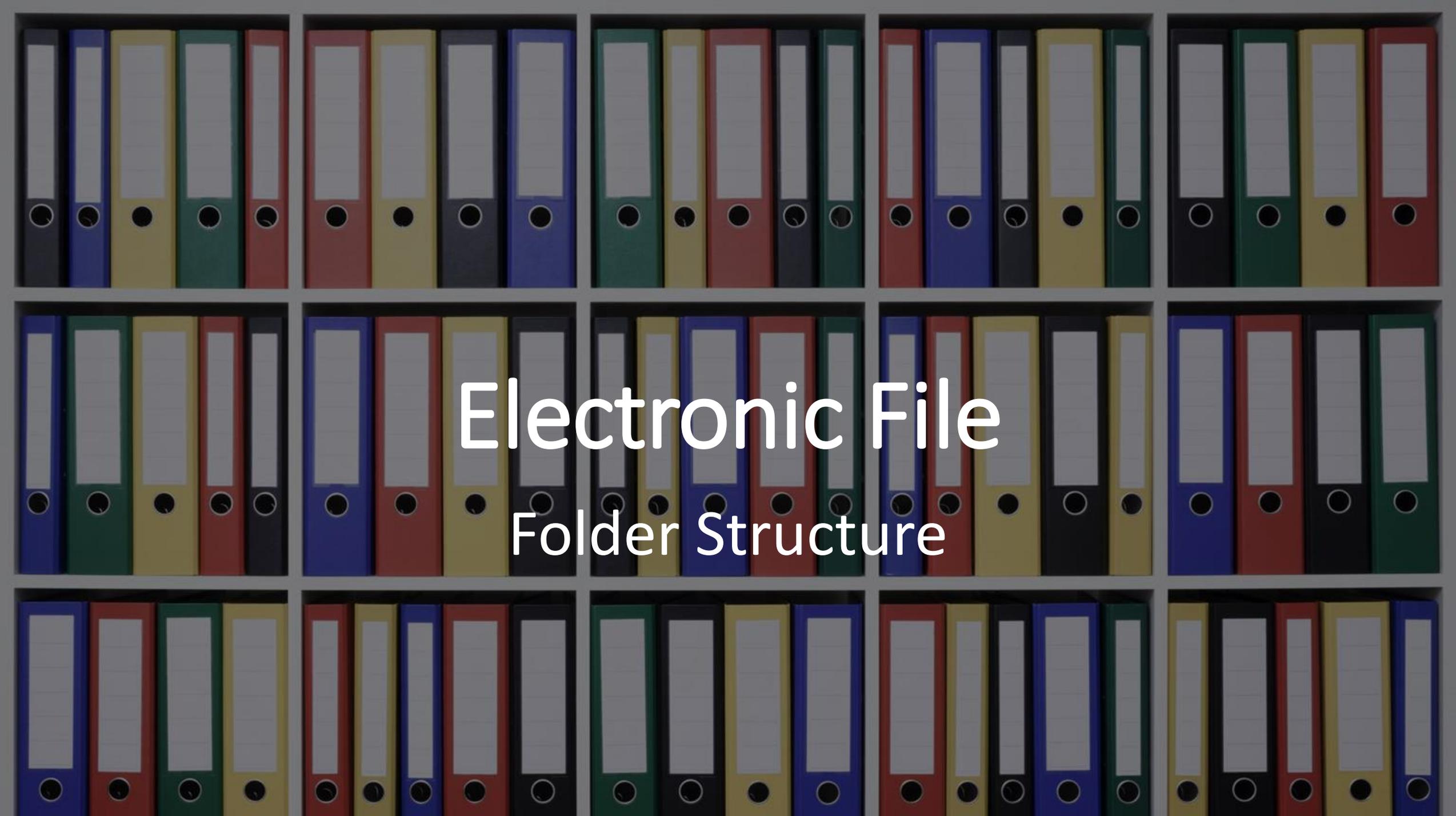
- Plan and teach **3 lessons each day**
- Plan a minimum of **3 medium term planners** in each phase across relevant areas of the NIC
- Plan for and manage **3 reading groups** and include this as one of your lesson plans
- If placed in FS or KS1 plan for **two/three play activities** using **the play planner** and take responsibility for these activities throughout your phase.
- Engage in **daily evaluations** using the last column on the lesson planner to record these for each lesson.
- At the end of each week engage in **target setting** by reflecting on daily evaluations across the week. Targets for the week ahead should focus on (a) pupil learning and (b) your own professional role
- Include at least one lesson that demonstrates evidence that you have considered and incorporated either **computational thinking and/or computing**.

Specific Requirements

- Make **differentiation** explicit in medium term planners and in lesson plans utilising a range of strategies. You should indicate the groups/individuals you are differentiating for how this will be done. Consider more bespoke approaches for those children with special or additional needs.
- Use a range of **assessment strategies** and methods to assess, monitor and track pupils' learning and show evidence of this in the hard copy folder.
- Detail the role of the **classroom assistant** in lesson planners so that roles and responsibilities are clear
- Engage in a range of **organisational patterns** – whole class, group teaching and individual support.
- Teach the **full range** of the Northern Ireland Curriculum subjects as far as possible.
- Teach your lessons **consecutively**, managing the transition between activities

Specific Requirements

- Gain experience in managing classroom routines (morning routine; preparation for break/lunch; going home)
- Incorporate ICT into your teaching as much as possible
- Act as a teaching assistant when not teaching
- Engage in wider school and extra-curricular activities where feasible
- Maintain your competence grid as your placement progresses regularly adding evidence to match the year 3 competences stipulated



Electronic File Folder Structure

Electronic Teaching file

- Create a placement folder on your laptop/ tablet/so that is easy to access
- Your Placement Folder represents a portfolio of evidence which is reflective of your developing competence in and understanding of the 'plan-do-review' cycle but also is indicative of your professionalism as a teacher. It should be personal to you and to the classes that you are teaching. It should therefore be well organised, carefully laid out and should exhibit high standards of presentation.
- Your College tutor will need to see your placement folder during visits, and your class teachers and school principal will need to be able to view your folder. Share your plans with class teachers regularly.
- It is **your** responsibility to provide tutors with access to your electronic folder when they visit.
- Your electronic file must be shared with your main tutor by **5pm on Friday 14th February 2025 prior to the beginning of placement.** This link should remain live throughout the placement block.

Electronic Teaching file

- The day your tutor is visiting make sure you print out a **hard copy of the lesson plan, the relevant resources** that you will use to support the lesson and **the medium-term planner linked to the lesson**
- Only write lesson plans for lessons that you will actually teach.
- You are required to teach **three lessons** each day. However, activities and events that are not part of the normal classroom routine such as day trips, visiting drama groups , special assemblies etc. mean that you may not be able to teach your full quota of lessons. You can still learn by taking part and helping out in these other activities Please note this in your file.

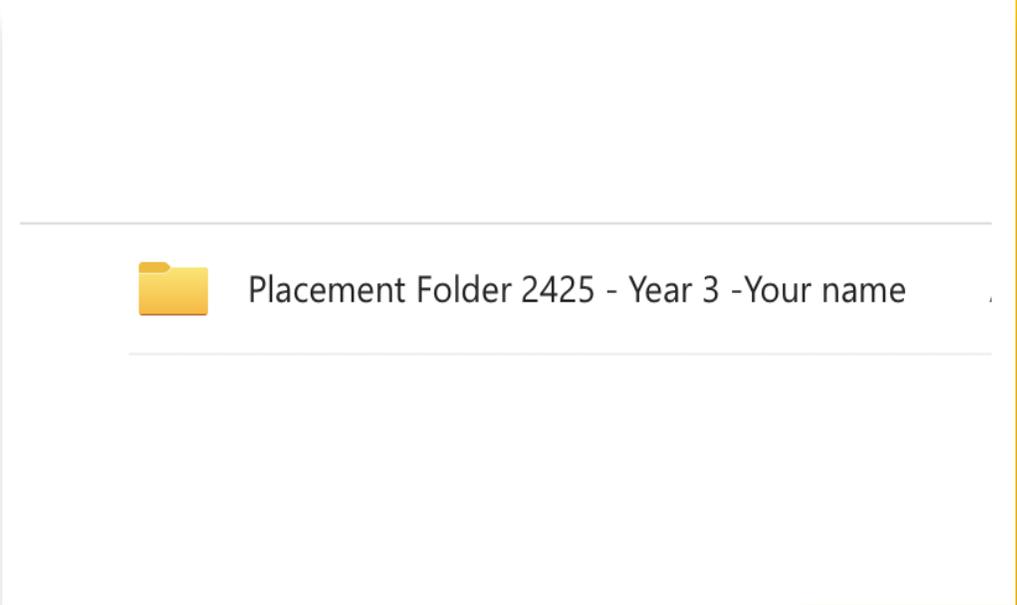
Saving as PDFs:

- *Sometimes the formatting of documents with tables, grids, topic webs etc. can become distorted when you are uploading them. One way round this is to save such documents as PDFs.*
- *When you have finished the document in Word, go to File ... Save As ... Save As Type ... PDF.*

Electronic Folder Structure

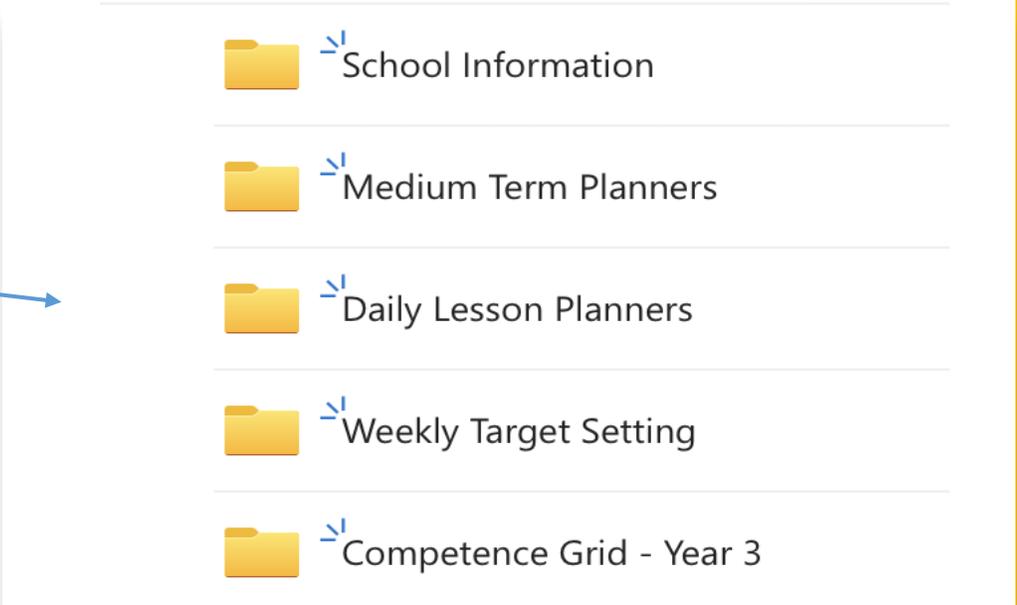
Create a folder on your Desktop as follows

Within this folder create 5 folders



Placement Folder 2425 - Year 3 -Your name

An orange arrow points from the text 'Create a folder on your Desktop as follows' to this folder icon.



School Information

A blue arrow points from the text 'Within this folder create 5 folders' to this folder icon.

Medium Term Planners

Daily Lesson Planners

Weekly Target Setting

Competence Grid - Year 3

School Information

Folder 1

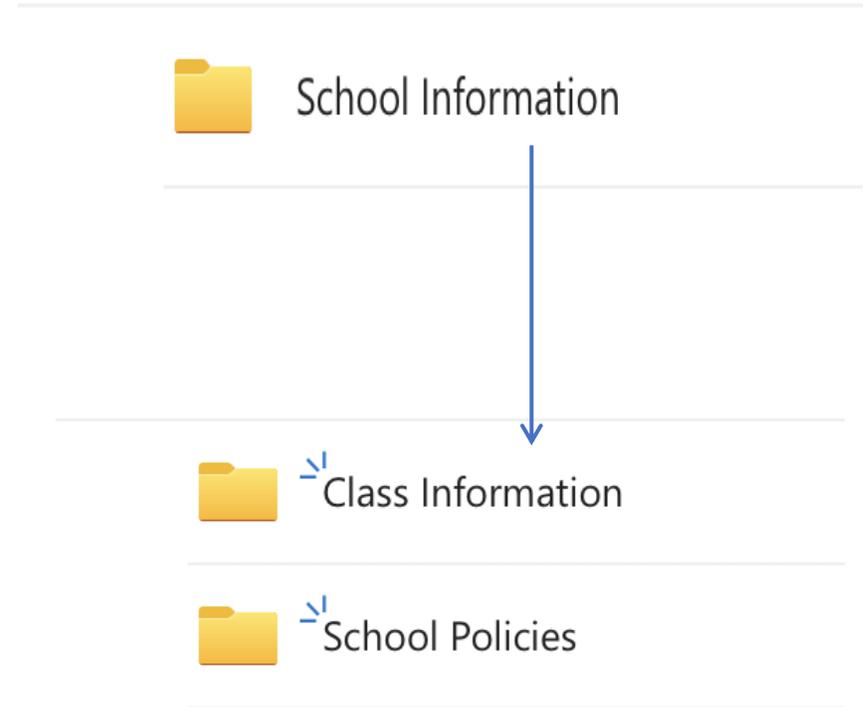
School Information folder

In the school information folder add a sub folder called:

Class information

This should include the following information:

- School background and situational analysis (some brief information about the school). Principal and host teachers' names and the classes you will be teaching.
- Class lists using first names only.
- Classroom seating plans.
- Class ability groupings for literacy, numeracy, reading and spelling.
- Information on children with special or additional needs to include children with statements and PLPs. If you can note key areas of need and targets regarding these children, this will suffice and will help support planning.
- Other relevant class information such as class charters/rules/ classroom routines that are relevant.
- *All the above information can be included in one word document for each class*



School Information folder

In the school information folder add a second sub folder called: **School Policies**

Access and include the following in this folder:

- Child protection policy
- Pastoral care policy
- Homework policy
- Acceptable use of internet policy
- Marking and feedback policy
- Positive behaviour policy
- Health and safety policy



Medium Term Planning

Folder 2

Medium Term Planning Folder

- **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
- 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 Term Planning Folder

Please clearly label you medium term planner documents (word or PDFs) as outlined:

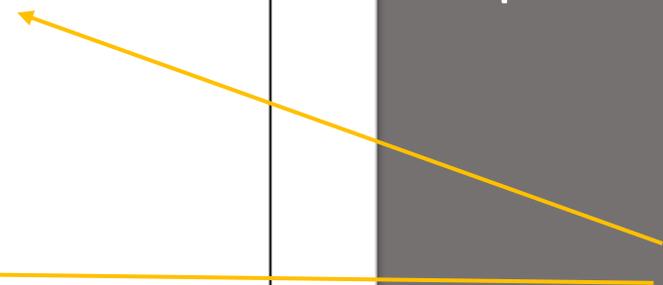
- Medium term planner
- Key stage
- Learning area
- Topic or Title

-  Medium Term planner KS1 Literacy Fairytales copy
-  Medium Term planner KS1 Numeracy The Clock
-  Medium term planner KS2 Literacy Creative writing pdf
-  Medium term planner KS2 Numeracy. capacity pdf
-  Medium term planner KS2 WAU Rainforest

Scheme of work title	Year/class	Time
Northern Ireland Curriculum (2007)		Aims/Broad Learning Intentions By the end of this block pupils will have:
		Thinking Skills and Personal Capabilities Managing Information <i>Pupils should discover how to:</i> Self- Management <i>Pupils should be helped to discover how to:</i> Being Creative <i>Pupils should be helped to discover how to:</i> Working with others <i>Pupils should be helped to discover how to:</i> Thinking, Problem-Solving and Decision Making <i>Pupils should be helped to discover how to:</i>
Cross Curricular Links Using ICT Communication Using Mathematics		
Key Vocabulary		
Previous Learning:		

Medium term planners (1)

These should relate to the lesson content within your planner



Lesson	Learning Intentions	Activities	Resources	Differentiation	Assessment
1.	Pupils are learning to.....	Introduction Activity Plenary		-	-
2.	Pupils are learning to.....	Introduction Activity Plenary		-	-
3.	Pupils are learning to.....	Introduction Activity Plenary		-	-
4.	Pupils are learning to.....	Introduction Activity Plenary		-	-
5	Pupils are learning to.....	Introduction Plenary		-	-

Medium Term Planners (2)

P6 Block Placement (Charlotte’s Web)

Charlotte’s Web (Literacy) Medium Term Planner

Bocombra Primary School
Class: P6
Time: 4 weeks

Northern Ireland Curriculum: Key Stage Two Language and Literacy pp.55 & 56

Pupils should be enabled to:

Talking and Listening

‘Listen and respond to a range of fiction... media texts through the use of traditional and digital resources.’

‘Tell, retell and interpret stories based on memories, personal experiences...’.

‘Participate in group and class discussions for a variety of curricular purposes.’

‘Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions.’

‘Prepare and give a short oral presentation to a familiar group...’.

‘Identify and ask appropriate questions to seek information, views and feelings.’

‘Use appropriate quality of speech and voice; read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read.’

Reading

‘Participate in modelled, shared, paired and guided reading experiences.’

‘Read, explore, understand and make use of a wide range of traditional and digital texts.’

‘Use traditional sources to locate, select, evaluate and communicate information relevant for a particular task.’

‘Represent their understanding of texts in a range of ways.’

‘Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.’

‘Justify their responses logically, by inference, deduction and/or reference to evidence.’

‘Read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning’ ‘Use a range of... strategies to read.’

Aims/Broad Learning Outcomes:

By the end of this unit of work the pupils will have:

- Made predictions based on information from the book.
- Created a fact file based on E.B White to gain an understanding of the author.
- Understood the main features of playscripts and performed a playscript to their peers.
- Gained knowledge into the main features of an advertisement and created one for a friend for Wilbur.
- Worked together in pairs/small groups during a range of literacy activities.
- Developed in their ability to communicate through participating in a range of activities to include discussions, hot-seating and performing playscripts.
- Read a range of chapters from Charlotte’s Web and developed their ability to interpret texts with greater detail and understanding.
- Developed in their ability to use expression and tone when reading to inflict meaning.
- Used yellow hat/black hat thinking to devise arguments based on the text.
- Know a range of persuasive techniques and used these to persuade Uncle Homer to keep Wilbur alive/kill the pig.
- Prepared a short talk based on an element from the text and shared this with their peers, developing talking and listening skills.

Bocombra Primary School – P6 Charlotte’s Web Literacy Medium Term Planner

Writing

‘Participate in modelled, shared, guided and independent writing, including composing on-screen.’

‘Discuss various features of layout in texts and apply these, as appropriate, within their own writing.’

‘Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.’

‘Use the skills of planning, revising and redrafting to improve their writing...’.

‘Begin to formulate their own personal style.’

‘Create, organise, refine and present ideas using traditional and digital means...’.

‘Develop increasing competence in the use of grammar and punctuation to create clarity of meaning.’ ‘Express thoughts, feelings and opinions in imaginative and factual writing.’

Key Vocabulary

- Fern
- Charlotte
- Templeton
- Mr/Mrs Arable
- Wilbur
- Humble
- Friends
- Animals
- Radiant
- Egg Sac
- Terrific
- Slaughter
- Cunning
- Loathe
- Sedentary
- Astride
- Scuttle
- Captivity
- Runt

Northern Ireland Curriculum: Cross-Curricular Skills pp.5-7

Pupils should be enabled to:

Communication

Talking and Listening

‘Listen to and take part in discussions, explanations, role-plays and presentations’

‘Contribute comments, ask questions about the book and respond to others’ points of view’ during groupwork.

‘Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary,’ especially through the author fact file, advertisements and persuasive writing.

‘Structure their talk and speak clearly so that ideas can be understood by others’ during book discussions, playscript performances and any activities that require groupwork.

‘Adapt ways of speaking to audience and situation’ especially when performing their playscripts.

Reading

‘Read a range of texts’ such as Charlotte’s Web to obtain information, ideas and also enjoyment.

‘Use a range of strategies’ when reading Charlotte’s Web to read with independence and confidence.

‘Understand and explore events’ from the book and use this understanding to complete literacy activities.

‘Find, select and use information’ from the book to participate in discussions.

‘Use evidence from texts’ to ask questions, respond to others and justify choices and opinions.

Writing

‘Talk about, plan and edit work’ through all aspects of Charlotte’s Web activities.

‘Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way’ during writing activities including persuasive writing and creating advertisements.

‘Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes.’

‘Write with increasing accuracy and proficiency’ during all Charlotte’s Web work.

Using ICT

Explore

‘Access and manage data and information.’

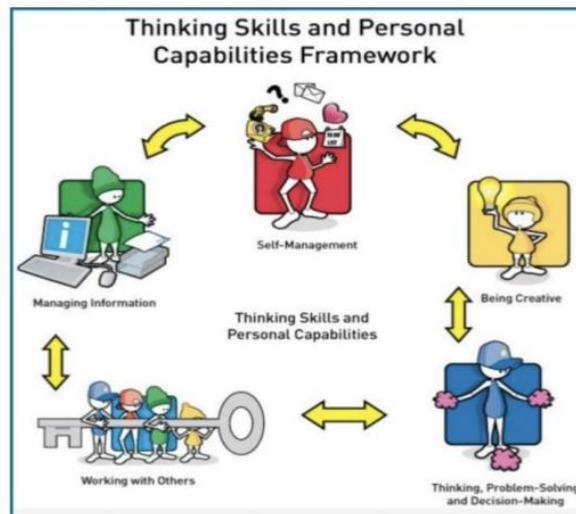
‘...Select, process and interpret information’ from the PowerPoint presentations.

Thinking Skills and Personal Capabilities

Managing Information

Pupils should discover how to:

- ask focused questions based on their reading of the book;
- break down tasks into sub tasks; such as planning before writing;
- communicate with a sense of audience and purpose when creating a ‘Wanted’ poster, advertising a friend for Wilbur; and
- use their own and others’ ideas during paired/groupwork to locate information from the book to use in their tasks.



Being Creative

Pupils should be helped to discover how to:

- experiment with ideas and questions when planning and performing playscripts;
- make new connections between ideas/information to include using ideas from the book to help them with activities; and
- make their ideas real as they write independently by experimenting with different designs, actions, and outcomes.

Working With Others

Pupils should be helped to discover how to:

- listen actively and share opinions when working together in groups, especially when creating playscripts and during hot-seating activities;
- take personal responsibility for working with others and evaluate their contribution to the group;
- respect the views and opinions of others and reach agreements using negotiation and compromise; and
- give and respond to feedback during group activities.

Self-Management

Pupils should be helped to discover how to:

- organise and plan the best method for completing literacy tasks;
- focus, sustain attention and persist with all Charlotte’s Web tasks;
- review learning through AFL activities/teacher feedback to understand areas of literacy that can be improved; and
- when participating in groupwork/paired activities, compare their own approach to tasks with others.

Thinking, Problem-Solving and Decision-Making

Pupils should be helped to discover how to:

- make predictions as to what they think will happen next in the book;
- use black/yellow hat thinking to persuade Uncle Homer through examining options, weighing up pros/cons; and
- try out alternative approaches for Charlotte’s Web tasks to understand what works best for them.

Bocombra Primary School – P6 Charlotte’s Web Literacy Medium Term Planner

Lesson Title	Learning Intentions	Pupil Activities	Resources	Differentiation	Assessment
Charlotte’s Web – Author Profile/Fact File	<p><i>Children are learning to:</i></p> <ul style="list-style-type: none"> - Know who the author of the book was and why it was written. - Research key facts about E.B White and both interpret and note these with accuracy. - Complete a fact file based on E.B. White to show an author profile. 	<ul style="list-style-type: none"> - Discussion of prior knowledge on Charlotte’s web book. - Use PowerPoint to explain we will be studying the book and tell engaging story surrounding the book. - Pupils to watch a video on E.B. White and why he wrote the book. - Discuss facts about the author and explain the task to the pupils. - Pupils to work in pairs to research the different questions posed about the author and write answers into literacy classwork books. - Support will be given when necessary. - Pupils to create a poster on the author as an extension. - Pairs asked to explain how they completed the task and what websites were used. - Recap on the author to conclude. 	<ul style="list-style-type: none"> - Interactive whiteboard - PowerPoint Presentation - Charlotte’s web books - Literacy classwork books - iPads - Fact file worksheet - Extension activity 	<ul style="list-style-type: none"> - Organisational Output: Pupils will work in mixed ability pairs for the main activity. They will research the facts together and support one another as they complete the task. - Support: The teacher will circulate the room, observing each pair as they complete their written/research activity and support pupils when necessary. - Resource: Pupils who are having difficulties will be given further websites that directly support them with their answers. Others can independently find the information. 	<ul style="list-style-type: none"> - Observation of pupils’ ability to work in pairs to manage the information and complete the task. - Questioning will assess pupils’ understanding of the lesson. - Teacher will begin pupil profile within literacy. - Marking of completed written work, providing feedback to each pair on what was done well and any potential areas for improvement.
Charlotte’s Web – Writing a Play Script	<p><i>Children are learning to:</i></p> <ul style="list-style-type: none"> - Understand and interpret the key events throughout chapter 1 of Charlotte’s Web. - Recognise the main features associated with writing a playscript (background, scene, characters, setting etc). - Apply the key features of play scripts within their own writing of a Charlotte’s Web play script. 	<ul style="list-style-type: none"> - Read chapter 1 + 2 as a class, giving children opportunity to read aloud. - Discussions to take place surrounding the chapters to ascertain understanding. - Talk through features of play scripts with the use of PowerPoint Presentation. - Pupils to note down features they could use in their play scripts on whiteboards. - Pupils to work in mixed ability groups to plan and write a play script based on lesson understanding. - Teacher to circulate and provide support when necessary. 	<ul style="list-style-type: none"> - Charlotte’s Web books - PowerPoint presentation - Interactive whiteboard - Pupil whiteboards - Play script examples - Planning sheets - Play script group sheets 	<ul style="list-style-type: none"> - Organisational Output: Children will work in mixed ability pairs during the main activity to ensure that all pupils meet the learning intentions. - Questioning: Questions asked throughout the lesson will allow all ability groups to respond and understand the content. - Support: The teacher will provide further support to those groups that require it when creating their play scripts by circulating the room and providing support when necessary. 	<ul style="list-style-type: none"> - Observation of each group’s ability to work together to create and write a play script using the features discussed. - Questioning throughout the whole lesson will assess understanding. - AFL traffic light activity to ascertain pupil understanding. - Marking of written work with feedback given.

<p>Charlotte's Web – Performing Play Scripts</p>	<p><i>Children are learning to:</i></p> <ul style="list-style-type: none"> - Rehearse and perform a play script to their peers. - Recognise and understand the importance of tone and expression. - Listen to each group's performance and provide feedback (something enjoyable from another group's performance). 	<ul style="list-style-type: none"> - Key questions surrounding previous lesson to be recapped. - Teacher to explain the importance of tone and expression when performing. - Watch video clip on tone and expression. - Pupils to rehearse play scripts from yesterday. - Groups will then perform their play scripts one at a time. - Pupils to give comments about what they think about each group's performance. - Teacher to verbally give feedback using two stars and a wish. - Recap on tone and expression and its importance during performance. - Whole class discussion to reflect on performance and learning during this activity. 	<ul style="list-style-type: none"> - Interactive whiteboard - Play script plans - Play script group worksheets - Pupil whiteboards - iPad to record each group - Teacher - two stars and a wish sheet 	<ul style="list-style-type: none"> - Organisational Output: Children will continue to work in mixed ability pairs during the rehearsing and performing of their play script. - Outcome: Each group will perform differently and this will allow for achievement at a range of levels. - Questioning: The teacher will vary the range of questions used throughout the lesson to ensure that pupils from all ability groups have the opportunity to respond and give thoughts on the lesson. 	<ul style="list-style-type: none"> - Questioning will be used throughout the lesson and the teacher will ensure that all pupils are engaged. - Peer assessment as pupils will comment after each performance. - Observation of pupils' ability to use expression and tone when performing to inflict meaning. - Teacher verbal feedback in the form of two stars and a wish to each group on their performance.
<p>Charlotte's Web – Wanted Poster (Advertisements)</p>	<p><i>Children are learning to:</i></p> <ul style="list-style-type: none"> - Understand how Wilbur felt throughout chapter 4 of the book. - Participate in a hot-seating activity, using feelings and emotions to communicate to peers. - Recognise the qualities Wilbur would look for in a good friend. 	<ul style="list-style-type: none"> - Read chapter 4 of the book, giving pupils opportunity to read aloud. - Teacher to use PowerPoint to discuss features of advertisements. - Pupils to come up and use interactive web template to write how Wilbur felt during the chapter. - Hot seating activity to take place where pupils ask questions to one child who takes on the role of 'Wilbur.' - Watch chapter 4 recap video. - Pupils to create 'Wanted' poster using lesson knowledge of advertisement features. - Less able children to use scaffolded template. - Teacher to support children having difficulties. - Gallery session where pupils can view posters and discuss what they like and why. 	<ul style="list-style-type: none"> - Charlotte's web books - Interactive whiteboard] - Chapter 4 recap video - Pupil whiteboards - Hot seat - Interactive web template - Wanted poster sheets - Scaffolded poster template 	<ul style="list-style-type: none"> - Questioning: Different types of questions will be used throughout the lesson to allow all ability groups to respond. - Task: A scaffolded template of the poster will be provided to the lower ability group to assist them throughout the main activity. - Support: The teacher will work closely with pupils who are having difficulties either in reading the text or completing the poster. Extra support will be provided where and when necessary. 	<ul style="list-style-type: none"> - Observation of pupils' ability to use features of advertisements. - Observation of pupil responses to discussions throughout the lesson. - Gallery session peer assessment - Marking of work with feedback given to all pupils on what was done well as well as improvement areas and how these can be achieved.

Play planner

Topic:

Class:



Play Areas	Play Area 1	Play Area 2	Play Area 3	Play Area 4
Learning Intentions:				
Activities				
Resources				
Role of the Adult				
Opportunities for Observation				
Spontaneous Response to Planned Activities	Not applicable			
Evaluation	Not applicable			
Safety considerations				



Daily Lesson Planning

Folder 3

Daily Lesson Planning Folder

In your daily lesson planning folder create a folder for each week

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

In each weekly folder, you should include:

- Lesson planners for each day using the lesson planning template which covers **3 lessons**
- Each document should be clearly labelled with the day and date
- Include any other materials, resources, PowerPoints, worksheets or other information relevant to the lesson



Friday 10th February – Daily Lesson planner



Friday 10th February - Literacy lesson resources



Friday 10th February - Numeracy lesson PowerPoint



Friday 10th February – Numeracy Lesson worksheets



Friday 10th February - WAU lesson PowerPoint



Friday 10th February – WAU lesson carousel activities and tasks

Repeat this process for each day of the week

Daily Lesson planner- page 1

Year 3 BEd Primary		Daily Lesson Notes					 STRANMILLIS UNIVERSITY COLLEGE <small>A College of Queen's University Belfast</small>
Lesson theme and title	Date:	Class:					
Lesson 1	Learning Intentions: Success Criteria	Main Activities/Key Content:	Differentiation:	Resources:	Assessment Strategies:	Evaluation Notes: Next steps in learning	
Lesson 2	Learning Intentions: Success Criteria	Main Activities/Key Content:	Differentiation:	Resources:	Assessment Strategies:	Evaluation Notes: Next steps in learning	

Daily Lesson planner – page 2

Lesson 3	Learning Intentions: Success Criteria	Main Activities/Key Content:	Differentiation:	Resources:	Assessment Strategies:	Evaluation Notes: Next steps in learning
	Additional lessons/activities/events					
	Direction for Classroom Assistants Lesson 1: Lesson 2: Lesson 3:					
	Homework tasks (where applicable)					
	Additional lesson evaluation notes (where applicable)					

Daily lesson notes

The classroom assistant

Where appropriate, include specific detail in your daily lesson notes as to how you will utilise the classroom assistant/s to support the teaching and learning within your lesson.

This is an important area of competence.

Professional competence 16

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.

Differentiation

Endeavour to use different modes of differentiation and document this clearly in your planning

There should be evidence of a **range of differentiation approaches**

- **Outcome**
- **Task** - different tasks for different groups/individuals and how it is matched to cater for specific needs
- **Support** - peer/teacher/CA; specify the nature of the support for individual children or groups
- **Resource/s**- the nature and type of resource/s used
- **Grouping**- individual/paired/group/whole class

Take care with your use of language. Refer to **less able** or **more able** or refer to group names and/or use initials of individual children as required

Lesson	Date / Day: Monday 4 th March 2024		Class: P6			
<p>1</p> <p>Numeracy – Using Timetables to Solve Problems</p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Understand the information contained within a timetable and how to interpret it. Recognise and know how to select information from a range of different timetables to solve problems. Develop the skill of working together with a partner to solve timetable related problems. <p>Success Criteria:</p> <ul style="list-style-type: none"> Find and select information from a timetable and use this information to solve different timetable related problems. Successfully solve problems by using information from train, bus and TV timetables. Work together with a partner, take turns and use problem-solving skills to answer the timetable questions correctly. 	<p>Main Activities/Key Content:</p> <p>Introduction:</p> <ul style="list-style-type: none"> The learning intentions for the lesson will be explained to the children in the form of WALT. Children will be asked to Think/Pair/Share for one minute regarding timetables, their use, what is contained within them etc. After this, using a PowerPoint, different timetables will be shown to the children and example questions relating to these will be posed to ascertain children’s understanding. An online train timetable game will then be played where selected pupils will come up the front of the classroom and answer various different timetable questions that appear on screen. The main activity will then be explained to the pupils prior to the dissemination of worksheets. <p>Main Activity:</p> <ul style="list-style-type: none"> Children will work in mixed ability pairs to answer a range of questions relating to different timetables. They should use the skill of working together to split up the task to complete it successfully. Pupils will have clocks to help them if need be. The teacher will circulate the room during the activity and question each pair on how they are completing the task and the question they are currently completing on their worksheet. CA will also circulate and support any pair having difficulties with the task as outlined within the differentiation notes. Throughout the task, the teacher will reinforce the key teaching points to each pair when necessary. <p>Plenary:</p> <ul style="list-style-type: none"> The pupils will be asked to explain how they completed the task and how they worked together within this. This will reinforce the success criteria. Answers to the various problems will be talked through and discussed, with pupils encouraged to respond and justify their answers using information from the timetable. To conclude the lesson, the teacher will pose questions relating to the lesson content as a recap to include timetables and their purpose, different timetables, how to locate information etc. 	<p>Differentiation:</p> <ul style="list-style-type: none"> Organisational Output: The children will work in mixed ability pairs during the completion of the main activity. This will ensure that the less able children are supported by a more able peer and that all children have the opportunity to achieve the LI/SC for this lesson. Outcome: As all pupils/pairs are completing the same task, differentiation will occur via outcome. Each pair will complete the task to different levels and require varying levels of support and hence work of different qualities will be produced. Support: Both the CA and teacher will circulate the room throughout the main activity and if required provide further support to pairs by reminding them how to interpret timetables and ensuring that pairs are using the skill of working together to successfully complete the task. 	<p>Resources:</p> <ul style="list-style-type: none"> Interactive whiteboard PowerPoint presentation Teaching clock Bus timetable example Train timetable example TV schedule example Online train timetable game Timetable worksheet Extension activity 	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> Observation: The teacher will closely observe the pupils’ ability to locate and use information from a range of timetables. Their ability to solve timetable problems with their partner will also be observed and such observations noted within the lesson evaluation. Assessment and Feedback: The teacher will assess all written timetable work and extension activities and provide feedback to the children in the form of verbal feedback as well as two stars and a wish written feedback to ensure that the pupils understand what was completed well and potential areas for improvement if required. Questioning: The teacher will question the pupils during the lesson introduction when explaining the various different timetables. Also, questioning will take place during the interactive game and when the pupils are in pairs completing their activity. Such an assessment strategy will ascertain the children’s overall understanding of the lesson content and relevant adjustments can be made to future planning based on children’s responses. 	<p>Evaluation Notes:</p> <ul style="list-style-type: none"> The children from all ability groups provided some excellent responses to the key questions surrounding timetables at the outset of the lesson and were able to give examples of different timetables used today. The less able children discussed work well with the CA and completed their time recap activity to an excellent standard. This task was very well gauged and suited to their needs and showed a clear understanding of time work completed over this past week. The higher and middle ability groups were able to select the key information from the timetables to answer their questions correctly. These children worked well within their pairs and were able to use the information to help them solve the problems. One pair (PS + NH) required further explanation and support with one of the problems. This support was afforded and these pupils were able to complete their questions together once this was provided. Overall, there was a clear achievement of the LI/SC for all groups today within the lesson, evident from observations and written work. <p>Next steps in learning:</p> <ul style="list-style-type: none"> Complete a recap session with PS + NH tomorrow to ensure they understand timetables and can locate key information within these. Continue to clearly explain tasks as the children understood exactly what was expected of them throughout the lesson. Ensure that less able children’s work continues to be differentiated accordingly to suit their needs.

Reading/literacy planner

(3 groups)

Three Group Literacy Planner		
Shared Literacy whole class Learning Outcomes: Resources:		
Literacy Activities group Work		
Group 1	Group 2	Group 3
<u>Learning Intentions</u>	<u>Learning Intentions</u>	<u>Learning Intentions</u>
<u>Resources</u>	<u>Resources</u>	<u>Resources</u>
<u>Activities</u>	<u>Activities</u>	<u>Activities</u>
<u>Monitoring and Assessment</u>	<u>Monitoring and Assessment</u>	<u>Monitoring and Assessment</u>

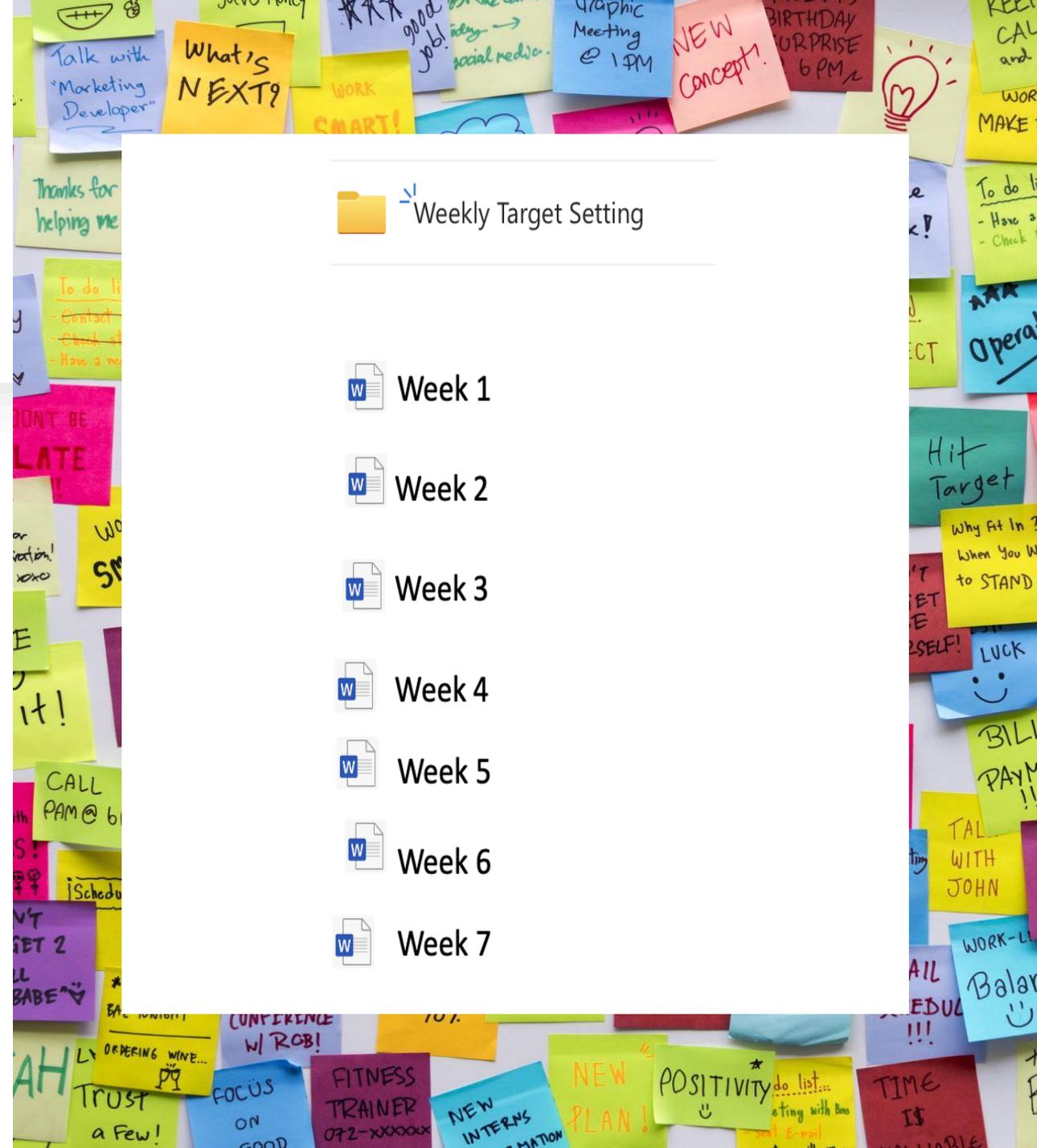
Three Group Literacy Planner		
Shared Literacy whole class Learning Outcomes: • Develop awareness of unfamiliar words and decoding skills. • Ability to work independently and engage in discussion		
Group 1	Group 2	Group 3
Dolly Mixtures (Guided Reading first) <u>Learning Intentions</u> <ul style="list-style-type: none"> Develop an awareness of describing words used to interest the reader. Read the blurb and front cover to predict what might happen in the story. Sound out individual words and blend sounds (triple blends). Build familiarity with new words. <u>Resources</u> <ul style="list-style-type: none"> Reading book 'The Bully', individual whiteboards, pencils, colouring pencils. 	Fruit Pastilles (Guided Reading second) <u>Learning Intentions</u> <ul style="list-style-type: none"> Engage in a discussion about the purpose of the index and glossary. Create a word bank of new words from the book. Sound out and decode words and identify silent letters within a word. Gain understanding of dinosaur facts and engage in group discussion. Write new words on whiteboard through reading story. <u>Resources</u> <ul style="list-style-type: none"> Guided reading wheel, Reading book 'Dinosaur Safari', individual whiteboards, different colour whiteboard pen (teacher) 	Cola Bottles (No guided reading) <u>Learning Intentions</u> <ul style="list-style-type: none"> Extend knowledge of rhyming words and extend knowledge of high frequency words. Develop talking and listening skills to construct words on whiteboard and think of rhyming words. Build upon knowledge from Wednesday's literacy activity (rhyming) <u>Resources</u> <ul style="list-style-type: none"> Tuft tray, water beads, magnetic words, individual whiteboards, whiteboard pens.
<u>Activities</u> <ul style="list-style-type: none"> Identify describing words and make a list on whiteboards. Decode words and discuss meaning. Re-tell story in own words. Complete worksheet and develop 'super sentences' (full sentences) 	<u>Activities</u> <ul style="list-style-type: none"> Understand the purpose of the glossary/ index page. Read book and pause for introduction of new words- identify silent words. Use knowledge at bottom of pages to build up word bank on whiteboard. 	<u>Activities</u> <ul style="list-style-type: none"> Use fine motor skills to use tweezers to pick letters out of tuft tray and construct high frequency words. Think of rhyming words and work in groups and write on whiteboard. Extend knowledge of rhyming words and discuss in groups.
<u>Monitoring and Assessment</u> <ul style="list-style-type: none"> Assess the pupils' ability to predict the 	<u>Monitoring and Assessment</u> <ul style="list-style-type: none"> Assess the pupils' ability to engage in a 	<u>Monitoring and Assessment</u> <ul style="list-style-type: none"> Assess pupils' ability to construct words

Weekly Target Setting

Folder 4

Weekly Target Setting folder

- At the end of each week it is important that you reflect on the teaching and learning that has taken place across the course of the week.
- Read your daily lesson evaluations and any notes or annotations that you have made on your planners
- On the basis of this reflection, set targets for the week ahead which are related to:
 - (a) the children's learning
 - (b) your own teaching



Weekly Reflection and Target Setting

Week 1

Week Ending _____

1. Drawing on your daily lesson evaluations for the week, reflect on **pupils' learning** across the various curriculum areas and identify teaching and learning targets that you plan to focus on in the week ahead.
2. Similarly reflect on your **own teaching** and identify what your personal targets are for the coming week.

Targets for pupil learning week beginning _____	Targets for my own teaching week beginning _____

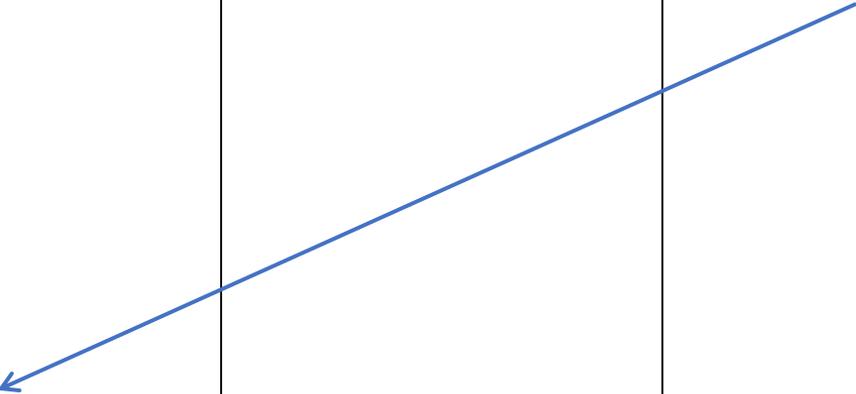
Weekly Reflection and Target Setting

Week 1

Week Ending _____

1. Drawing on your daily lesson evaluations for the week, reflect on **pupils' learning** across the various curriculum areas and identify teaching and learning targets that you plan to focus on in the week ahead.
2. Similarly reflect on your **own teaching** and identify what your personal targets are for the coming week.

Targets for pupil learning week beginning _____	Targets for my own teaching week beginning _____



Pupil Learning

Consider the learning that has or has not taken place across the lessons delivered around your topics/themes.

Identify the focus for the week ahead in these areas as appropriate.

What changes will you make to your plans to ensure effective learning and pupil progress?

What approaches will you continue to implement or perhaps change?

What concepts will you repeat/reinforce or progress?

Are the children ready to move on?

What is next?

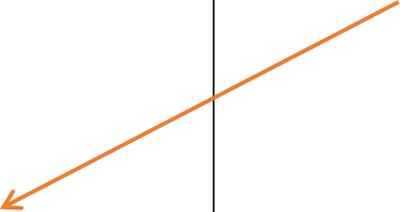
Weekly Reflection and Target Setting

Week 1

Week Ending _____

1. Drawing on your daily lesson evaluations for the week, reflect on **pupils' learning** across the various curriculum areas and identify teaching and learning targets that you plan to focus on in the week ahead.
2. Similarly reflect on your **own teaching** and identify what your personal targets are for the coming week.

Targets for pupil learning week beginning _____	Targets for my own teaching week beginning _____



Own teaching

Focus on your own professional role as a teacher and your developing competence.

Refer to the GTCNI(2011) teacher competences.

Highlight your areas of strengths

What areas of competence do you need to focus on going forward?

Identify one or two clear action points for development and improvement.

Weekly Reflection and Target Setting

Week 1

Week Ending:9.2.24

1. Drawing on your daily lesson evaluations for the week, reflect on **pupils' learning** across the various curriculum areas and identify teaching and learning targets that you plan to focus on in the week ahead.
2. Similarly reflect on your **own teaching** and identify what your personal targets are for the coming week.



Targets for pupil learning week beginning:19.2.24	Targets for my own teaching week beginning:19.2.24
<p>This week included the pupils' introduction to the Victorian topic. The pupils showed a clear understanding of a KWL board and became aware of their own learning. Pupils used their self-management skills to retain knowledge that they were able to recall throughout their Victorians lessons as their leaning progressed. The pupils have developed a clear understanding of the life and reign of Queen Victoria which was revisited and consolidated during Friday's chronology lesson. Pupils worked well with their independent coordinates work although the pupils will revisit reflection in all four quadrants- pupils made careless mistakes through rushing their work.</p> <ul style="list-style-type: none"> • Revisit reflection in all four-quadrants, during lesson introduction of 20.2 numeracy lesson. Reinforce the learning of reflections and how to reflect shapes accurately and clearly plot points. • Visit previous knowledge of alphabetic ordering, pupils must have a clear understanding of this before beginning their literacy topic. 	<p>This week was a successful first week in P7, on Monday, I took time to get to know the class to ensure that I built a positive rapport with the pupils. Observation time allowed me to pitch the teaching at the appropriate level to ensure that the learning in the classroom will occur through effective practice. I talked at length with the class teacher before beginning teaching to be best prepared. The pupils responded well to the lessons on Tuesday, they answered questions well and understood the lessons. Moving towards progressing teaching with coordinates, I feel like I could have taken more time to develop my own learning of coordinates. The week commencing 19.2, I will work towards taking the time to develop my own knowledge of numeracy topic.</p> <ul style="list-style-type: none"> • Take time at the start of the lesson to visit prior learning with the pupils, establish gaps in knowledge and areas for improvement. • Ensure to have two extension activities, this class finish tasks quickly. • Before allowing pupils to move onto extension activities, reinforce the pupils checking their work.



<ul style="list-style-type: none"> • Recall and retain knowledge of the Victorians and justify their answers with clear knowledge. • Encourage pupils to check over their work and be clear with their corrections when completed (complete corrections in a different colour) 	<ul style="list-style-type: none"> • Work towards becoming confident with numeracy and having personal clarity of a topic before teaching. • Extend the pupils with their learning verbally. • Introduce 'two stars and a wish' self-evaluation tool and establish the purpose with the pupils.
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Year 3 Competence Grid

Folder 5

Year 3 BEd

Competence Grid

Every year we ask students to reflect on what competences they have achieved and therefore we are asking students to keep a working competence document during placement, noting whenever they are generating evidence for each of the specified GTCNI competence relevant for year 3. Please refer to the competence grid where all the year 3 competences are listed.

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/activity that demonstrates effective e-learning, you may wish to note this as evidence of competence 20 in the Competence grid. Make brief notes.

This grid can be found in Canvas. At the end of each or every few days, reflect on the various aspects of competence and insert evidence as you go along. The competence grid should develop as your placement progresses.

Primary 2425	Suggested Evidence	Evidence provided (student)	demonstrated (tutor)
The competence statements have been set out under three broad headings:			
1. Professional Values and Practice Teachers should demonstrate that they: 1. Understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.	Evidence of having read school mission statement in file		
2. Professional Knowledge and Understanding Teachers will have developed: 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.	Covered in Education Studies	n/a	n/a
3. 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 notes, planners and weekly reflections		
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.	Medium-term planning and lesson notes		
5. A knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.	Lesson notes written, delivered and daily evaluations in place; annotated schemes and planners		
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.	Evaluations pinpoint critical responses (action points) in response to observed learning		
7. 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.	Effective delivery of lesson with plans in place to manage and promote positive behaviour; logged conversations with pastoral care lead; school documentation		>>
8. 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.	Covered in PLICS and PDMU CS; assessment folder, weekly and daily planning, evaluations		
9. A knowledge and understanding of their responsibilities under the Special			

Competence grid example evidence

11. A knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.

Lesson plans show the range of technology that has been used within lesson with my placement lessons. The interactive whiteboard and PowerPoint presentation are used within most if not all lessons. Also, interactive, engaging, fun games are used on the IWB and evidence of this can be seen within lesson plans. These interactive games have especially worked well as it helps to enthuse the children within their learning. The iPads were also used on Thursday 8th February to research information on E.B. White. Technology has also been used on Tuesday 5th March within an ICT/WAU lesson when designing rainforest tourist brochures. The weekly evaluation for Week 6 also has a specific focus on the development of this competence which shows relevant evidence of how this has been achieved.



Hard Copy Folder



Assessment Evidence

Assessment Evidence folder

Specific annotations on lesson plans and schemes of work should occur on a daily basis to demonstrate your ability to assess and monitor pupil progress, however your teaching file should also contain examples of other methods which showcase your ability to track the learning that has or has not taken place.

The following are examples which you can also consider:

- Exemplars of pupils' work - be selective. If possible, select examples that reflect the different ability levels within your classes. Annotate the samples that you select to indicate the learning that has or has not taken place and the future learning targets for the child/group
- Photographs of children's work which identify and document the learning that has taken place
- post it notes
- An assessment notebook or diary which focuses on one or two children or a group of children that you can track over the weeks
- Individual pupil profiles/group profiles
- Guided reading/literacy assessments
- Learning checklists/rubrics for areas of learning such as literacy and numeracy

This is not an exhaustive list and you are not required to employ all of these approaches however you do need to show evidence of some of the above approaches in order to demonstrate your ability to meet the assessment area of competence effectively.

Please refer to the lecture on monitoring and assessment of learning for more detailed explanations and examples



Placement Assessment

Year 3 BEd



Placement Assessment

- SBW placement is worth **80%** of the total module mark for your Professional Studies and Placement module in Year 3
- The remaining **20%** is for the coursework assignment
- You are encouraged to look at the **grade descriptors** which tutors use to assist the allocation of grades
- Please also refer to the Tutor's report Form available on Canvas

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 <u>classroom</u> and it is not conducive to learning
6. Students should be able to monitor pupil progress very	6. Students should be able to monitor pupil progress very	6. Students should be able to monitor pupil progress effectively	6. Students should be able to show some evidence of	6. Students show limited evidence of attempting to monitor

School Based Work Report

24/25

page 1



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

SCHOOL BASED WORK – REPORT ON TEACHING

Student Name	<input type="text"/>	Student No	<input type="text"/>	Year	<input type="text"/>	Course	<input type="text"/>	Primary	<input type="text"/>
School	<input type="text"/>			Class	<input type="text"/>				
Tutor Name	<input type="text"/>			Date	<input type="text"/>				
Lesson Observed	<input type="text"/>								

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																										

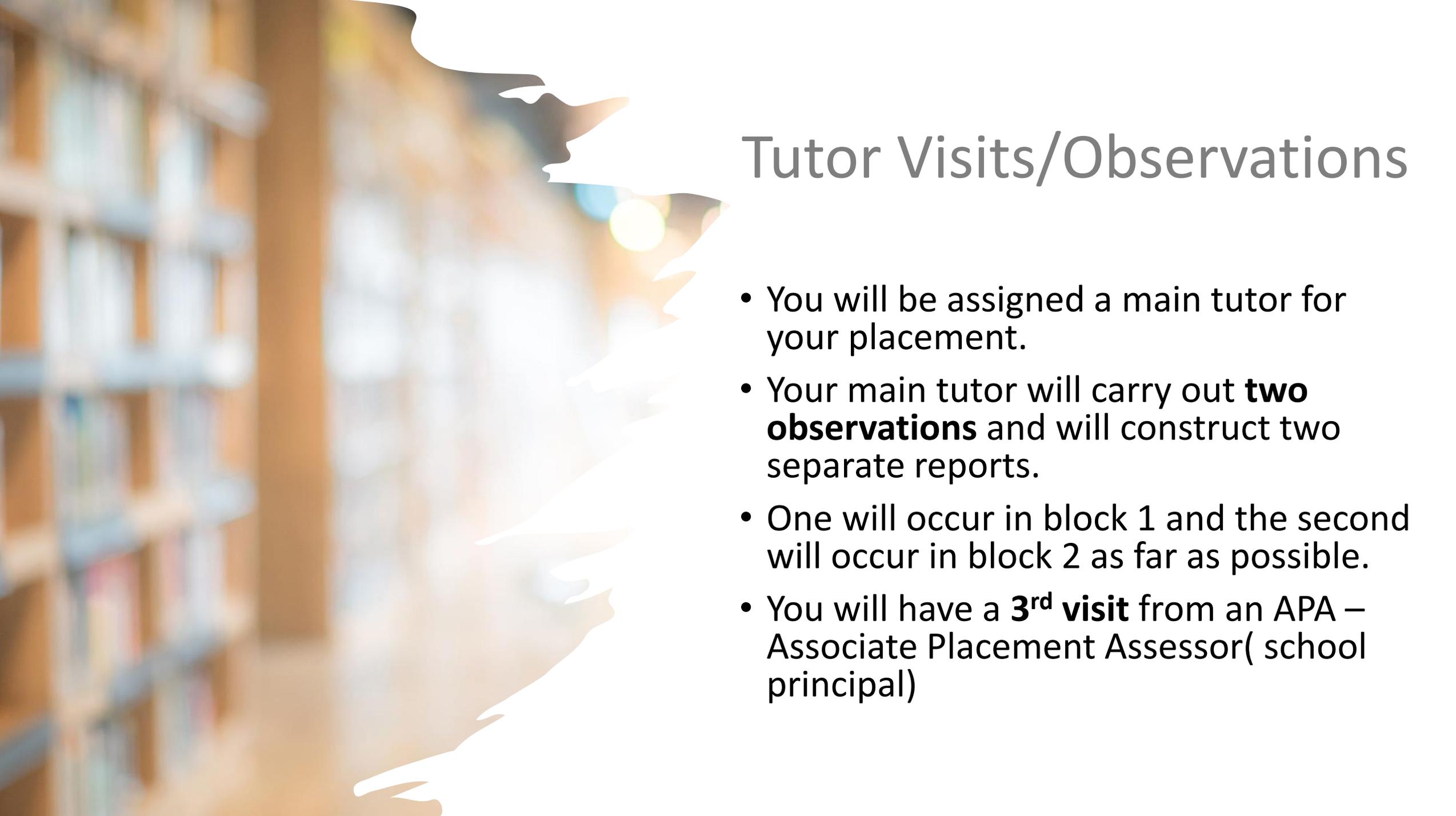
Targets for Development													Summary Comments													
Tutor Signature: <input type="text"/>																										

School Based Work Report

24/25

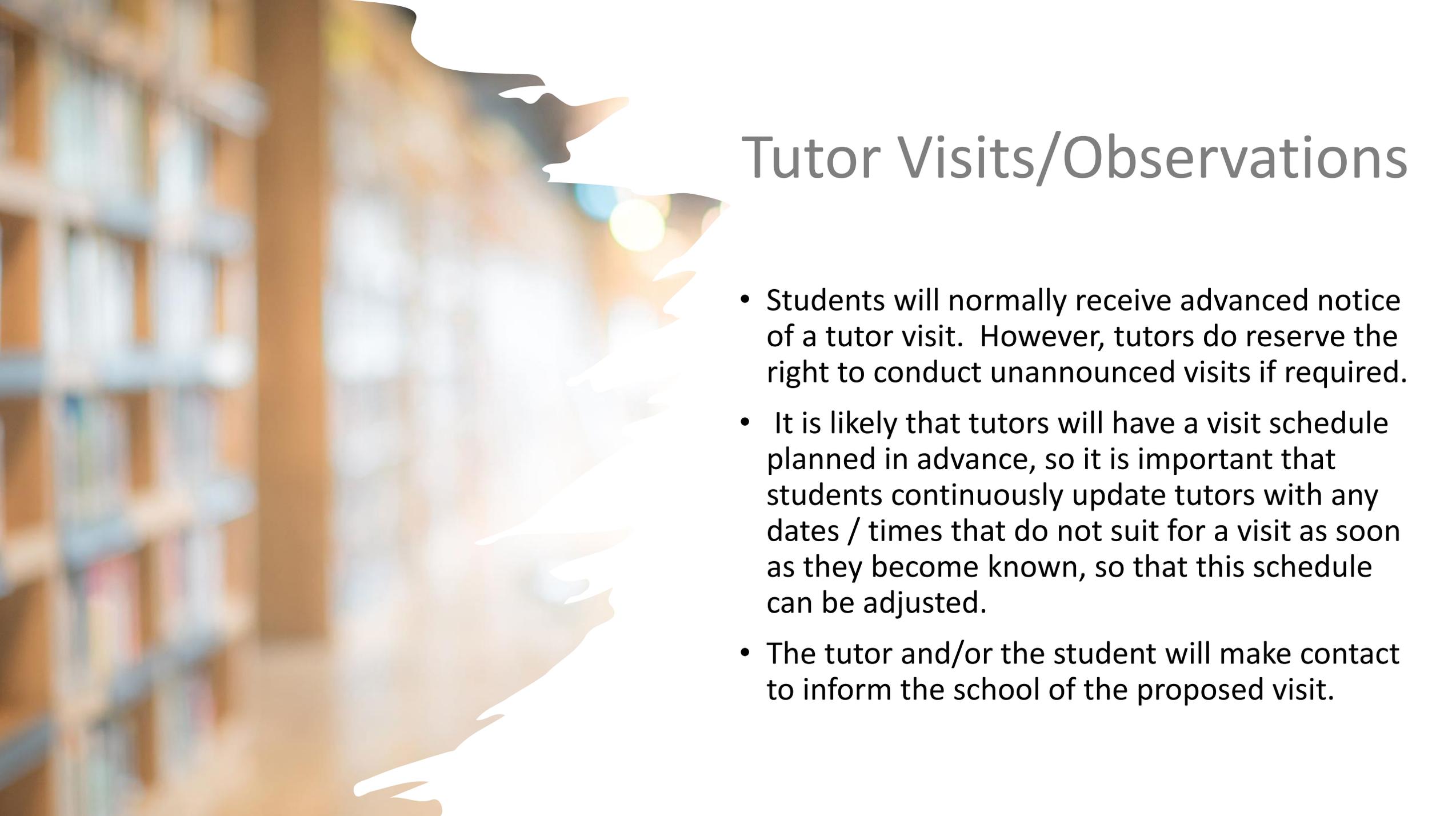
page 2

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.



Tutor Visits/Observations

- You will be assigned a main tutor for your placement.
- Your main tutor will carry out **two observations** and will construct two separate reports.
- One will occur in block 1 and the second will occur in block 2 as far as possible.
- You will have a **3rd visit** from an APA – Associate Placement Assessor(school principal)

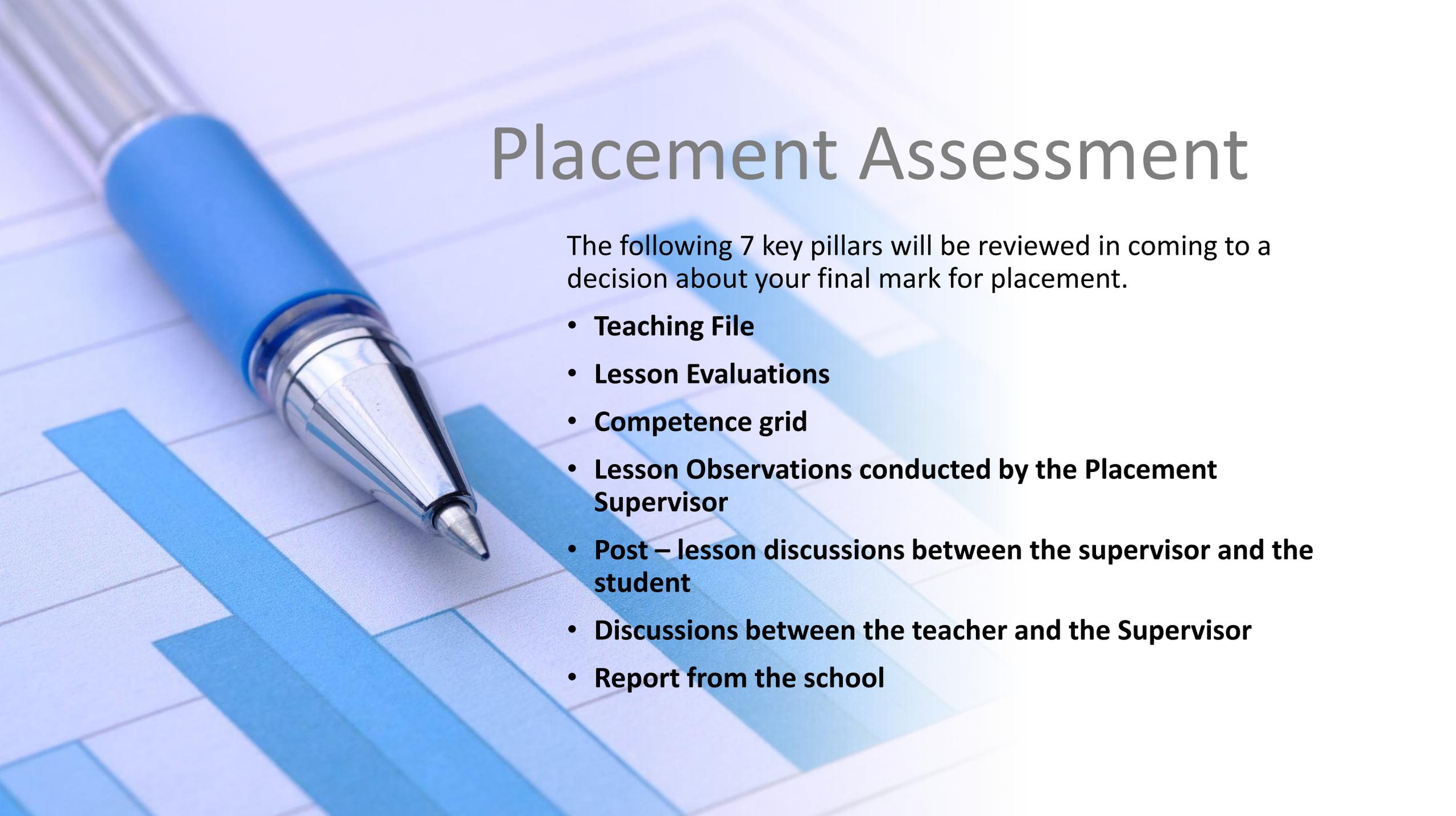
The background of the slide is a blurred image of a library. On the left, there are wooden bookshelves filled with books. In the center, a person is visible, their form softened and out of focus. The lighting is warm, with some bokeh light spots in shades of blue and yellow. The overall aesthetic is clean and academic.

Tutor Visits/Observations

- Students 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 it is important that students 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.
- The tutor and/or the student will make contact to inform the school of the proposed visit.

Information for Main Tutors

- 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 (e.g. 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.

A blue and silver ballpoint pen is positioned diagonally on the left side of the slide, pointing towards the bottom right. The background features a light blue bar chart with several bars of varying heights, overlaid on a white grid pattern. The overall aesthetic is clean and professional.

Placement Assessment

The following 7 key pillars will be reviewed in coming to a decision about your final mark for placement.

- **Teaching File**
- **Lesson Evaluations**
- **Competence grid**
- **Lesson Observations conducted by the Placement Supervisor**
- **Post – lesson discussions between the supervisor and the student**
- **Discussions between the teacher and the Supervisor**
- **Report from the school**

Tutor Discussions with Students

- Tutors will schedule 2 feedback sessions with each student during placement.
- The purpose of these is to provide support and to assess your planning and teaching.
- They are professional learning conversations.
- These discussions will be an integral part of the assessment of the placement element.
- The indicative time for each conversation is approximately 30 minutes to one hour although this may vary
- After the discussion the tutor will complete the school-based work report noting key actions. This will be shared by with the student.



Tutor Discussions with Schools



- The tutor will also schedule discussions with your class teacher or a senior member of staff and the school principal
- Ideally these will take place before each discussion with the student where possible so that feedback from the school can be included

Moderation

Moderation of placement assessment happens through a sample of students being visited by an additional tutor and by the External Examiner.

As every year, a small number of students will therefore have an additional moderation visit

Students will be notified if they are to be involved in the moderation process.



At the end of placement.....

- At the end of placement you are required to ensure all the contents of your placement file is up to date and that your competence grid has been completed.
- The deadline for doing this is:
by 5pm on Monday 7th April 2025
- 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.



General Advice

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.
- 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, e.g. school closure, placement not yet confirmed etc.

Absence

On the morning of any absence, students must:

- inform the school as soon as possible
- contact the College Placement Team **before 8 am** 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 main tutor to inform them of the absence (before 8am)
- Absence of more than seven calendar days requires a medical certificate which must be forwarded to Student-Absence@stran.ac.uk. In addition an absence form must also be completed

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=>

Absence

- 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 <https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=1> at least 2 weeks beforehand. This should be emailed to Student-Absence@stran.ac.uk giving adequate reasons to support the request.
- Any planned exceptional absences must **also** be discussed and agreed with the School Principal.
- 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.

Confidentiality

- Be careful to adhere to the GTCNI code of values - look them up again (Canvas)
- Be careful about social networking sites... they are social/public and not private!
- Demonstrate professionalism at all times.
- Show loyalty to your school, the children, staff and principal
- Do not discuss school business in public areas.



CONFIDENTIAL

Professionalism

- Remember you are showcasing yourself for the future! First impressions last.
- 'Small' things count

time keeping

attitude and enthusiasm

Initiative taking

commitment

work ethic

These will be picked up by schools very quickly!





Counselling Services



Careers and Employability Service

Student Support Officer: Patricia Smyth

Email: p.smyth@stran.ac.uk

Phone: 028 9038 4510

Office: Top Floor, Stran House

Careers Adviser: Joanne Doherty

Email: j.doherty@stran.ac.uk

Phone: 028 9038 4371

Office: Ground Floor, Central Building



Student Support in College

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 Student Intranet

Useful Contacts

Placements team

placements@stran.ac.uk

Tel:028 90384 344

Year 3 PSP3 Course Coordinator

Dr Joanne Gardiner

j.gardiner@stran.ac.uk

Head of Placements

Mr Steven Park

[s.park @stran.ac.uk](mailto:s.park@stran.ac.uk)

KEEP
CALM
AND
ENJOY YOUR
PLACEMENT

