



STRANMILLIS UNIVERSITY COLLEGE  
A College of Queen's University Belfast

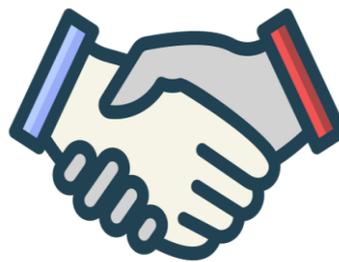
# Guide to School-Based Work 2025/26



**P1: Professional Knowledge**



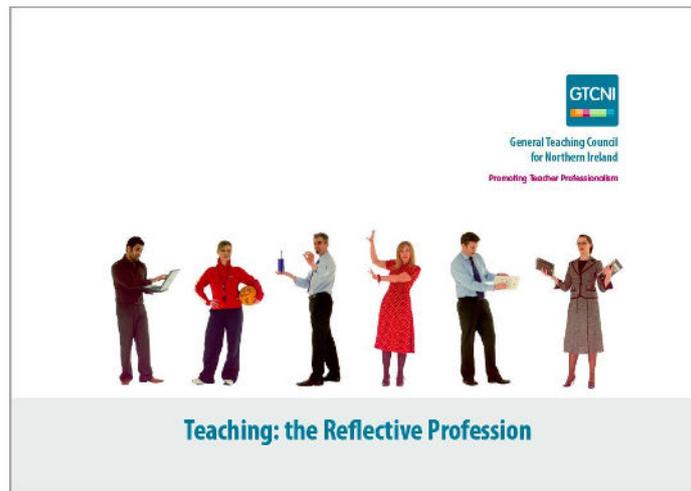
**P2: Professional Skills**



**P3: Professional Partnership**



**P4: Professional Behaviour**



Please read this guide in conjunction with the **Northern Ireland Teacher Competences**: 'Teaching: the Reflective Profession' where you will find the 27 competences set out under the three broad headings as follows:

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

Available on Student Internet, under Academic Programmes:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Teaching--the-Reflective-Profession.aspx?web=1>

or

GCTNI Website: [www.gtcni.org.uk](http://www.gtcni.org.uk)

# Code of Practice

## Introduction

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

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

## For Students

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

## For Schools

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

# Expectations: Students

## 1. Prior to Placement

BEd Students (Years 2-4) are asked to provide information to College to enable us to find a suitable placement. All information provided must be accurate and up-to-date. Late submission of accurate information can severely impact securing a suitable placement.

All administration associated with placements is undertaken by the Placement Team located in the Academic Office in Central Building. The team can be contacted by emailing [studentplacements@stran.ac.uk](mailto:studentplacements@stran.ac.uk).

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

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

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

Once all placements have been published **no changes are permitted except in exceptional circumstances**, for example, a relative has moved job to now work in the placement school. Such changes should be communicated to the Placement Team **as soon as they become known**. If you believe that you present exceptional circumstances that warrant a change of placement, the Placement Team will provide you with the **Placement Change Request** form. This form will then be considered by the Head of Placements in conjunction with the Head of your programme area.

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

## 2. Day Visits

Before the block placement commences students will visit their host school on day visits. Details of the expectations for these visits and whether or not they are arranged by the College or need to be organised independently by the student are contained in the relevant course guides and in the year group requirements outlined within pages 21-31 of this document.

## 3. During Placement

### (a) Professionalism

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

Students should continually seek advice from the class teachers with regard to preparation and the delivery of lessons and with other aspects of school life. Students should be familiar with all school policies before commencing placement. All students should take the opportunity to participate fully in the wider life of the school for example, in attendance at morning assembly, in supervision duties, in exploring formal structures set up for pastoral care (guidance, counselling, careers where appropriate) and in extra-curricular activities (clubs and societies).

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

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

## **(b) Timetables**

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.

Post-primary students must upload a copy of their personal teaching timetable to the Placements Software system as soon as possible after the block of teaching begins. This **must** be on the College timetable template which can be found on the student intranet:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/BEd-Post-Primary.aspx?web=1>

## **(c) Field Trips and other Out of School Visits**

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

Students should **NOT** transport children in their own car at any time.

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

## **(d) Absence**

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.

On the morning of any absence, students must:

- inform the school as soon as possible.
- contact the College Placement Team before 8.00am by emailing: [studentplacements@stran.ac.uk](mailto:studentplacements@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.

Absence of more than seven calendar days requires a medical certificate which must be forwarded to [Student-Absence@stran.ac.uk](mailto:Student-Absence@stran.ac.uk) with your completed absence form <https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=1>

Students must record their attendance at school each day on the Placement Software using the following codes:

**PS:** Present and in school

**AM:** Absent due to mitigating circumstances (illness, self-isolating etc.)

**A:** Absent with no reason.

**SC:** School closed or school has asked you not to attend

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 and email to [Student-Absence@stran.ac.uk](mailto: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.

If an absence is so extensive that you cannot reasonably be expected to complete the requirements of the placement then there may be a need to retake the block at another time when you are well enough to complete the work required. Please note that placement in school is a requirement of the programme that ensures you can graduate with Qualified Teacher Status and cannot therefore be set aside. **Additional time usually takes place in June or September so you should be available for placement at these times of year if additional time is required.**

#### **(e) School and College Closures**

If a school is closed for any reason during placement, the student must inform the College Placement Team via [studentplacements@stran.ac.uk](mailto:studentplacements@stran.ac.uk) at the earliest possible time. No additional attendance in lieu of a school closure is normally required. Should the University College be closed at any time during the period of school-based work and the school **remains open**, the student is to **remain** at school.

#### **(f) Issues and Concerns**

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

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Student-Support.aspx>

#### **(g) Mid-Placement Review Day**

Year 1 BEd Primary and Post-Primary students will attend a Mid-Placement Review Day in College (end of Week 4). Staff from Primary, Post-Primary and Student

Support Services will help to facilitate a day where students can reflect on how their first placement has gone so far and consider how practice might be further enhanced within the remaining weeks of the block. Students will be afforded the opportunity to converse with one another and to share experiences. This Review Day is in place of a day in school. Therefore, attendance is compulsory and will be recorded. Any student who fails to attend this event will be required to complete an additional task.

#### **4. After Placement**

At the conclusion of a period of placement students should ensure:

- all borrowed materials have been returned
- all meals and other refreshments have been paid for
- appreciation has been expressed to the Principal and school staff for their support and guidance.

##### **(a) Travel Costs**

Some students may be eligible to claim costs incurred in travelling to their placement, if the commute is more than their normal journey from home to College. Students would only be paid for one journey to and from the school each day and where there is additional travel involved as an integral part of the placement, prior approval will need to be sought. All students are required to complete an online form via SmartSurvey (emailed to your Stranmillis email address) to determine what, if any, costs can be claimed & relevant Google Maps / screenshots must be uploaded. Forms must be completed by the deadline indicated and no late applications will be considered.

##### **(b) School-Based Work – a Degree Requirement**

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

## Supervision & Assessment

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

### University College Tutors

Students will normally have a member of the University College teaching staff or other experienced professional who will act as their tutor during placement. The tutor's responsibilities will be to:

- contact students to ensure that they are fully aware of the expectations of school-based work
- receive the digital file in advance of placement to ensure readiness for practice
- act as the main tutor during the block
- make supervisory visits to the students
- liaise with the host teacher, teacher tutor, Heads of Department, Associate Placement Assessor (if applicable) and school principal about student progress
- receive and discuss the student's Competence Grid and and/or Career Entry Profile (if applicable) after the final block.
- Assign final mark for placement element of module.

If a tutor feels that a student is not adequately prepared for placement after receiving the digital file link, they will alert both the Head of Placements and the Head of Programme. This could result in a student being held back from starting their placement until they are deemed ready, and these days will have to be made up.

The main purpose of tutor visits to students in schools is to provide guidance, advice and support. However, tutors must also report on all teaching observed, and assessments are required. Therefore, tutors will check that the student has the required elements in place in the digital file and should clarify with students the objectives of the lesson to be observed.

Careful and sensitive observation of lessons is an integral part of a College tutor's visit to a school, as is the development of an ongoing dialogue between the student and the classroom teacher.

When observing teaching, tutors use the Report on Teaching in conjunction with the Competence Descriptors. These reports are filed and used to produce cumulative assessments of student progress. They are also part of the overall assessment and marking procedures. Many variables are recognised as affecting these grades – the observations of school staff and their comments on students' attitudes, the imagination, care and thoroughness of preparation as well as the personal and intellectual qualities exhibited in the actual teaching situations observed.

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

Interim assessments on individual lessons are not made available to students. However, if a tutor identifies an Area of Concern then the protocols identified on page 19/20 should be followed and tutors should inform students that a cause for concern form will be completed, indicating clearly the reasons for the concern and the steps the student should take to address the issue.

Discussions with students should be sufficiently detailed to make students aware of their strengths and areas in need of development. Students 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.

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

Whilst the practice that is observed during each visit is important, the final mark will be a holistic one, awarded at the end of the placement, which reflects the journey travelled throughout the placement block. It is made up of the following elements:

- Lesson observations conducted by the Placement Supervisor
- Teaching file
- Analytical annotations added to planning documents that reflect on practice
- Competence Portfolio / Grid
- Pre and Post-lesson discussions between the supervisor and student
- Discussions between the supervisor and class teacher / school principal
- Discussions between the supervisor and APA (where applicable)
- Report from the school

### **Classroom Teachers and/or Teacher Tutors**

The main role of classroom teachers and teacher tutors in relation to students in schools is also to provide guidance, advice and support. The University College very much appreciates the participation of class teachers and teacher tutors in the supervision of its students. It recognises that valuable insights regarding student teaching can be made by the class teacher, particularly in the primary sector where teachers are with the student all day. Students should be aware of the importance which is placed on class teacher and teacher tutor oral comments and written reports when they are sent into College.

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

### **Associate Placement Assessors**

PGCE and BEd fourth year students will normally have an assessed visit from an Associate Placement Assessor (APA). Third year BEd students may also receive a visit from an APA. The APA is an experienced senior teacher, often a Principal or

Vice-Principal, and they work alongside College staff, using College procedures and will also provide guidance, advice and support.

## **Visits by an External Examiner**

As part of Quality Assurance procedures, a number of students will be observed by an External Examiner or other member of staff for moderation. The External Examiner will visit students who demonstrate a range of competence. Students involved in this moderation exercise will be informed of their inclusion in advance. The External Examiner may be able to conduct some visits in person or may observe remote visits or professional learning conversations. The student will be advised in advance if the External Examiner will be attending meetings or observing lessons.

## **Students**

All students must share the link to their digital file with their main tutor by **5pm on the Wednesday before placement begins** (ie 4<sup>th</sup> Feb 2026 for BEd Primary and Post-Primary students). This link should remain live throughout the placement block so that tutors can monitor and support student progress as required.

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 as stated previously, 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. It is good practice for the tutor and / or the student to inform the school of the proposed visit.

During each visit, students must ensure that **hard copies** of any materials relevant to the lesson being observed are provided for the tutor.

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** (ie 30<sup>th</sup> March 2026 for BEd Primary and Post-Primary students). 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.

# Child Protection and Safeguarding

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

There are three vital aspects to this role:

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

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

## For Students

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

## School-Based Work/Placement Checklist

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

## School/Placement Setting

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

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

## Student's Role

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

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

- Safeguarding Board for Northern Ireland (2017) *Safeguarding Board for Northern Ireland Procedures Manual*, Belfast: SBNI. Available at: <https://www.proceduresonline.com/sbni/>
- Department of Health (2024) *Co-operating to Safeguard Children and Young People in Northern Ireland*, Belfast: Department of Health. Available at: <https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland>
- Education Authority (2024) *Safeguarding and Child Protection in Schools: A Guide for Schools*, Belfast: Education Authority. Available at: <https://www.education-ni.gov.uk/publications/safeguarding-and-child-protection-schools-guide-schools>

## SUC Child Protection and Safeguarding Team

<p><b>Noel Purdy</b></p>  <p>Deputy Child Protection &amp; Safeguarding Co-ordinator</p>	<p>Stranmillis House, Second Floor</p> <p>Tel: 028 9038 4305 Email: <a href="mailto:n.purdy@stran.ac.uk">n.purdy@stran.ac.uk</a></p>
<p><b>Claire Kerr</b></p> <p>Director of Student Services and Well-Being</p>	<p>Stranmillis House, Third Floor</p> <p>Tel: 028 9038 4483 Email: <a href="mailto:c.kerr@stran.ac.uk">c.kerr@stran.ac.uk</a></p>
<p><b>Heather Lyle</b></p> <p>Safeguarding Officer</p> 	<p>Central Building, First Floor</p> <p>Tel: 02890384405 Email: <a href="mailto:hlyle@stran.ac.uk">hlyle@stran.ac.uk</a></p>
<p><b>Michael Ievers (Post-Primary)</b></p> 	<p>Orchard Building, Level 2</p> <p>Tel: 028 9038 4474 Email: <a href="mailto:m.ievers@stran.ac.uk">m.ievers@stran.ac.uk</a></p>
<p><b>Rachel Campbell (Primary &amp; PE&amp;S)</b></p> 	<p>Orchard Building, Level 3</p> <p>Tel: 028 90 384 443 Email: <a href="mailto:r.campbell@stran.ac.uk">r.campbell@stran.ac.uk</a></p>
<p><b>Andy Brown (International)</b></p> 	<p>Central Building, Ground Floor</p> <p>Tel: 028 9038 4259 Email: <a href="mailto:a.brown@stran.ac.uk">a.brown@stran.ac.uk</a></p>
<p><b>Anita Gracie (PGCE)</b></p> 	<p>Central Building, First Floor</p> <p>Tel: 028 9038 4391 Email: <a href="mailto:a.gracie@stran.ac.uk">a.gracie@stran.ac.uk</a></p>
<p><b>Catriona Rogers (ECS)</b></p>	<p>Central Building, First Floor</p> <p>Tel: 028 9038 4392 Email: <a href="mailto:c.rogers@stran.ac.uk">c.rogers@stran.ac.uk</a></p>

### External Contacts:

- PSNI Inquiry Tel: 0845 600 8000
- PSNI Crimestoppers Tel: 0800 555 111, Text: 180000
- Gateway Services for Children's Social Work:

<b>Belfast HSC Trust</b>				
Telephone (for referral)	028 90507000	Website	<a href="http://www.belfasttrust.hscni.net/">http://www.belfasttrust.hscni.net/</a>	
Areas	Greater Belfast area			
Further Contact Details (for ongoing professional liaison)	<b>Greater Belfast Gateway Team (GT)</b> 110 Saintfield Road Belfast, BT8 6HD			
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)			
<b>South Eastern HSC Trust</b>				
Telephone (for referral)	03001000300	Website	<a href="http://www.setrust.hscni.net/">http://www.setrust.hscni.net/</a>	
Areas	Lisburn, Dunmurry, Moira, Hillsborough, Bangor, Newtownards, Ards Peninsula, Comber, Downpatrick, Newcastle and Ballynahinch			
Further Contact Details (for ongoing professional liaison)	<b>Greater Lisburn GT</b> Stewartstown Rd Health Centre 212 Stewartstown Rd Belfast, BT17 0FG Tel: 028 90602705	<b>North Down GT</b> Family Resource Centre James Street Newtownards, BT23 4EP Tel: 028 91818518	<b>Down GT</b> Children's Services 81 Market Street Downpatrick, BT30 6LZ Tel: 028 44613511	
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)			
<b>Northern HSC Trust</b>				
Telephone (for referral)	03001234333	Website	<a href="http://www.northerntrust.hscni.net/">http://www.northerntrust.hscni.net/</a>	
Areas	Antrim, Carrickfergus, Newtownabbey, Larne, Ballymena, Cookstown, Magherafelt, Ballycastle, Ballymoney, Portrush and Coleraine			
Further Contact Details (for ongoing professional liaison)	<b>Central GT</b> Unit 5A, Toome Business Park Hillhead Road Toomebridge, BT41 3SF Tel: 028 7965 1020	<b>South Eastern GT</b> The Beeches 76 Avondale Drive Ballyclare, BT39 9DB Tel: 028 94424377	<b>Northern GT</b> Coleraine Child Care Team 7A Castlerock Road Coleraine, BT51 3HP Tel: 028 7032 5462	
Out of Hours Emergency	028 94468833 (after 5pm each evening at weekends, and public/bank holidays)			
<b>Southern HSC Trust</b>				
Telephone (for referral)	08007837745/02837415285	Website	<a href="http://www.southerntrust.hscni.net/">http://www.southerntrust.hscni.net/</a>	
Areas	Craigavon, Banbridge, Dromore, Lurgan, Portadown, Gilford, Armagh, Coalisland, Dungannon, Fivemiletown, Markethill, Moy, Tandragee, Ballygawley, Newry City, Bessbrook, Annalong, Rathfriland, Warrenpoint, Crossmaglen, Kilkeel, Newtownhamilton			
Further Contact Details (for ongoing professional liaison)	<b>Craigavon/Banbridge GT</b> Brownlow H&SS Centre 1 Legahory Centre Craigavon, BT65 5BE Tel: 028 37560707	<b>Newry/Mourne GT</b> Dromalane House Dromalane Road Newry, BT35 8AP Tel: 028 37564700	<b>Armagh /Dungannon GT</b> South Tyrone Hospital Carland Road Dungannon, BT71 4AU Tel: 028 37565345	<b>Central GT</b> Lisnally House Lisnally Lane Armagh, BT61 7HW Tel: 028 37415285
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)			
<b>Western HSC Trust</b>				
Telephone (for referral)	028 71314090	Website	<a href="http://www.westerntrust.hscni.net/">http://www.westerntrust.hscni.net/</a>	
Areas	Derry, Limavady, Strabane, Omagh and Enniskillen			
Further Contact Details (for ongoing professional liaison)	<b>Derry GT</b> Whitehill, 106 Irish Street Derry, BT47 2ND Tel: 028 71314090 Fax: 028 71314091	<b>Omagh GT</b> Tyrone & Fermanagh Hos 1 Donaghanie Road Omagh, BT79 ONS Tel: 028 82835156	<b>Enniskillen GT</b> 2 Coleshill Road Enniskillen BT747HG Tel: 028 66344103	
Out of Hours Emergency Service	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)			

## Protocols for Student Progress – BEd

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of placement, the following procedure must be adhered to. Before any action is taken the tutor/class teacher will speak to the student and discuss the concerns, setting out clear action point and refer to College Student Support if required.

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

Tutor will complete a **Cause for Concern** form

Tutor will contact the Head of Placements with regard to area/s of concern

The Head of Placements will liaise with the Programme Lead for Primary or Post-Primary and arrange for another tutor to visit the student, engage with the school / class teacher and focus on the area/s of concern. Additional support strategies and / or visits may also be required.

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

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

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

## Protocols for Student Progress – PGCE

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of placement, the following procedure must be adhered to. Before any action is taken the tutor/class teacher will speak to the student and discuss the concerns, setting out clear action point and refer to College Student Support if required.

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

Tutor will complete a **Cause for Concern** form

Tutor will contact the Head of Placements with regard to area/s of concern

The Head of Placements will liaise with the Programme Lead for PGCE and arrange for another tutor to visit the student, engage with the school / class teacher and focus on the area/s of concern. Additional support strategies and / or visits may also be required.

If these concerns have not been adequately addressed by the student and significant improvement made, the Head of Placements and Programme Lead will meet with the student after placement to discuss the areas of concern. A record of this meeting and the specific areas of concern will be held in the student's file. The student will be told that these issues must be addressed in the next block practice in order to pass the block

During the next block any visiting tutor will be made aware of the areas of concern and these must be addressed by the student. The tutor will also discuss these areas fully with the class teacher to gain a total picture of the student's performance

If there are still outstanding issues with the student, then another **Cause for Concern** form is completed and another tutor must visit and focus on the areas of concern

If the student fails they will be offered the opportunity to repeat the placement

If the student addresses these issues with the support of the class teacher and tutor they will pass that block of placement

The student must pass the block practice before moving on to the final block practice

- All students must pass the final block
- If any student gives cause for concern during the final block the same procedures as above will be repeated
- If the Board of Examiners considers that any student has failed the final block they will be recorded as Failing and will be given an opportunity to re-sit in the following academic year

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

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
<p><b>FIRST</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and evaluation exercise.</b></p>	<p><b>If possible</b>, teach 4 weeks in Foundation or KS1 and 3 weeks in KS2. However, we appreciate that schools may not be able to accommodate this split.</p> <p>First week: Observation for first 3 days and begin teaching thereafter.</p> <p>Ideally, teach <b>two</b> lessons per day.</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic file with personal statement, school information, daily lesson notes, reflective annotations and Competence Portfolio all included.</li> <li>• Share and discuss this file with the classroom teacher(s) on a regular basis.</li> <li>• Complete the 13 relevant pages within the Competence Portfolio, signposting to evidence within your file for each required competence (Competences 1, 3, 4, 6, 7, 10, 11, 14, 15, 19, 20, 24 and 25).</li> <li>• Attend the Mid-Placement Review Day in Week 4.             <ul style="list-style-type: none"> <li>• Aim to teach every Area of Learning within each phase of the placement block.</li> <li>• Plan and deliver 2 lessons a day.</li> <li>• Plan and teach a reading lesson each week in line with course content and school practice.</li> <li>• Develop competence in pedagogy: presenting, questioning, instructing, explaining, communicating.</li> <li>• Develop competence in matching the level of work to age and ability</li> <li>• Follow the teacher’s advice about assessment techniques.</li> <li>• Reflect on practice by adding analytical annotations to planning documents.</li> <li>• When in school, students are required to act as classroom assistants when not teaching.</li> <li>• Share and discuss aspects of practice with the classroom teacher on a regular basis.</li> </ul> </li> </ul> <p><b>RE Certificate: Year 1</b></p> <p>Students in Year 1 who are also taking the RE Certificate will be placed in a Catholic Maintained school for part of their block placements. Additionally, they will do an extra three weeks in a Catholic Maintained school beginning on Monday 1<sup>st</sup> June.</p> <ul style="list-style-type: none"> <li>• You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file</li> <li>• You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in classes. These folders will be assessed during your separate RE visit which will take place during your summer placement (1<sup>st</sup> – 19<sup>th</sup> June).</li> </ul>

<p><b>SECOND</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and evaluation exercise.</b></p>	<p><b>Semester 2:</b> 1 week observation visit – 3 days in KS2 and 2 days in FS or KS1.</p> <p><b>Block Teaching:</b> 4 weeks KS2 and 3 weeks in FS or KS1</p> <p><b>Phase 1 KS2</b></p> <p>Week 1: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>1 lesson on Tuesday</p> <p>2 lessons on Wednesday</p> <p>Ideally teach <b>TWO</b> lessons per day</p> <p><b>Phase 2 KS1</b></p> <p>Week 5: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>1 lesson on Tuesday</p> <p>2 lessons on Wednesday</p> <p>Ideally teach <b>TWO</b> lessons per day</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic placement file locally on your laptop, iPad or computer that contains your personal statement, medium-term planners, daily lesson planners, daily reflections and some examples of assessment and resources.</li> <li>• Share and discuss this file with the classroom teacher(s) on a regular basis.</li> <li>• Complete your Year 2 Competence Grid, signposting to evidence within your file for each required competence.</li> <li>• Follow the guidance below regarding the specific scenario for your school placement.</li> <li>• Aim to teach every Area of Learning within each phase of the placement block.</li> <li>• Plan and deliver 2 lessons a day.</li> <li>• Plan 2-3 medium term planners in both phases. These planners where possible, should demonstrate evidence of planning for progression.</li> <li>• Plan for and teach two guided reading lessons each week in line with course content and school practice.</li> <li>• If placed in a FS or KS1 class, you should complete a planner for <b>ONE</b> play area activity each week.</li> <li>• It is desirable that within at least <b>one</b> lesson plan you show evidence of incorporating Computational Thinking Concepts and/or Coding.</li> <li>• Develop competence in pedagogy: presenting, questioning, instructing, explaining, communicating.</li> <li>• Develop competence in matching level of work to age/ability.</li> <li>• Employ differentiation strategies.</li> <li>• Develop a range of assessment techniques.</li> <li>• Complete daily annotations on your planning documents, providing a critical reflection on individual teaching and pupils' learning.</li> <li>• Share and discuss aspects of practice with the classroom teacher on a regular basis.</li> </ul> <p><b>RE Certificate: Year 2</b></p> <p>Students in Year 2 who are also taking the RE Certificate will do an extra three weeks in a Catholic Maintained school beginning on Monday 1<sup>st</sup> June. During that time, you will have an assessment visit by one of your tutors. This assessment will go towards your final grade for the RE Certificate this year.</p> <ul style="list-style-type: none"> <li>• You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file.</li> <li>• You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in RE Cert' classes. These folders will be assessed during your separate RE visit which will take place during your</li> </ul>
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		summer placement (1 <sup>st</sup> – 19 <sup>th</sup> June).
<p><b>THIRD</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and evaluation exercise.</b></p>	<p>Teach 4 weeks in your chosen phase (block 1)</p> <p>Teach 3 weeks in your other phase (block 2).</p> <p>Week 1: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>2 lessons on Tuesday</p> <p>2 lessons on Wednesday</p> <p>3 lessons on Thursday</p> <p>3 lessons on Friday.</p>	<p>All students should:</p> <ul style="list-style-type: none"> <li>• Maintain an electronic file that contains your personal statement, medium-term planners, daily lesson planners, daily annotations, assessment evidence and lesson resources.</li> <li>• Maintain a hard copy file of assessment evidence that includes annotated samples of pupils' work, and examples of different approaches used to monitor and track pupils' learning.</li> <li>• Share and discuss these files with the classroom teacher(s) on a regular basis.</li> <li>• Complete your Year 3 Competence Grid, signposting to evidence within your file for each required competence.</li> </ul> <ul style="list-style-type: none"> <li>• Aim to teach every Area of Learning within each phase of the placement block.</li> <li>• Plan and deliver 3 lessons each day.</li> <li>• Create learning materials and resources to support each lesson</li> <li>• Plan a minimum of 3 medium term planners in each phase</li> </ul> <p><i>*You may be able to plan cross-curricular planners based on a theme or topic which encompass a variety of learning areas. You can include this as one of your medium-term planners</i></p> <ul style="list-style-type: none"> <li>• Plan for and teach a guided reading lesson three times per week in line with course content and school practice.</li> <li>• Provide examples of assessment evidence and an indication of how this evidence is used to inform future planning</li> <li>• Reflect on practice by adding daily analytical annotations to all planning documents</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate competence in pedagogy: presenting, questioning, instructing, explaining, communicating.</li> <li>• Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice</li> <li>• Differentiate by different modes and provide evidence in your daily planning.</li> <li>• Use a range of assessment techniques</li> <li>• Share and discuss aspects of practice with the classroom teacher on a regular basis.</li> </ul>

		<p><b>RE Certificate Year 3:</b></p> <ul style="list-style-type: none"> <li>You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file.</li> <li>You should try to teach all the RE lessons taught in your class during your block placement.</li> <li>You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in a document which will be uploaded onto Canvas before Friday 6<sup>th</sup> Feb. These folders will be examined during your separate RE observation visit by your tutor which will take place during your block placement.</li> <li>Your tutor will observe you teaching an RE lesson and grade you for the RE Cert as well as SBW.</li> </ul>
<p><b>FOURTH</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and evaluation exercise.</b></p>	<p><b>Semesters 1&amp;2:</b> Observation visits to be organised by students (minimum 5 days).</p> <p><b>Semester 2:</b> 2 Week Insight Placement</p> <p><b>Block Teaching:</b> 7 weeks in chosen phase. Consecutive teaching sessions &amp; responsibility for totality of the curriculum for a period of time</p> <p><b>Teach all lessons each day.</b></p>	<p><b>All students are required to:</b></p> <ul style="list-style-type: none"> <li>Attend daily; engage fully; prepare thoroughly; deliver creatively; reflect honestly; act professionally</li> <li>Plan and deliver all class lessons each day</li> <li>Manage transitions between teaching activities</li> <li>Take responsibility for most classroom routines</li> <li>Work closely with classroom assistants where possible</li> <li>Create medium-term planners for all areas of the NIC</li> <li>Teach reading lessons in line with course content and school practice.</li> <li>Demonstrate sustained competence in pedagogy</li> <li>Demonstrate sustained competence in matching level of work to age/ability</li> <li>Demonstrate sustained use of differentiation strategies.</li> <li>Demonstrate engagement with marking and assessment over a sustained period, showing evidence in an assessment portfolio</li> <li>Reflect on practice by adding daily analytical annotations to all planning documents.</li> <li>Maintain an electronic placement file containing: <ul style="list-style-type: none"> <li>School Information</li> <li>Daily Planning (lesson plans; resources)</li> <li>Medium term planners</li> <li>Assessment portfolio</li> <li>Year 4 Competence Grid</li> </ul> </li> <li>Share and discuss this file with the classroom teacher(s) on a regular basis.</li> </ul>

		<ul style="list-style-type: none"> <li>• Maintain a hard copy Assessment portfolio. This should contain: <ul style="list-style-type: none"> <li>○ Evidence of the tracking of class progress and levels of support required to promote progress</li> <li>○ Pupil profiles for two case study pupils, with evidence of your intervention and monitoring of the pupils' progress</li> </ul> </li> <li>• Observe and support classroom practice when not teaching.</li> <li>• Share and discuss aspects of practice with the classroom teacher on a regular basis.</li> </ul>
<p><b>FOURTH Special School Placement</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and evaluation exercise.</b></p>	<p><b>Semesters 1&amp;2:</b> Day visits to be organised by students minimum 5 days where possible</p> <p><b>Semester 2:</b> 2 Week Insight Placement</p> <p><b>Block Teaching:</b> 7 weeks. Consecutive teaching sessions &amp; responsibility for totality of the curriculum for a period of time</p> <p><b>Take the teacher role for as much of the day as you are permitted by the class teacher, but not beyond the class's school day.</b></p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic file that contains your personal statement, 7-week planner and weekly planner with detail of daily schedule and lessons (Exemplars provided).</li> <li>• Share and discuss this file with the classroom teacher(s) on a regular basis.</li> <li>• Add analytical annotations across all planning documents, signposting to evidence within your file.</li> <li>• Follow the guidance below regarding the specific scenario for your school placement.</li> <li>• Complete a maximum of 7 case studies and progress reports with regard to the pupils in your class, using the template provided on CANVAS.</li> <li>• Plan and deliver <b>all</b> teaching sessions for the class or all teaching sessions if less than four sessions are usually taught in a school day, including the LIs/SC for break and lunch time activities.</li> <li>• Manage transitions between teaching activities.</li> <li>• Take responsibility for most classroom routines.</li> <li>• Work closely with classroom assistants.</li> <li>• Demonstrate sustained competence in pedagogy: presenting, questioning, instructing, explaining, communicating.</li> <li>• Demonstrate sustained competence in matching level of work to age/ability, including links, where relevant to IEP/PLP targets, QSkills and Pre-requisite Skills.</li> <li>• Demonstrate sustained use of differentiation strategies.</li> <li>• Demonstrate engagement with marking and assessment over a sustained period, showing evidence in a paper-based assessment portfolio.</li> <li>• Reflect on practice through daily analytical annotations.</li> <li>• Observe and support classroom practice when not teaching.</li> <li>• Share and discuss aspects of practice with the classroom teacher on a regular basis.</li> </ul>

In line with Professional Competence 23, students are required to engage in the totality of school life, progressively increasing from Y1 to Y4

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

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
<p><b>FIRST</b></p> <p>Assessment using holistic parameters outlined on Page 12. To submit portfolio and cross curricular skills assignment post-placement (as per PPL guidance)</p>	<p><i>It is anticipated that all year 1 post-primary students will complete placement in a primary school.</i></p> <p><b>Semester 1</b> Students will engage in school visits each Monday from 3<sup>rd</sup> November 2025.</p> <p><b>Semester 2:</b> 1 week observation visit beginning 12<sup>th</sup> January 2026.</p> <p><b>Block Teaching:</b> 7 weeks</p> <p>First week: Observation for first 2 days and begin teaching as soon as possible thereafter.</p> <p><b>Teach 7-9 hours per week</b>, in areas agreed with class teacher/teacher tutor.</p> <p>When in school, students are required to act as classroom assistants when not teaching</p> <p>Aim, <b>where possible</b>, to participate in activity beyond lesson teaching, e.g. school assembly</p>	<p>In order to pass this module SPS1003, the SBW element of the course <b>MUST</b> be passed.</p> <p><b>Focus of practice:</b></p> <ul style="list-style-type: none"> <li>• Observation/analysis of classrooms</li> <li>• Teaching single lessons with whole class/one small group</li> <li>• Competence in lesson planning: writing learning intentions and success criteria; lesson structure – introduction, development, plenary; timing; evidence of assessment</li> <li>• Devising and using resources/tasks/activities to engage and motivate pupils</li> <li>• Competence in presentational skills: use of questioning; providing explanations</li> <li>• Capacity to develop rapport with children</li> <li>• Adopt/implement classroom management techniques</li> <li>• Capable of and willing to reflect on practice</li> <li>• Students are expected to display a positive and enthusiastic attitude, and be co-operative and helpful in school.</li> </ul> <p><b>You are required to:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic file that contains your lesson plans and resources for each lesson taught (for all planned lessons), daily analytical annotations across planning documents, lesson resources and assessment evidence. <i>This file must be made available for your tutor to view on an electronic device during your tutor visits (not OneDrive; a phone is not acceptable);</i></li> <li>• Complete a weekly overview sheet outlining your engagement with teaching and relevant classroom-based activities.</li> <li>• <b>Teach 7-9 hours face to face per week</b>, in areas agreed with class teacher and/or teacher tutor.</li> </ul>

		<ul style="list-style-type: none"> <li>• Complete the 13 relevant pages within the Competence Portfolio, signposting to evidence within your file for each required competence (Competences 1, 3, 4, 6, 7, 10, 11, 14, 15, 19, 20, 24 and 25)</li> <li>• Plan and deliver lessons each day (ideally) <ul style="list-style-type: none"> <li>◦ could include: Language and Literacy, Mathematics and Numeracy, or from the Areas of Learning such as WAU or PDMU. Try to make use of your specific area of specialism;</li> </ul> </li> <li>• Create engaging and motivating learning materials and resources to support each lesson;</li> <li>• Add daily analytical annotation to your planning documents to reflect upon elements of planning, monitoring and assessment of pupil learning and management of pupil behaviour. Use these reflections to guide future planning.</li> <li>• Attend the Mid-Placement Review Day in Week 4.</li> </ul> <p><b>RE Certificate: Year 1</b> Students in Year 1 who are also taking the RE Certificate will be placed in a Catholic Maintained school for part of their block placements.</p> <ul style="list-style-type: none"> <li>• You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file.</li> <li>• You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in classes. These folders will be assessed during your separate RE visit which will take place during your summer placement (1<sup>st</sup> – 19<sup>th</sup> June).</li> </ul>
<p><b>SECOND</b></p> <p><b>Assessment using holistic parameters outlined on Page 12.</b></p> <p><b>Student Handbook</b></p>	<p><b>Semester 1:</b></p> <p><b>Students will engage in school visits each Monday from 13<sup>th</sup> October 2025.</b></p> <p><b>Semester 2:</b></p> <p>1 week observation beginning 12<sup>th</sup> January 2025.</p>	<p><b>Focus of the Practice in Year 2:</b></p> <p>Whilst using all the skills and techniques developed in Year 1, students should focus on the development of:</p> <ul style="list-style-type: none"> <li>• Differentiation of lessons;</li> <li>• Assessment within and of lessons (including AfL);</li> <li>• Behaviour and classroom management.</li> </ul>

<p><b>Assignment, covering Year 2 competences across placement, to be submitted after placement on Canvas.</b></p>	<p><b>Block Teaching:</b> 7 weeks (main, second subjects, ICT and LLW). Schools may focus timetables on only two areas (main/second subject/L&amp;W)</p> <p>Week 1: Observation for first 3 days and begin teaching as soon as possible thereafter.</p> <p><b>Teach 9-11 hours per week with your school as agreed with the teacher tutor and other teachers.</b></p> <p>Aim, <b>where possible</b>, to participate in activity beyond lesson teaching, e.g. form classes, school assembly</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic folder (not on OneDrive) to be shown to the tutor on the days of the visits (not on a mobile phone);</li> <li>• Plan all lessons using the lesson planning template;</li> <li>• Plan 1 Unit of Work using the Unit of Work template;</li> <li>• Add daily analytic annotations to planning documents using the post-it note template provided;</li> <li>• Maintain the weekly Student Handbook Assignment, to gather evidence of developing competencies across the placement.</li> <li>• Complete the Year 2 Competence Grid.</li> </ul> <p><b>Teach 9-11 hours per week as agreed with teacher tutor and other teachers.</b></p> <ul style="list-style-type: none"> <li>• Plan a single Unit of Work from either the main or subsidiary subject. Students may choose to do this for LLW.</li> <li>• Develop competence in effective pedagogy: presentation manner, effective questions, communication, pace, timings, transitions between tasks, differentiation.</li> <li>• Develop competence in matching level of work to the age and ability of the class (as a whole).</li> <li>• Employ some differentiation strategies to support the diverse learning needs of individual learners in the classroom.</li> <li>• Reflect on teaching and evaluate its effectiveness through the lens of evidence of pupils' learning.</li> <li>• Develop and evidence effective assessment of and for learning.</li> <li>• Develop an awareness of how matching work to pupils' SENs, including IEPs, PLPs and IBPs.</li> <li>• Engage with behaviour strategies which are in line with the school behaviour management policy.</li> <li>• Use technology effectively to support the delivery of lessons.</li> </ul>
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<p><b>THIRD</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 and 1 Piece of coursework focused on Safeguarding</b></p>	<p><b>Semester 2:</b> 1 week observation beginning 12<sup>th</sup> January 2025.</p> <p><b>Block Teaching:</b> 7 weeks</p> <p><b>Teach 11-13 hours per week</b> (main/subsidiary)</p> <p>When not teaching you are encouraged to act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience e.g. Post-16 in a school, or Enrichment in FE.</p> <p>Aim to participate in activity beyond lesson teaching e.g. form class, school assembly.</p> <p>Take an interest and assist, where possible, in extra-curricular activities</p>	<ul style="list-style-type: none"> <li>Plan and deliver 11-13 hours of lessons/activities each week</li> <li>Create learning materials and resources to support each lesson</li> <li>Act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience</li> <li>Aim if possible to participate in activity beyond lesson teaching e.g. form class, school assembly</li> <li>Use a range of assessment techniques and provide examples of assessment evidence and an indication of how this evidence is used to inform future planning</li> <li>Complete daily annotations providing a critical reflection on individual teaching and pupils' learning</li> <li>Demonstrate competence in pedagogy: presenting, questioning, instructing, explaining, communicating</li> <li>Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice</li> <li>Differentiate by different modes and provide evidence in your daily planning.</li> <li>Complete the Year 3 Competence Grid.</li> </ul>

		<p><b>RE Certificate Year 3:</b></p> <ul style="list-style-type: none"> <li>You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file.</li> <li>You should try to teach all the RE lessons taught in your class during your block placement.</li> <li>You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in a document which will be uploaded onto Canvas before Friday 6<sup>th</sup> Feb. These folders will be examined during your separate RE observation visit by your tutor which will take place during your block placement.</li> <li>Your tutor will observe you teaching an RE lesson and grade you for the RE Cert as well as SBW.</li> </ul>
<p><b>FOURTH</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 + reflective evaluation exercise</b></p>	<p><b>Semester 2:</b>  2 weeks Insight placement  3-5 days observation (to be arranged by student)</p> <p><b>Block Teaching:</b> 7 weeks</p> <p>Aim to engage with whole school issues such as extra-curricular activities, staff briefings and CPD, pastoral provision and policies, supervision outside of lesson time and experience the duties of a form teacher</p> <p><b>Teach 13-15 hours per week</b></p>	<ul style="list-style-type: none"> <li>Plan and deliver 13-15 hours of lessons/activities each week</li> <li>Produce daily lesson notes.</li> <li>Create learning materials and resources to support each lesson</li> <li>Act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience</li> <li>Aim if possible to participate in activity beyond lesson teaching e.g. form class, school assembly</li> <li>Use a range of assessment techniques and provide examples of assessment evidence and an indication of how this evidence is used to inform future planning</li> <li>Complete daily analytical annotations across your planning documents that provide a critical reflection on pertinent themes of your choice.</li> <li>Demonstrate competence in pedagogy: presenting, questioning, instructing, explaining, communicating</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice</li> <li>• Differentiate by different modes and provide evidence in your daily planning.</li> </ul>
<p><b>FOURTH Special School Placement</b></p> <p><b>Assessment using holistic parameters outlined on Page 12 + reflective evaluation exercise</b></p>	<p><b>Semesters 1&amp;2:</b> Day visits to be organised by students minimum 5 days where possible</p> <p><b>Semester 2:</b> 2 Week Insight Placement</p> <p><b>Block Teaching:</b> 7 weeks. Consecutive teaching sessions &amp; responsibility for totality of the curriculum for a period of time</p> <p><b>Take the teacher role for as much of the day as you are permitted by the class teacher, but not beyond the class's school day.</b></p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>• Maintain an electronic file that contains your 7-week planner and weekly planner with detail of daily schedule and lessons (Exemplars provided).</li> <li>• Add analytical annotations across all planning documents, signposting to evidence within your file.</li> <li>• Follow the guidance below regarding the specific scenario for your school placement.</li> <li>• Complete a maximum of 7 case studies and progress reports with regard to the pupils in your class, using the template provided on CANVAS.</li> <li>• Plan and deliver <b>all</b> teaching sessions for the class or all teaching sessions if less than four sessions are usually taught in a school day, including the LIs/SC for break and lunch time activities.</li> <li>• Manage transitions between teaching activities.</li> <li>• Take responsibility for most classroom routines.</li> <li>• Work closely with classroom assistants.</li> <li>• Demonstrate sustained competence in pedagogy: presenting, questioning, instructing, explaining, communicating.</li> <li>• Demonstrate sustained competence in matching level of work to age/ability, including links, where relevant to IEP/PLP targets, QSkills and Pre-requisite Skills.</li> <li>• Demonstrate sustained use of differentiation strategies.</li> <li>• Demonstrate engagement with marking and assessment over a sustained period, showing evidence in a paper-based assessment portfolio.</li> <li>• Reflect on practice through daily analytical annotations.</li> <li>• Observe and support classroom practice when not teaching.</li> </ul>

## Primary Overview of Progression

	Year 1	Year 2	Year 3	Year 4
<b>Composition of Placement Block</b>	4 weeks in FS or KS1 3 weeks in KS2	4 weeks in KS2 3 weeks in FS or KS1	4 weeks in chosen KS 3 weeks in another KS	7 weeks in chosen KS
<b>GTCNI Competences</b>	<b>13 in total</b> (1, 2, 3, 4, 6, 10, 11, 14, 15, 18, 19, 20 & 25)	<b>17 in total</b> (Year 1 plus 7, 8, 22 and 24)	<b>20 in total</b> (Year 2 plus 9, 16 and 21)	<b>All 27</b>
<b>Number of Lessons Per Day</b>	2 lessons	2 lessons	3 lessons	Full day and transitions
<b>Medium Term Planners</b>	N/A	Create 2-3 Medium Term Planners within each phase. In the FS or KS1 phase, a planner should be in place for one play area activity each week.	Create a minimum of 3 Medium Term Planners within each phase.	Create Medium Term planners to cover all Areas of Learning.
<b>Reflective Practice</b>	Daily analytical annotations on planning documents and Competence Portfolio aligned to 13 competences expected in Year 1.	Daily analytical annotations on planning documents and Competence Grid aligned to 20 competences expected in Year 2.	Daily analytical annotations on planning documents and Competence Grid aligned to 23 competences expected in Year 3.	Daily analytical annotations on planning documents and Competence Grid aligned to 27 competences expected in Year 4.
<b>Files Required</b>	Maintain an electronic file with personal statement, school information, daily lesson notes, reflective annotations and Competence Portfolio all included.	Maintain an electronic placement file locally on your laptop, iPad or computer that contains your personal statement, medium-term planners, daily lesson planners, daily reflections and some examples of assessment and resources.	Maintain an electronic file that contains your personal statement, medium-term planners, daily lesson planners, daily annotations, assessment evidence and lesson resources.  Maintain a hard copy file of assessment evidence that includes annotated samples of pupils' work, and examples of different approaches used to monitor and track pupils' learning.	Maintain an electronic file containing: student personal statement; School Information; Daily Planning (lesson plans; resources); daily reflective annotations and assessment portfolio.  Maintain a hard copy assessment portfolio. This should contain: Evidence of the tracking of class progress & levels of support required to promote progress & pupil profiles for two case study pupils, with evidence of your intervention and monitoring of the pupils' progress.
<b>Guided Reading</b>	Plan and teach a reading lesson each week in line with course content and school practice.	Plan for and teach two guided reading lessons each week in line with course content and school practice.	Plan for and teach a guided reading lesson three times per week in line with course content and school practice.	Teach reading lessons in line with course content and school practice.
<b>RE Certificate</b>	Placed in Catholic Maintained school for second 3 weeks of placement and additional 3-week block in May / June.	Additional 3-week block in May / June.	Plan lessons for any/all RE lessons taught in Maintained school and upload these to a separate folder in the electronic file.  Teach all the RE lessons delivered during block placement.  Have a folder for evidence of engagement with the Catholic ethos of the school.	N/A
<b>Additional Expectations</b>	Develop competence in pedagogy, presenting, questioning, instructing, explaining and communicating.  Developing competence in matching the level of work to age and ability.  Follow the teacher's advice about assessment techniques.	Desirable to teach at least one lesson that shows evidence of computational thinking / coding.  Employ an effective breadth of suitable differentiation strategies.  Develop a range of assessment techniques to within and between lessons.	Use a range of teaching strategies at a whole class, group and individual level, and be able to justify the choices made.  Differentiate by a variety of different methods to support and extend all learners in the class.  Deploy a range of assessment techniques across the lesson phases, to suitably inform and shape teaching and learning.	Manage transitions between teaching activities.  Take responsibility for most classroom routines.  Work closely with classroom assistants.  Engage with marking and assessment over a sustained period of time.
<b>Academic Assignment</b>	PSP1 Assignment (20%)	PSP2 Assignment (20%)	PSP3 Assignment (20%)	Reflect Select Defend (20%)

## Post-Primary Overview of Progression

	Year 1 Placement in a primary school	Year 2	Year 3	Year 4
Teaching Hours Target	7 to 9	9 to 11	11 to 13	13 to 15
Lesson Planning & Ongoing reflective commentary	Completion of the Year 1 lesson plan template, with freehand evaluative annotations targeting 1 <sup>st</sup> year focus areas of Lesson Planning, Assessment and Behaviour.	Completion of the Year 2 template, using the colour-coding and acronyms for CCS and TSPC; streamlined and concise planning (aim: 2 pages); evaluative annotations using the in-built annotation system.	Completion of a lesson plan template, or development of individual templates, with freehand evaluative annotations targeting the 3 <sup>rd</sup> year focus area of the Principles of Professionalism.	Completion of Daily Notes, along with freehand evaluative annotations targeting the 4 <sup>th</sup> year holistic experience of teaching e.g. lesson planning, delivery management and wider role within the school.
Targeted GTCNI Competences	1,3,4,6,7,10,11,14,15,19,20,24,25 (13 total)	(Year 1 plus) 2,5,9,13,18,22,26 (20 total)	(Year 2 plus) 16,21,27 (23 total)	All 27
Units of Work	n/a	Completion of one UoW.	Completion of two UoWs.	Completion of three UoWs.
Safeguarding	An introduction to child protection and safeguarding; An introduction to ACE awareness and trauma informed practice.	Understanding and meeting the needs of vulnerable groups; Preparing for online safety in schools; Preventative education through learning for life and work.	Safeguarding and SEN. Investigating safeguarding information for parents/carers.	Working with Disadvantaged Children option; Pair of ACEs and trauma informed practice.
Critical Reflection/Evaluation	<ul style="list-style-type: none"> <li>The Professional in the Classroom (30%)</li> <li>The Professional in the School (10%)</li> <li>Competence Grid: template completion evidence targeting 1<sup>st</sup> year focus areas</li> </ul>	<ul style="list-style-type: none"> <li>Student Handbook (40%)</li> </ul>	<ul style="list-style-type: none"> <li>Competence Portfolio: grid template completion evidence targeting the 3<sup>rd</sup> year focus area (10%)</li> <li>Professionalism Analysis (10%)</li> </ul>	<ul style="list-style-type: none"> <li>Grid template completion evidence targeting the 4<sup>th</sup> year focus area within the 'Reflect - Select - Defend' submission (25%)</li> <li>Two A4 pages maximum evidence for one selected 'Teacher Characteristic' per week (5 Characteristics/Weeks Assessed in total)</li> </ul>

## SEN Overview

Composition of Block	GTCNI Competences	Number of Lessons Per Day	Medium Term Planners	Reflective Practice	Files Required	Guided Reading	Additional Expectations	Academic Assignment
7 weeks in a Special school	All 27	Full day and transitions	7-weekly planner	Daily annotations on planning documents & Year 4 Competence Grid.	<p>Maintain an electronic file containing: student personal statement; School Information; Daily/weekly Planning (lesson plans; resources); video evaluations and Assessment portfolio.</p> <p>Maintain a hard copy assessment portfolio. This should contain: Evidence of the tracking &amp; levels of support required to promote progress &amp; pupil profiles for up to 7 case study pupils, with evidence of your intervention &amp; monitoring of the pupils' progress.</p>	Literacy may be written, spoken or alternative communication methods.	<p>Manage all classroom routines.</p> <p>Ensure CAs are consulted and fully informed about daily routine and learning activities. Build in schedule of breaks for all staff.</p> <p>Engage with the monitoring and assessment of pupil learning throughout the school day.</p>	Reflect Select Defend (20%)

## School Based Work Indicators

<b>Outstanding (Grade A) 72, 77, 82, 87, 92, 97</b>	<b>Very Good (Grade B) 62,65, 68</b>	<b>Good (Grade C) 52, 55, 58</b>	<b>Adequate (Grade D) 42, 45, 48</b>	<b>Unsatisfactory (Grade F) 0, 7, 19, 29, 37</b>
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 learning	10. There should be very clear evidence of using formative assessment to improve children's learning	10. There should be evidence of using some formative assessment to improve children's learning	10. There should be limited evidence of using formative assessment to improve children's learning	10. There is no or very limited evidence of using formative assessment to improve children's learning
11. Students should demonstrate a well-developed and mature approach to working effectively with other professionals to achieve learning	11. Students should demonstrate a very effective approach to working effectively with other professionals to achieve effective learning	11. Students demonstrate an effective approach to working effectively with other professionals to achieve learning	11. Students demonstrate limited ability to work effectively with other professionals to achieve learning	11. Students demonstrate very limited or no ability to work with other professionals to achieve effective learning
12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum that are innovative and imaginative	12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum	12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum	12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum but these may be contrived	12. Lessons do not make meaningful links with other subjects in the curriculum
13. Lessons should regularly take account of social and cultural diversity	13. Lessons should take account of social and cultural diversity	13. Lessons should take some account of social and cultural diversity	13. Lessons take very limited account of social and cultural diversity	13. Lessons do not take account of social and cultural diversity

## Stranmillis Placement Charter

As an initial teacher education student engaging in placement I:

- Accept the role that I have to play in making sure that the areas in which we live, work and study are as safe as they can be. By doing so, I will be protecting myself, my family, friends, colleagues, and pupils, as well as protecting the wellbeing of others in my placement school.
- Accept I have a duty to help create an environment where we all feel respected and one in which it is safe to study, work and live.
- Understand that I have a moral responsibility to act in the best interests of the pupils I teach and those teachers and other staff I work with in my placement school. I will follow guidance from the Public Health Agency as well as any additional guidance provided by my school.
- Will show understanding and respect to others within and around the school community including pupils, staff, other students, and all of those who work in the school community. I recognise that I may not know the individual personal circumstances and concerns of others (especially those with hidden disabilities and/or underlying health conditions) and I therefore commit to being respectful of others at all times, and acknowledge my role in helping others feel safe.
- Agree that if I am challenged about my behaviour I will respond in an open, positive, and respectful manner.
- Will follow both school and College protocols and guidance concerning all aspects of my professional, personal and social life and know that failure to do so may lead to the College's disciplinary process being initiated, and/or my placement being rescinded.