

Primary Overview of Progression

	Year 1	Year 2	Year 3	Year 4
Composition of Placement Block	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
GTCNI Competences	13 in total (1, 2, 3, 4, 6, 10, 11, 14, 15, 18, 19, 20 & 25)	17 in total (Year 1 plus 7, 8, 22 and 24)	20 in total (Year 2 plus 9, 16 and 21)	All 27
Number of Lessons Per Day	2 lessons	2 lessons	3 lessons	Full day and transitions
Medium Term Planners	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.
Reflective Practice	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.
Files Required	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.
Guided Reading	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.
RE Certificate	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
Additional Expectations	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.
Academic Assignment	PSP1 Assignment (20%)	PSP2 Assignment (20%)	PSP3 Assignment (20%)	Reflect Select Defend (20%)