



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



Year 4 B.Ed.
Primary
2025/26
School-based work
briefing

Dr Gillian Beck

Professional Studies and Placement SPS3005

COURSE TUTORS:

Course coordinator:

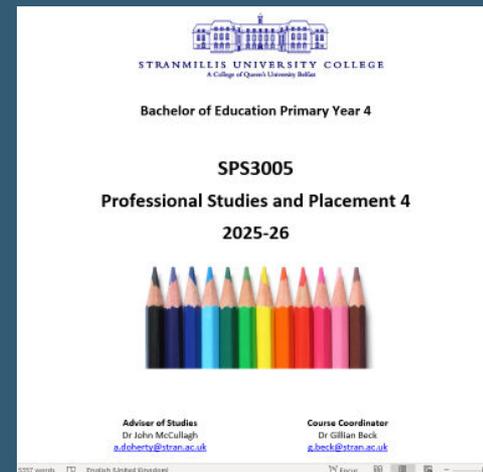
- Dr Gillian Beck (Primary/Special Schools)

Plus tutors:

- Lois Totton (Special Schools)
- Steven Park (Head of SBW)
- Joanne Doherty (Insight Placements)

SOURCES OF INFORMATION

- Please consult the School Based Work Guide regarding dress code and behaviour in schools
- Consult the updated module guide also on Canvas
- Additional reading is supplied there i.e. on assessment
- Keep checking email for updates from the placements team





OVERVIEW AND TIME-FRAME

2025-26

IN-COLLEGE PREPARATION

Week	Date	Content	Tutor
2	3.10.25	School Based Work briefing (All students)	Dr G. Beck
		Introduction	
3	10.10.25	1. Practice beyond pedagogy: Practical short and long-term planning as a NQT	S. Park / Dr G. Beck
4	17.10.25	Child Protection (Mainstream students – although Sp. S. placement students may attend)	H. Lyle
5	24.10.25	2. Practice beyond pedagogy The Dos and Don'ts of your first year of teaching	Mr Steven Blevins (Principal)/ S. Park/Dr G. Beck
7	7.11.25	3. Practice beyond pedagogy Using AI within lesson planning (Have your C2k access available for this class)	S. Park/ Dr G. Beck
8	14.11.25	4. Practice beyond pedagogy Data and assessment workshop/Meeting with parents	Mr S Patterson (Principal)/ S. Park/Dr G. Beck
9	21.11.25	Work life balance – managing mental health on SBW (All students) +Q&A	Dr G. Beck/ Guest facilitator/ Danielle Armstrong
10	28.11.25	Case studies workshop (All students)	Dr G. Beck
16	30.1.25	Reflect Select Defend Briefing (P and PP)	Dr G. Beck and Dr B. Cummins
30	27.5.25	Reflect Select Defend	Stranmillis tutors' and School Principals' (names TBC)

INSIGHT PLACEMENT: JANUARY 2025



- Briefing took place in April last semester with Joanne Doherty
- You should have your placements confirmed by 31st October 2025 , unless you are organising these yourself.
- Assessment, in the form of an evaluation, is presented within the RSD portfolio.



Assessment of SBW



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- School Based Work (80%)

Students will normally have:

- 2 assessed visits from the SBW Tutor and
- 1 assessed visit from an Associate Placement Assessor (APA), who will be a local primary school principal/ vice-principal

Reflect /Select/Defend interview (20%)

- This will take place on Wednesday 27th May 2026.
- RSD portfolio should be submitted online by Friday 22nd May 2026 at 5pm.



STRUCTURE OF SCHOOL PLACEMENT

School-Based Work

9th Feb – 27th March



In School Placement

- Monday 9th Feb 2026: teach 2 lessons
- Tuesday 10th Feb 2025: teach 2 lessons
- Wednesday 18th Feb 2025: teach 3 lessons
- Thursday 19th Feb 2025: full class

TUTOR VISITS



There is a set number...

- **Two visits** from your **main tutor**
- **One visit** from an **(APA) Associate Placement Assessor: serving Primary School Principal**
- You may be visited by the external examiner
- Don't **expect** advance notice. Your school will be informed and it is at their discretion to inform you.

UNOFFICIAL OBSERVATIONS

- It is *strongly advised* to connect with your placement school once you have been given this information.
- Arrange a regular visit to the school both to familiarize yourself with the staff routines and, most importantly, the children.



Pre-School Based Work Placement expectations



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- Engage in discussions about medium-term planning with their teacher-mentor in preparation for students' own planners and units of work;
- Discuss and observe how the teacher uses formative and summative assessment;
- Find out about extracurricular activities and avail of any opportunities to assist.





Teaching requirements

CONNECTING GLOBALLY

SHAPING EDUCATION

BUILDING FUTURES

UNLOCKING POTENTIAL

What are we assessing for?



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Students should demonstrate:

- adaptability to respond to the conditions in an educational setting;
- a high level of ability to teach for purposeful learning;
- the capacity to take responsibility for a class for a sustained period of time;
- the capacity and willingness to engage in critical reflection about their developing competence;
- a refined ability to provide a safe, supportive, purposeful and inclusive learning environment;
- the capacity to make a significant contribution to the work of the school;



What are we assessing for?



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Students should:

- have a practised ability to organise and articulate opinions and arguments about teaching and learning;
- be competent users of information and communication technology in preparation for teaching and in teaching;
- have a well-developed ability to function effectively as part of a teaching team;
- have a well-developed ability to organise an effective work pattern for teaching.



PROFESSIONAL VALUES

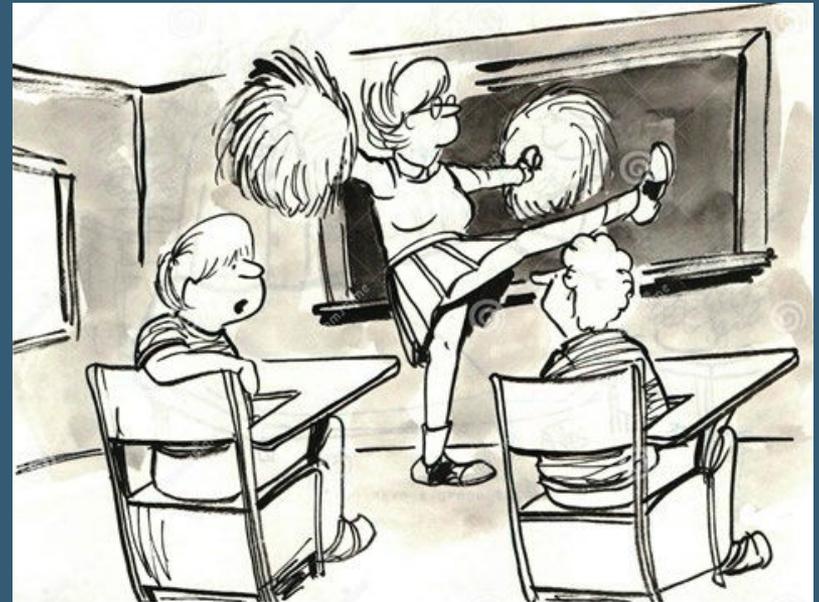
Do you possess professional values and ethics?



- Be careful to adhere to the GTCNI code of values - look them up again on Canvas.
- Be careful about social networking sites... they are social/public and not private!
- Demonstrate professionalism, integrity and show loyalty to your school at all times.
- Do not discuss school business in public places.

CONSIDER THIS...

- Remember you are showcasing yourself for the future!
- ‘Small’ things count – especially your **attitude and enthusiasm**. Schools will note this very quickly!



“She is the most enthusiastic teacher I’ve ever had.”

SCHOOL BASED WORK

Student documentation

The digital teaching file

CONNECTING GLOBALLY

SHAPING EDUCATION

BUILDING FUTURES

UNLOCKING POTENTIAL

Creating your file



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Students must have their file available in a digital form in school every day. This must be available to tutors on the day of their visit via a PC or Laptop. Responsibility for accessibility to this digital file lies with the student.

A paper copy of the lesson being taught on the day of the tutor visit and collation of any pictorial or resource evidence that the student wished to share should be presented to the tutor

Please note that *your tutor cannot view your files on your phone.*

GDPR relating to your digital device is the responsibility of the student. Please *ensure that any personal data or images are not accessible* by your tutor.

Creating your file



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The digital file should be named as below:

 Placement folder - Year 4 -Sarah Withers - 400034 - Fordingbridge PS

Creating your file



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Within the planning folder you should create the following sub-folders.

- 📁 Competences Grid
- 📁 Medium Term Planning
- 📁 School information

- 📁 Weekly planning

- 📁 Weekly teaching evaluations

FILE SECTION 1

Requirements:

- Introductory page – please include your name and **student number**
- Short situational analysis of the school
- Class details
- Previous reports from visiting tutors

Creating your file



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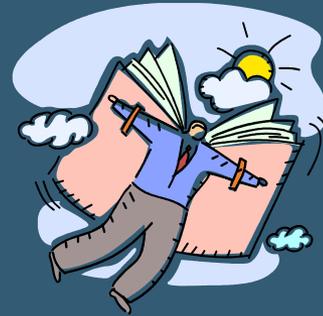
Your School information folder should contain the following sub-folder

 School information

 School Policies

SCHOOL POLICIES

- It would be worthwhile asking the school for copies of the following policies...
- **Pastoral Care**
- **Child Protection**
- **Marking and assessment**
- **Positive behaviour policy**
- **Health and Safety**
- Work within these frameworks



FILE SECTION 2: MEDIUM-TERM PLANNING

- These plans show you are working within the Northern Ireland Curriculum (refer to curriculum rubric)/ Key Stages/ QSkills/Pre-requisite Skills
- should be 'working documents' annotated and changed as teaching and learning is progressing.

The screenshot shows the CCEA website navigation menu with options like Pre-School, Foundation Stage, Key Stages 1 & 2, Key Stage 3, Key Stage 4, Post-16, SEN, and Gaelic Media. The main content area is titled 'Key Stages 1 & 2' and includes a description: 'Key Stage 1 (primary school Years 3 and 4) builds on Foundation Stage experiences, and Key Stage 2 (primary school Years 5, 6 and 7) builds on Key Stage 1 experiences. As children progress through these stages, they move from informal to more formal learning.' A 'Useful Links' section is also visible on the right side of the page.

The screenshot shows the 'Prerequisite Skills (Q Skills)' page. It features a large green header with a white 'Q' logo. Below the header, there is a section titled 'On this page' with a list of links: 'Q Skills Assessment Frameworks, Guidance and suggested Assessment Activities', 'Q Skills Recording Software', 'Q Skills Recording Sheet', and 'Q Skills Teacher Professional Learning Online Course'. At the bottom, there is a brief introductory text about the Prerequisite Skills, or more commonly known as Q Skills, as an assessment resource to support teachers and classroom assistants.

ring

Quest for learning

On this page
– [Quest for learning software and login](#)
– [Quest for learning Maps](#)
– [Downloads](#)

Creating your file

Create a Medium Term planner folder containing:

Mainstream:

Medium terms planners for literacy, numeracy, area of specialism and any area in which more than three lessons are taught

Special School placement:

- 7 weekly overview of learning (pro forma provided);
- (Optional) Sensory Planner; Attention Autism Planner; Play planner (see examples on CANVAS).



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Medium Term Planning

SPECIAL SCHOOLS: FILE SECTION 2: PLANNERS

- 7 weekly overview of learning (pro forma provided)
- Weekly planner broken into daily sections and including planning for break, lunch and transition times (pro forma provided)
- Work closely with classroom assistants

Creating your file



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Create a Weekly planning folder. This folder should contain:

Mainstream:

Daily plans for each lesson that students teach (these should be as succinct as possible; use bullet points where required).

Special School placement:

Weekly planner broken into daily sections and linked to the 7-weekly planner.



Weekly planning

Daily planners – including observations/evaluative comments



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1 Title/Subject Learning Intentions: Main Activities/Key Content:	Differentiation:	Success criteria Assessment Strategies	Post-marking evaluation: Next steps in learning:
2 Title/Subject Learning Intentions: Main Activities/Key Content:	Differentiation:	Success criteria Assessment Strategies	Post-marking evaluation: Next steps in learning:

FILE SECTION 3: WEEKLY RECORD

Mainstream schools:

- Lay out plans week by week (weeks 1-7)
- **Play planners** (as appropriate for FS/KS1)
- **Reading planners** (*ALL groups (this may involve the allocation of additional staff).*)
- **Daily lesson notes**
- **One weekly, detailed evaluation of assessment evidence, learning and teaching plans.**

Special Schools:

7- weekly planners covering all curricular areas and Personal development skills

ALL STUDENTS: FILE SECTION 3: WEEKLY RECORD

From Thursday 12th Feb 2025:

- You will be teaching all lessons, **for the duration of the day.**

This will include:

- Manage transitions between teaching activities
- Take responsibility for most classroom routines
- Work closely with classroom assistants where possible

Creating your file – please note:



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Only write lesson plans for lessons that you will actually teach.

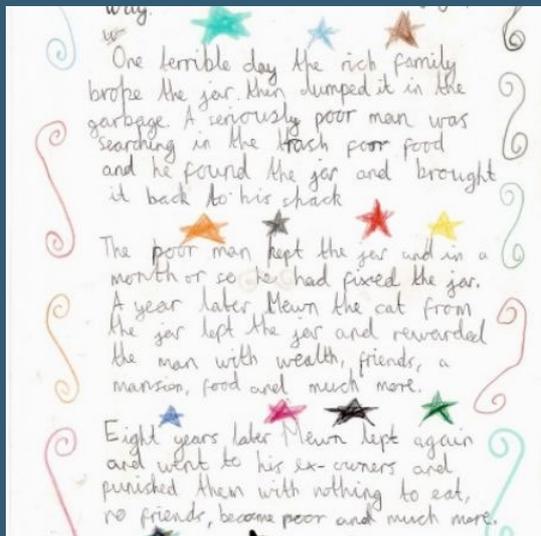
However, events such as day trips, visiting drama groups or mornings at the swimming pool will mean that you will not be able to teach many lessons – *this is acceptable*.

You can still learn by taking part and helping out in these other activities.

However, should you be unable to teach over a number of days, e.g. because of preparation for a school play, you should contact your tutor to arrange for a change of placement (e.g. to another class in the school) as evidence of regular planning and teaching is required if you are to be assessed and achieve a passing grade.

FILE SECTION 3: WEEKLY EVALUATIONS (WEEKS 1-7)

- A detailed weekly evaluation of your practice and pupil engagement with learning
- Based on pupil evidence and linked to GTCNI competences



Weekly teaching evaluations

Weekly evaluation – Week one

Professional Competence 26: Teachers will assess the levels of pupil's attainment against relevant benchmarking data and understand the relationship between pupil assessment and target setting.

Upon analysing each pupil's IEP, creating a background file, accessing their most recent target achievements and discussing the class policy for assessing Q skills levels with the class teacher, I was able to set targets for each child in this class which then influenced my lesson planning and daily content. These targets are located in page three of the pupil profiles uploaded to one drive. A resource created to accompany the targets set is a daily assessment sheet pictured below. This resource records targets, observations and documents the level to which the targets have been achieved: independently, with support or not achieved. I chose this layout as I believe keeping a working document with daily observations will support my assessment of each pupil, guide my feedback to parents and enable me to work closely with other adults in the room to ensure the work and activities being set and assisted are planned at an appropriate level for each child. I also think this is beneficial as if a child is not completing tasks they would usually be able to, this could be a form of communicating that something is wrong. Being able to access these daily notes at any time may help parents and teachers monitor changes in behaviour (especially when reading the additional notes section). It can be difficult to know when non-verbal children are unwell or are in need of help, this form of assessment could be helpful in identifying uncharacteristic behaviour. An example of this is found in a pupil in my class who found transitioning in the morning difficult and would not complete his work, upon finding out his morning routine had changed with the addition of a new child in his taxi it was clear that he needed additional time to regulate in the morning before starting his work. It was not that the work was too difficult but that he was struggling with transition.

My experience on placement this week has informed me that every lesson throughout the day includes opportunity for continually assessing the children in this class. The celebration of developed life skills such as putting shoes and socks on independently or washing hands appropriately following a hand washing routine is extremely important. Break time and lunchtime are highly effective opportunities for assessing the children's development in addition to during lessons, active learning and 1:1 work with the teacher. It is clear that a range of assessment tools are required in order to effectively set and support targets for these children.

Example of Daily Assessment

Daily Assessment Tracker		Achieved with support: W1	Achieved independently: I	Not achieved: N/A
Pupil Name: [Redacted] Age: 5				
Date	Target	Ability	Observations	Level
6/5/18	Wash hands correctly using soap and water for 20 seconds	Washed hands with the teacher and 1:1 support	The pupil did not remember to turn the water off at the end of the wash	N/A
8/5/18	Wash hands correctly using soap and water for 20 seconds	Washed with 1:1 support	The pupil followed the steps correctly but did not remember to turn the water off at the end of the wash	I
9/5/18	Wash hands correctly using soap and water for 20 seconds	Washed with 1:1 support	The pupil used soap and water for 20 seconds but did not remember to turn the water off at the end of the wash	I
11/5/18	Wash hands correctly using soap and water for 20 seconds	Washed with 1:1 support	The pupil used soap and water for 20 seconds but did not remember to turn the water off at the end of the wash	I
12/5/18	Wash hands correctly using soap and water for 20 seconds	Washed with 1:1 support	The pupil used soap and water for 20 seconds but did not remember to turn the water off at the end of the wash	I
Additional comments: The pupil has been struggling with transitioning in the morning since the start of the year. This has been due to the addition of a new child in his taxi. The pupil has been given additional time to regulate in the morning before starting his work. It was not that the work was too difficult but that he was struggling with transition.				

Keep
Reflect
Select
Defend in
mind

Action Plan: Assessment

1. Continue to develop assessment of pupil attainment in the classroom through daily assessment sheets.
2. Continue to develop discussion with other staff in the classroom about expectations and achievements of each pupil, communicating any observations made by all staff when working with pupils throughout the day.
3. Develop assessment of Q skills through the use of a Q skills observation sheet
4. Make better use of a 'next time' section to allow for development of skills and appropriate supporting targets for the pupil's ability.

Example of continual assessment/ observation throughout the day

Work dated / Note made: hand over hand support, independent work, visuals used etc (depending on target)/ observation made on post it note or assessment sheet/ photo taken of active learning/ activity being completed and sent as evidence for target achieved/ to parents on seesaw

Reading Record	
Book title/ Date	Comment
Superheroes 10/5/21	Read with my finger, sound bugs.
The enormous number 11/5/21	Read independently with finger sound board bugs (all actions)
On the Sand 12/5/21 (at home)	Read with finger sound bugs and kept up to my shoulder (1-3)

independent work
Sofa board work

Spring Beginning Sound

Mark the beginning sound of each picture

Target	Activity	Observation	Achieved I
Use the sentence strips engage and participate in group activities.	Music lesson - PEGs board to show 'I want (insert song) PLEASE	The pupil refused to complete this task last week however completed it this week. Selecting the visual for 'old McDonald'. He filled the strip and handed it to the teacher.	I



Teaching: the Reflective Profession

Two Key Frameworks

GTCNI (2011) teacher competences

Figure 1 Characteristics of a Teacher



DENI (2016, p.7) Learning Leaders

Assessment practices

CONNECTING GLOBALLY

SHAPING EDUCATION

BUILDING FUTURES

UNLOCKING POTENTIAL

REFLECTIVE DIALOGUE

- You are encouraged to involve the class teacher, in your monitoring and evaluation;
- You may find it helpful to discuss your developing understanding of assessment with other students;
- Engage in conversations with other teachers/coordinators



Evidence of competence

Focus on assessment in Year 4

			Assessment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monitors learner progress (C24)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gives constructive feedback and helps learners reflect on and improve their learning (C24)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a range of assessment strategies to evaluate learning (C25)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses information from assessment to make teaching more effective (C25)

C –denotes a competence statement (GTC Northern Ireland)

In action: Observation, targeted questioning and discussion.
Documentation: Record-keeping and marking activity

In action: immediate feedback, dialogue and questioning with learner; self-assessment practices.
Documentation: Using LI and SC to inform comments on marked work, noting strengths and targets

'Uses ipsative, formative and summative assessments' e.g. lesson planning (schemes and planners), evaluations, re-grouping

'knowledge of ipsative, formative and summative assessments' e.g. IEPs, grouping strategies
Documentation: pre-placement data gathering (assessment portfolio), planners and weekly evaluations, marked work, testing

MAINSTREAM SCHOOLS: PORTFOLIO OF ASSESSMENT EVIDENCE

- Examples of evidence:
 1. Examples of pupils' marked work focusing on feed-back and feed-forward e.g. 2 stars and a wish. Think about comments!
 2. Record of formal training with CCEA on levelling in numeracy and communication;
 3. Examples of monitoring - records of marks e.g. weekly spelling test scores; homeworks;
 4. Running records of reading groups;
 5. Play/activity-based learning observations (photos and post-it notes);
 6. Use of pre-existing data and information: ask about levels; IEPs; discussions with class teacher (written-up);
 7. Evidence of peer assessment (group work), self-assessment (lesson plans; photographs).

Creating your file



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For Mainstream students our Assessment evidence folder should contain the two following sub-folders.

For Special School students, only a Case studies folder is required.

In both cases, sub-folders are required:

- 2 pupils for Mainstream students
- For up to 7 pupils in Special School

Assessment evidence

 Annotated examples of classwork

 Case studies

 Case study 1

 Case study 2

Creating your file

Individual case study files



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- 📁 Case study 1
- 📁 Case study 2

ALL STUDENTS: PORTFOLIO OF ASSESSMENT EVIDENCE – CASE STUDIES

Case studies containing:

- Individual pupil profiles
- Individualised targets based upon PLPs and linked to relevant assessment criteria e.g. Key stage markers/ Q Skills/Pre-requisite skills
- Evidence of the tracking of pupil progress against set targets
- Evidence from children's work. This may include photographic evidence.
- Annotations/amendments to planners in response to learning observed.

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Individual case study files



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Case Study 1

Child F

Case history

Provide the reason for choosing this child e.g.:

- SLN define
- Medical Need define
- Special and Timings - define
- Student After Child - define
- Referral status

What is in place for this child in terms of classroom, individual or withdrawal support (if relevant)?

Do they have an allocated classroom assistant?

Details

Learning ability/ groupings

- Literacy
- Numeracy
- ICT
- LEAD
- Music
- Art
- Physical Education
- R.E.

Identified areas for development

A achieved P/A partially achieved

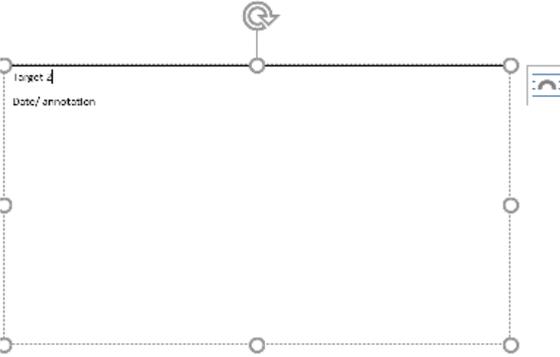
AWS - achieved with support N/A - not achieved

Target	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
e.g. To complete an individual literacy task for 5 minutes without becoming frustrated or task refusing	NA	NA	AWS	AWS	PA	A	A
e.g. To engage in joint play with a peer during table tasks	NA	NA Played with K/A	AWS	AWS	A Only for 2 mins	A 5 mins	A
e.g. To use the 6 x tables to problem solving involving multiplication	NA Knows 6 x tables but lacks confidence	AWS C/A	AWS Fear answer!	A	A	A	Change target to division problems
e.g. To be able to copy a musical rhythm on a percussion instrument	NA C/A best	NA	AWS	AWS	PA Struggled with independently	A	A

Creating your file

Evidence

target 1
Date/annotation



Individual case study files

target 2
Date/annotation

target 4
Date/annotation



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Summary comments

A large, empty rectangular box intended for entering summary comments. The box is outlined in black and is positioned below the 'Summary comments' label. A thick grey horizontal bar is located at the bottom of the page.

Teaching Requirements - Year 4 B.Ed. Mainstream



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Complete your competence reflection signposting to evidence within your file for each required competence.

This should also inform your planning for RSD.

Competence Grid

GTCNI Competences

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



Teaching: the Reflective Profession

Reflect on the competences you have achieved by keeping a working document during placement, noting whenever you are generating evidence for each GTCNI competence.

For example, Competence 20 states:

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

If you then produce a really good lesson plan that demonstrates effective e-learning, you may wish to note this as evidence of Competence 20 in the Competence grid.

We would expect that Year 4 students would be able to demonstrate all competences which relate to personalised teaching and learning (differentiation) and assessment.

CONNECTING GLOBALLY

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Competences Grid



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A	B	C	D	E	F	G	H
The Professional Competences	Level Req'd 20/21	Suggested Evidence			Evidence provided	Competence demonstrated	
The competence statements have been set out under three broad headings:							
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.	Threshold	Evidence of having read school mission statement in file. All relevant school policies should be obtained by students.	Evidence of having read school mission statement in file. All relevant school policies should be obtained by students.		School policies folder uploaded on one drive with signed documents scanned. Lampo testing and Covid-19 policies also uploaded.	Evidence provided	
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.	Threshold	Dealt with in Yr 1-4 Education Studies	Dealt with in Yr 1-4 Education Studies				
3. (i) A knowledge and understanding of the learning area/subject(s) they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up to date through reflection, self-study and collaboration with colleagues; and (ii) in Irish medium and other bilingual contexts, sufficient linguistic and pedagogical knowledge to teach the curriculum.	Threshold	Lesson plans in a range of areas taking account of school policies	Lesson plans in a range of areas taking account of school policies		See weekly-daily plans, weekly evaluations (particularly Week 2) containing information about online training in Physics and Music.	Evidence provided	
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.	Threshold	NA unless placed in Irish Medium School	NA unless placed in Irish Medium School		N/A		
5. A knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.	Threshold	Relevant links shown to NI curriculum in lesson plans and Schemes/Units of work	Relevant links shown to NI curriculum in lesson plans and Schemes/Units of work		See lesson plans from previous year. See Q skills and Recovery curriculum documents annotated.	Evidence provided	
6. A knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.	Threshold	Units of work and Lesson plans written, delivered and evaluations in place	Units of work and lesson plans written, delivered, remotely or via microteaching, and evaluations in place		See SEN termly planner, Evaluation notes, class teacher notes.	Evidence provided	
7. 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.	Threshold	Evaluations show evidence of drawing on response of the pupils in designing subsequent lessons	Evaluations show evidence of drawing on response of the pupils in designing subsequent lesson		Admits plan section of evaluation document; in one drive file. See pupil profiles.	Evidence provided	
8. 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.	Threshold	Effective delivery of lessons with plans in place to manage and promote positive behaviour; copy of school's Discipline/behaviour for Learning policy in file. Evaluations	Effective delivery of lesson with plans in place to manage and promote positive behaviour; ; copy of school's Discipline/behaviour for Learning policy in file. Evaluations		made upon discussing classroom policies with teacher. Weekly evaluations and daily observation. Classroom visuals and makaton powerpoint. Evidence of social story created on Symwriter. Differentiation is used/observed	Evidence provided	

Competences Grid



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<p>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.</p>	<p>Threshold</p>	<p>Effective delivery of lesson with plans in place to manage and promote positive behaviour; copy of school's Discipline/Behaviour for Learning policy in file. Evaluations</p>	<p>Effective delivery of lesson with plans in place to manage and promote positive behaviour; ; copy of school's Discipline/Behaviour for Learning policy in file. Evaluations</p>		<p>made upon discussing classroom policies with teacher. Weekly evaluations and daily observation. Classroom visuals and makaton powerpoint. Evidence of social story created on Symwriter.</p>	<p>Evidence provided</p>	
					<p>Differentiation in weekly plans</p>		

<p>made upon discussing classroom policies with teacher. Weekly evaluations and daily observation. Classroom visuals and makaton powerpoint. Evidence of social story created on Symwriter.</p>	<p>Evidence provided</p>		
<p>Differentiation in weekly plans</p>			

The "Big Picture" of Assessment and Reporting



AIM OF ASSESSMENT	To facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better pupil outcomes				
PRINCIPLES Assessment should:	1 be complementary to, and supportive of, the key aims of the NI Curriculum	2 be fit for purpose	3 be manageable	4 be supported by teacher professional judgements that are consistent and reliable	5 be appropriate at all levels for system-wide accountability
PURPOSE	DIAGNOSTIC To identify strengths and areas for improvement and to inform next steps	FORMATIVE To use assessment information to make specific improvements in learning	SUMMATIVE To acknowledge, record and report pupils' overall performance and achievement at a point in time	EVALUATIVE To inform curriculum planning and to provide information for monitoring and accountability	
WHAT IS ASSESSED?	Pupil performance and achievement in ...	CROSS-CURRICULAR SKILLS (CCS) Assessment: a robust model of moderated teacher judgement	OTHER SKILLS (Thinking Skills and Personal Capabilities: TS&PC) Assessment: delegated to schools	AREAS OF LEARNING (AoL) Assessment: delegated to schools	
ASSESSMENT AND REPORTING REQUIREMENTS	FOUNDATION STAGE ASSESSMENT • Assess pupil progress in each CCS • Assess pupil progress in each of the Other Skills (TS&PC) • Assess pupil progress in each AoL REPORTING • Annual Report • Parent Meetings • Annual Review*	KEY STAGE 1 & KEY STAGE 2 ASSESSMENT • Assess pupil progress in each CCS • Assess pupil progress in each of the Other Skills (TS&PC) • Assess pupil progress in each AoL REPORTING • Annual Report • Years 4 & 7 numerical outcomes for CCS; and additional school/system information to parents • Parent Meetings • Annual Review*	KEY STAGE 3 ASSESSMENT • Assess pupil progress in each CCS • Assess pupil progress in each of the Other Skills (TS&PC) • Assess pupil progress in each AoL REPORTING • Annual Report • Year 10 numerical outcomes for CCS; and additional school/system information to parents • Parent Meetings • Annual Review/Transition Plans*		
USING ASSESSMENT OUTCOMES TO INFORM NEXT STEPS PLANNING	AT CLASSROOM LEVEL:	What level are my pupils now?	Where do they need to be next (with an appropriate level of challenge)?	What are the best strategies to help pupils reach the 'next steps' in their learning?	
	AT CO-ORDINATOR LEVEL:	How is my area of responsibility performing, compared with recent 3 year trends?	How is my area of responsibility performing compared with other curriculum areas?	What are the priorities for improving provision within my area of responsibility?	
	AT WHOLE SCHOOL LEVEL:	How is our school performing, compared with recent 3 year trends?	How is our school performing compared with other schools in similar circumstances?	What are our whole school priorities for improving pupil outcomes, especially in Literacy and Numeracy?	

* EDUCATION (NORTHERN IRELAND) ORDER 1996 Code of Practice on the Identification and Assessment of Special Educational Needs 1 September 1998

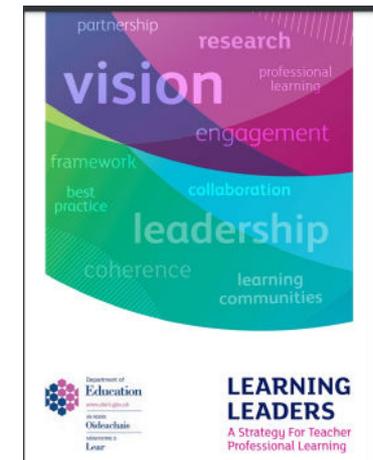
Learning Leaders

As a student teacher I have responsibility to:

- commit to achieving the highest possible professional standards in support of the pupils I teach;
- understand the relevance of the Teacher Professional Learning Framework, which explains the continuity between initial, induction and career-long professional learning;
- develop an understanding of the teacher and leadership competences and their relevance to my work;
- know and understand the importance of and links between internal and external evaluation approaches to individual and whole school quality;
- understand the importance of career-long participation in professional networks and communities of practices to broaden knowledge and improve practice; and
- provide feedback on how initial teacher education courses can be modified and developed for future participants



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



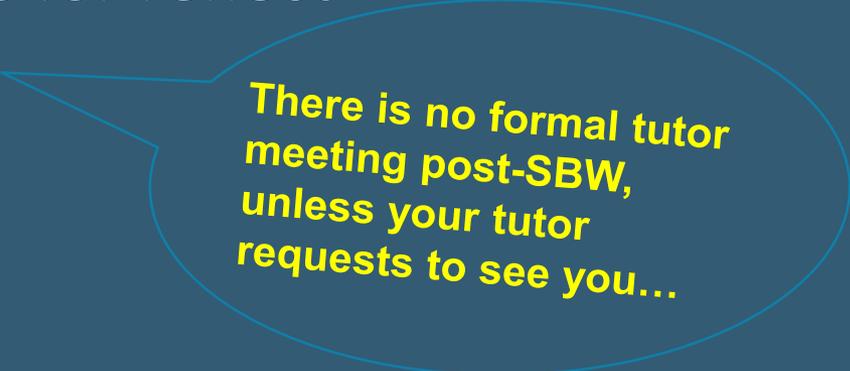
Available on CANVAS

FILE SECTION 4: TUTOR REPORTS

- Previous tutor reports from years 1-3
- Tutors' reports on teaching observed in Year 4– a copy of the Year 4 reports may also be placed beside the lesson that was observed

AT THE END OF SBW...

- You should give the school your SBW report form;
- Return any borrowed materials to your placement school;
- Complete the attendance record and forward to placements team;
- Complete the CEP and prepare for reflect-select-defend viva.



There is no formal tutor meeting post-SBW, unless your tutor requests to see you...

APPEALS

- If you are NOT satisfied with any aspect of your placement please write to the Head of School Partnerships within 10 working days after the last date of your placement.
- This will be noted for the meeting of the SBW Board of Examiners.
- A formal appeal process is set out in the Student Handbook and summarised in the module guide

IF YOU EXPERIENCE ANY DIFFICULTIES DURING SBW...

- Contact your **main tutor** in the first instance
- Alternatively, you can discuss any concerns with:

Head of SBW (Steven Park)

The Head of Teaching and Learning (Dr Patricia
Eaton)

YEAR 4 – PRIMARY SBW

- Please note – students should take the same holidays as their placement school.
- Please e-mail the placements team regarding non - teaching days as soon as possible.
- In the event of illness please contact placements desk (not your tutor) before 9 am.



ABSENCE PROCEDURES

- All students' absence days must be made up. If the school is closed (e.g. to inclement weather, holidays) those days do not need to be made up.
- If you are going to be absent from school you need to inform the SBW placements team **ASAP**. If it is illness, you may need to submit evidence from your Doctor.
- Tel: **9038 4344** or Email placements@stran.ac.uk

USEFUL CONTACTS

- **Schools Desk - Pauline Woods**
- placements@stran.ac.uk 90384 344

- **Head of SBW - Steven Park**
- S.park@stran.ac.uk 90384 395

- **Module Coordinator – Dr Gillian Beck**
- G.beck@stran.ac.uk 90384 296

OVER TO YOU!

