

School Based Work

B.Ed. Primary Students Year 1

Block practice
Spring 2026



☰ ▾ SBW 2025-26

☰  **Guide to SBW 2526.pdf**

☰  **Year 1 Info for SBW Guidance Booklet**

☰  **Info for Host Teachers (Y1).docx**

☰  **Student personal statement template.docx**

☰  **GTCNI Competence Portfolio (Primary).docx**



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work

- Code of Practice
- Expectations
- Supervision & Assessment
- Child Protection
- Protocols for Student Progress
- Requirements for Years 1-4



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Bachelor of Education Primary Year 1

SPS1005

Professional Studies and Placement 1



School Based work - Block Placement Spring 2026

Information Booklet for students

- Information specific to Year 1 Primary students

- ✓ Dates
- ✓ File
- ✓ Teaching requirements
- ✓ Assessment
- ✓ Support

Information for Host Teachers



STRANMILLIS UNIVERSITY COLLEGE

A College of Queen's University Belfast

School Placement Information for Host Teachers (Year 1 students)

Thank you for hosting one of our students. What they will learn from you over their placement will be invaluable, and we greatly appreciate you making changes to your professional life to accommodate them and us. Although we provide a range of detailed information to schools about Placement, all of which you should access from your Principal, we felt that it would be useful to provide you with a brief overview of your role and that of your student over the academic year.

Key Dates:

- Y1 students undertake weekly day visits on Mondays from 06.11.23 to 11.12.23
- Y1 students will have a week's observation 15.01.24 to 19.01.24
- Y1 students undertake their seven-week block placement Mon 05.02.24 to Fri 22.03.24

Day Visits & Observation Week

- Students will be accommodated in their two classes, preferably with their FS/KS1 class first
- Students will be assigned tasks which they should discuss with the Host Teachers

Seven-week Block Placement

- Y1 will undertake their FS/KS1 placement from 05.02.24 - 01.03.24
- The KS2 placement will take place from 04.03.24-22.03.24

Year 1 students are required to:

- Attend daily; engage fully; prepare thoroughly; deliver creatively; reflect honestly; act professionally
- Plan and deliver two lessons a day
- Complete weekly evaluations on these lessons
- *One of these lessons might be a reading group each day under your direction*
- Maintain a placement file containing:
 - School Information
 - Daily Planning (lesson plans; resources; assessment)
 - Lesson evaluations
 - Competence Grid

This is an electronic file which should be presented to you regularly (ideally each day) for discussion.

- When not teaching:
 - observe classroom practice
 - support your classroom practice

Your role

We recognise that having a student can be demanding: your routine is changed; your class may be unsettled; you have to allocate additional time to supporting the student's needs. Yet, we also know that it can be a great experience, one in which you have an additional pair of hands and a fresh perspective is brought into the room. Most importantly, however, you get to mentor the future generation of teachers and to provide that vital role-modelling which all of us remember from our time as student teachers serving under those with greater experience. The delivery of the BEd Primary degree doesn't stop for seven weeks on placement; we entrust it to you. During placement, their semester continues and their learning doesn't pause; it happens in a different environment, with you taking on the role of 'lecturer'. So, how can you best approach this?

- Be welcoming, interested, sympathetic and engaged
- Be mindful of the section above and ensure that students are meeting our expectations
- Take time to read through the documentation provided by the college to your school
- Take time to discuss planned lessons in advance
- Check your student's Placement File regularly
- Observe the student teaching and discuss this with them
- Raise any concerns with them and/or with the school and Stranmillis
- Be honest with the student's Placement Supervisor

Assessment

- Your student will have two visits, one in each phase
- Whilst the visit is important, their final mark will be a holistic one, awarded at the end of the placement, which reflects the journey travelled throughout the seven weeks. It is made up of the following elements:
 - Teaching file
 - Lesson evaluations
 - Competence Grid
 - Lesson observations conducted by the Placement Supervisor
 - Post-lesson discussions between the Supervisor and student
 - Discussions between the Host Teacher and Supervisor
 - Report from the school

Absences

- Due to the number of days required to attain Qualified Teacher Status, students are required to make up any days lost due to absence (not including days in which the school is closed)
- The student must discuss and agree with the school how best to make up these days

Contacts

- Your student should provide you with the details for their Placement Supervisor
- Alternatively, you can contact the Placements Team at placements@stran.ac.uk

Further detail on all of the above can be found in the Guide to School-Based Work, a copy of which your school and the student have been sent.



NAME

Insert a small photograph (headshot). Do ensure that it captures you in a suitably professional environment and manner!

Stranmillis University College | xxx@stran.ac.uk |

ABOUT ME

Please include a brief personal statement, include relevant interests and hobbies (Max. 3-4 sentences).

For example: I am currently a member of a local choir and I play the piano regularly at church events, I would love the opportunity to contribute to this aspect of school life.

EXPERIENCE

List relevant examples.

Example:

20XX – 20XX

Youth club leader

Write a couple of sentences about your role/duties.

EDUCATION AND QUALIFICATIONS

September 20XX – June 20XX

A Levels in Business Studies, Maths and Geography at xxxx

- List any other qualifications eg First Aid, British Sign Language, Duke of Edinburgh, Google Educator

SKILLS

- ICT proficient
- Strong team member
- Excellent communication skills
- Creative
- Public speaking
- Fluent in Spanish

Competence Portfolio

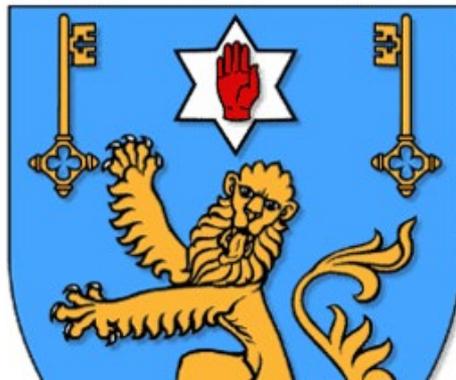


General Teaching Council
for Northern Ireland

Promoting Teacher Professionalism



Teaching: the Reflective Profession



Info to your SBW Tutor

- Which classes you are placed in
- Timings for the school day
- Any holiday dates you are aware of
- Any other 'non-teaching' days
Eg, trips, parent interviews

Placement Dates – Spring 2026

If possible, unless the school needs to make different arrangements:

Block 1 – FS/KS1 – 4 weeks

Mon 9th February – Fri 6th March

Pattern of teaching

Mon 9th Feb – Observation

Tues 10th Feb – Observation

Wed 11th Feb onwards – 2 lessons per day

Placement Dates – Spring 2026

If possible, unless the school needs to make different arrangements:

Block 2 – KS2 – 3 weeks

Mon 9th March – Fri 27th March

Pattern of Teaching

Mon 9th March – Observation

Tues 10th March – Observation

Wed 11th March onwards – 2 lessons per day

****If your pattern deviates from this, make sure that you inform your SBW Tutor about what is happening****

RE Certificate Year 1

Additional placement for those undertaking
Certificate in Religious Education

Mon 25th May – Fri 12th June

Students undertaking the Certificate in Religious Education should have the opportunity to teach Religious Education during all their placements

SBW Teaching File

- Create an SBW teaching file on your laptop/ computer (as opposed to printing it all out). This is **not** an '**online**' file.
- Your teaching file represents a portfolio of evidence which is reflective of your developing competence in and understanding of the 'plan-do-review' cycle, but also is indicative of your professionalism as a teacher. It should be personal to you and to the classes that you are teaching. It should therefore be well organised, carefully laid out and should exhibit high standards of presentation.
- Your College tutor will need to see your file during visits, but you should be sharing and discussing the file with your class teachers (and maybe the school's principal) on a regular basis.
- It is YOUR responsibility to provide staff with access to your SBW file when they visit. For example you might have everything on your own laptop or have it ready to view on a school computer in the classroom. (Some College laptops are available for loan from IT Services.)

The SBW Teaching File: Your Digital Headquarters



Setup & Storage

Create your file on a laptop/computer. Store it in OneDrive.

Do not rely on a physical printed binder.

Access & Sharing

Share the OneDrive link with your College tutor. You must provide access to staff during school visits (e.g., open on your laptop or a school computer).

Contingency Plan

Internet down? Download the file to your desktop for the school day.

Remember to upload all additions back to OneDrive once connectivity is restored.

This file is a portfolio of your competence and professionalism.

- Your teaching file must be kept up to date on a daily basis during SBW. It is integral to the assessment of your placement.

The following areas will be considered before deciding on a grade:

- 1. Review of planning and preparation in the file by the tutor*
- 2. Classroom observations by the tutor*
- 3. Pre- and post-observation discussions or professional learning conversations between student and tutor*
- 4. Feedback from school*
- 5. Reflections on teaching, as appropriate for each module*
- 6. Demonstration of competences*

The following areas will ALSO be considered before deciding on a grade:

<i>Critical Self-reflection</i>	<i>Ability to work independently</i>
<i>Flair and originality</i>	<i>Demonstration of core values</i>
<i>Year-specific issues (see module guide)</i>	

How Your Placement is Assessed

Primary Assessment Areas

1. Review of planning and preparation (The File)
2. Classroom observations
3. Professional learning conversations
4. Feedback from the school
5. Reflections on teaching
6. Demonstration of competences

Additional Considerations

- Critical Self-reflection
- Ability to work independently
- Flair and originality
- Demonstration of core values

- **Print** out a copy of the lesson plan for any **lesson that will be observed** by a College tutor
- Only write lesson plans for lessons that you will actually teach.
- You are expected to teach 2 lessons per day. However, if events such as day trips, visiting groups, or mornings at the swimming pool will mean that you won't be able to teach your two lessons, that's ok. There's plenty to learn from taking part and helping out in these other activities.

SBW File – folder structure

Create a folder on your computer called:

YOUR NAME – SBW Year 1 - Placement Spring 2026

 YOUR NAME SBW Year 1 Placement Spring 2026

Within this folder create the following sub-folders:

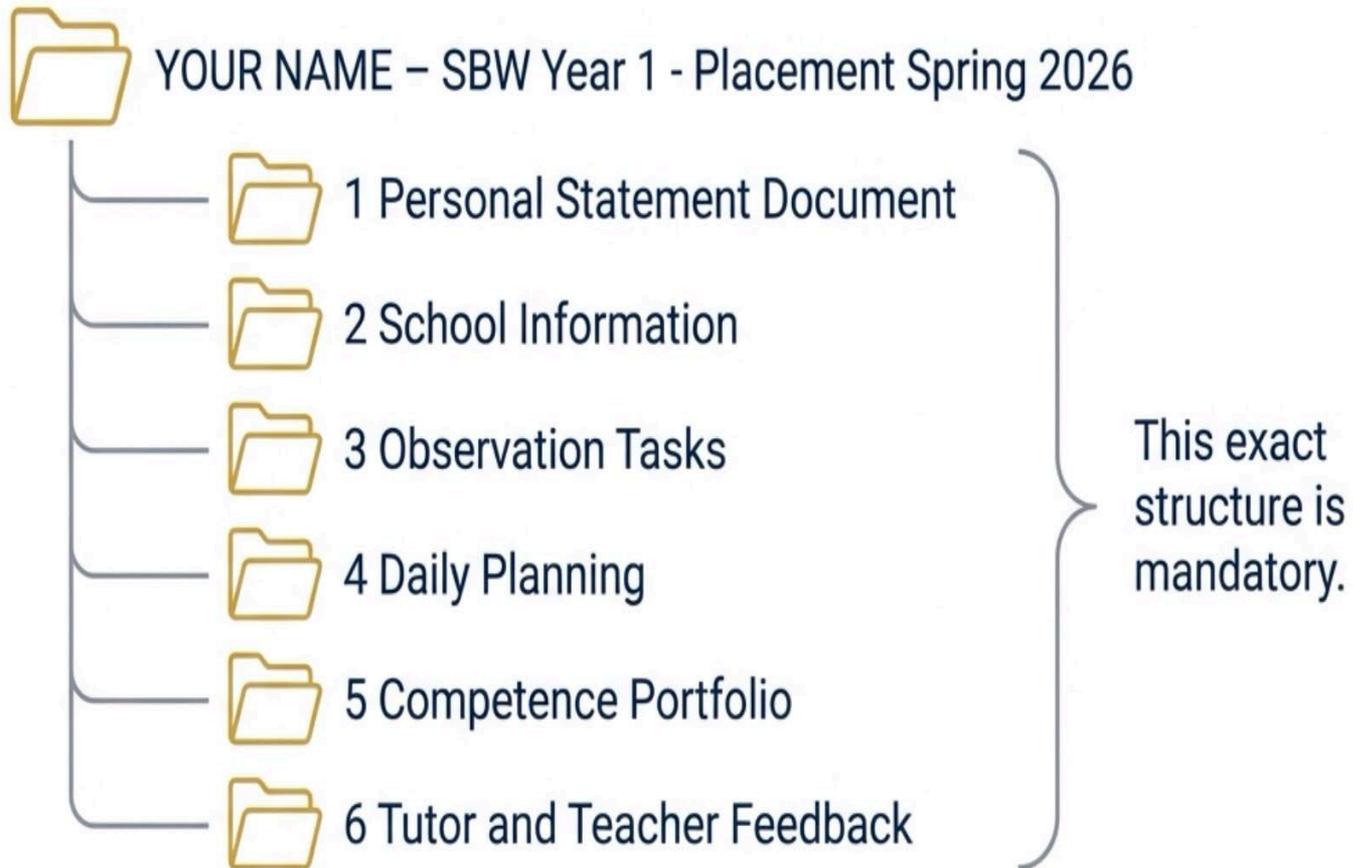
|

What goes in each of these folders is set out on the following pages.

Name

-  1 Personal Statement Document
-  2 School Information
-  3 Observation Tasks
-  4 Daily Planning
-  5 Competence Portfolio
-  6 Tutor and Teacher Feedback

The Architecture of Your Portfolio



School Information folder

- A Word document with the school name, principal's name, teacher(s') names, class information (first names of children only), any other relevant school information

Ask your teacher about getting electronic copies of the following school policies and put them in the School Information folder:

- Safeguarding and Child Protection Policy
- Pastoral Care Policy
- Marking and Feedback policy
- Positive Behaviour Policy
- Health and Safety Policy

We understand that the school may prefer that students simply read these documents rather than have a copy; in that case, add a sentence listing the policy documents that you have read.

For your second class you only need to include class information in this folder relevant to the class to which you have transitioned.

Please give every document a clear filename.

Name

-  School Information
-  Observation Tasks
-  Daily Planning
-  Competence Portfolio
-  Tutor and Teacher Feedback

Folder 2: School Information & Intelligence

The Basics

A Word document containing:

- Principal's Name
- Teachers' Names
- Class Information (First names of children only)

Key Policies

Include electronic copies or a confirmation that you have read:

-  Safeguarding and Child Protection Policy
-  Pastoral Care Policy
-  Marking and Feedback Policy
-  Positive Behaviour Policy
-  Health and Safety Policy

Transition Note: When moving to Block 2, add the new class information to this same folder.

Daily Planning folder - create a folder for each week:

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

In each week's folder include

- The 2 lesson planners for each day (see template on Canvas)
- Any lesson resources – e.g. worksheets, PowerPoints etc.
- Samples of children's work if possible/applicable (these can be photos)
- Any other materials or information relevant to the lesson

**Please give every document a clear filename,
e.g. Fri 25 Feb Literacy Lesson Plan
Fri 25 Feb Literacy PowerPoint
Fri 25 Feb Literacy worksheet**

School Information

Observation Tasks

Daily Planning

Competence Portfolio

Tutor and Teacher Feedback

Folder 3 & 4: Observation and Daily Planning

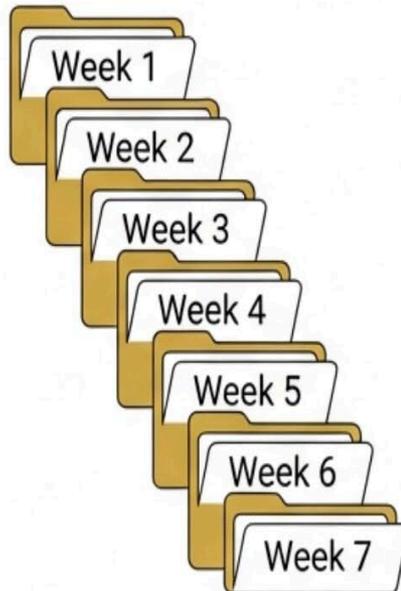


Folder 3: Observation Tasks

Repository for notes gathered during Monday visits for set weekly tasks.



Folder 4: Daily Planning (The Engine Room)



Required Daily Inputs

- ≡ 2 Lesson Planners per day
- ≡ Lesson Resources (PowerPoints, worksheets)
- ≡ Samples of children's work (photos)

Code Snippet



Strict Naming Convention

```
Fri 13 Feb Literacy Lesson Plan  
Fri 13 Feb Literacy PowerPoint  
Fri 13 Feb Literacy worksheet
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Year 1 Lesson Planner



STRANMILLIS UNIVERSITY COLLEGE
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Date:	Class:	Area of Learning:	Lesson Title:
Pupils' prior learning			
Cross-Curricular Skills focus (<i>Communication, Using Mathematics, Using ICT</i>)		Thinking Skills and Personal Capabilities focus (<i>there are 5 TSPCs</i>)	
Learning intentions		Success Criteria	
Introduction		Role of the teacher	
Activity		Key Questions	
Plenary		Resources	
Assessment/ Monitoring			



Date: 01/12/2018	Class: P5	Area of Learning: Literacy Title: Introducing Adverbs	 STRANMILLIS UNIVERSITY COLLEGE <small>A College of Queen's University Belfast</small>
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Pupils' prior learning: Pupils have previously learnt about five of the parts of speech, including noun, pronoun, conjunction, verb and adjective. The pupils have learnt the meaning and difference between the terms, how to use them in context and can easily recognize them in various pieces of text, both fiction and non-fiction.

<p>Cross Curricular Skills focus:</p> <ul style="list-style-type: none"> • Communication: Pupils read their sentences aloud and listen to one another's ideas during class discussion as well as expressing their ideas on whiteboards in a written format. • Using ICT: Pupils come up individually to use Interactive whiteboard, developing confidence and creativity in technology. 	<p>Thinking Skills and Personal Capabilities focus:</p> <ul style="list-style-type: none"> • Managing Information- pupils will be selecting, classifying, comparing and evaluating their choice of adverbs with their peers. • Being Creative- pupils will experiment with ideas and seek out questions to explore and problems to solve.
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<p>Learning Intentions: Pupils are learning to:</p> <ul style="list-style-type: none"> • Identify what an adverb is, so pupils have a clear understanding and can identify them before they begin to incorporate them into work. • Use adverbs contextually in short sentences. This is because adverbs increase level of literacy when used appropriately. 	<p>Success Criteria: Pupils will be successful if:</p> <ul style="list-style-type: none"> • They can confidently identify adverbs in their worksheets. • They know how to change an adjective into an adverb. • They correctly position the adverb in their own short sentences. • They recognize what an appropriate adverb is so they use them in the correct context.
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<p>Introduction</p> <ul style="list-style-type: none"> • Recap of previously learnt parts of speech. Teacher holds up pages saying noun, verb and adjective and ask pupils to recall knowledge of the terms. • Introduction of a new term in the literacy lesson and asked if they have prior knowledge of it. • PowerPoint explaining what an adverb is with some short sentences, with language suitable to the key stage 2 class. • When sentences are talked through previous learning is also acknowledged, identifying the noun and verb in the sentence with the aim of pupils quickly grasping the sentence structure. Success criteria introduced. 	<p>Role of the Teacher</p> <ul style="list-style-type: none"> • Facilitator of discussion between pupils. • Stimulate and maintain interest of pupils • Monitor- Provide feedback to learners and leave no one exempt • Involve all pupils and be a source for any questions, as well as asking pupils relevant questions
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<p>Activity</p> <p>The lesson consists of multiple short activities, moving from individual whiteboard task writing out adverb from pre-composed list, then opening up workbooks and drawing up table with two columns, one labelled adverb and the other not an adverb, to classify terms (up on IWB).</p> <p>Next pupils will come up to IWB to change adjective to adverb (mostly adding <u>-ly</u> to reinforce rule) and explain to rest of class how they did this. Pupils will then create their own sentences on whiteboards including adverbs and comparing with peers to see the difference their adverb makes to their sentence.</p>	<p>Key Questions</p> <ul style="list-style-type: none"> • What does the term adverb mean? • Can you show me the adverb in this sentence? • How can you turn this word from an adjective to an adverb? E.g. happy-happily
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Year 1 Lesson Planner



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<p>Plenary</p> <p>Spin the Wheel (game on interactive whiteboard) teacher draws lollipop stick and pupil comes up to IWB to 'spin' the wheel. Random generated game gives an adverb and all pupils write a sentence down on their individual whiteboard, including that adverb and hold up answers for feedback.</p> <p>Quick recall questions at end to ask what the term 'adverb' means to check concept has been grasped.</p>	<p>Resources</p> <ul style="list-style-type: none">• Worksheets• Whiteboards and pens• Interactive Whiteboard and PowerPoint application
<p>Assessment/ Monitoring</p> <p>Questioning throughout class and check for understanding when pupils display answers on whiteboards.</p> <p>Individual homework task differentiated independent worksheet with three sections all explicitly focused on the use of adverbs to not only assess pupils understanding but also to monitor their exact level of understanding. First section of worksheet- matching adverb to an activity by drawing an arrow. Second activity- choosing adverb from word bank to complete sentence. Third section of worksheet- Writing own sentences and choosing own adverb to include.</p>	

Teaching requirements

Aim to teach a good range of subjects/Areas of Learning with a greater emphasis on:

- **Language and Literacy**
- **Mathematics and Numeracy**

Aim to teach:

- **Your Area of Specialism subject**
- **Any other Areas of Learning**

***As far as possible, try a few lessons in the afternoons**

Teaching requirements

- There is the expectation that there will be a balance between whole class teaching and teaching a single group
 - For example: in composite classes
or differentiated classes
- Try to incorporate ICT into your teaching

Evaluating your lesson plan

- You will be expected to evaluate every lesson you teach.
- After each lesson, go back over your plan and make a note of things you did that you shouldn't have, and things you didn't do that you should have.
- Also make a note of ways in which your lesson might have been improved
- Do this by adding analytical annotations to your planning documents

Reflecting on your teaching

- You are encouraged to involve **the class teacher and/or the school tutor** in your monitoring and evaluation. The feedback they give you is of great value and acting upon it is expected.
- Discuss lessons and evaluations with other students too and learn from each other.
- Where possible, arrange to watch other students teach ... and arrange for them to watch you. Then have a frank and honest conversation about strengths of practice and areas for consideration.

Competence Portfolio

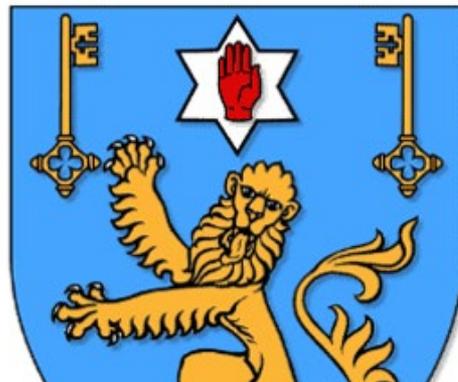


General Teaching Council
for Northern Ireland

Promoting Teacher Professionalism



Teaching: the Reflective Profession



Competence Portfolio folder

GTCNI Competences

The GTCNI booklet '*Teaching: the Reflective Profession*' is in the PS&P 1 course in Canvas and also can be found at this link:

[https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The Reflective Profession.pdf](https://gtcni.org.uk/cmsfiles/Resource365/Resources/Publications/The_Reflective_Profession.pdf)



Name

- 1 Personal Statement Document
- 2 School Information
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- 5 Competence Portfolio
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Every year we ask students to reflect on what competences they have achieved by keeping a working document during placement, noting whenever they 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 include a brief explanation and attach an image of the plan as evidence of Competence 20 in the Competence Portfolio.

The Competence Portfolio can be downloaded from Canvas

Professional Competence 1		
Competence Statement	Area of Competence	Initial Teacher Education
Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of	Situate their practice within the value framework set out by GTCNI.	Know and understand the values in the Code and contribute to debate and reflection on their application in practice.
	Demonstrate an understanding of the	Know and understand their commitments to

Professional Competences

Professional Values and Practice

Competence 1	Understand and uphold the co
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Profes

Competence 2	Develop a knowledge and und education.
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Competence 3	Show proficiency in relevant c
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Competence 4	Know and understand the req
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Competence 5	Develop an awareness of curri evaluation.
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Competence 6	Understand the factors that ca
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Competence 7	Deploy a range of strategies to
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Competence 8	Know and understand the sign for learning.
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Competence 9	Understand the principles und special needs; deploying strate
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Competence 10	Develop strategies for commu
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Competence 11	Use technology effectively to s
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Competence 12	Recognise and value the interr
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Competence 13	Understand teachers' respons
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Professional Competences (Primary)

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

Professional Competence 1

Competence Statement	Area of Competence	Initial Teacher Education
Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.	Situate their practice within the value framework set out by GTCNI.	Know and understand the values in the Code and contribute to debate and reflection on their application in practice.
	Demonstrate an understanding of the commitments to learners, colleagues and others and the profession.	Know and understand their commitments to learners, colleagues and others and the profession.

Paragraph to illustrate how you have demonstrated each aspect of the competence.

Competence 14	Set learning objectives that are
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Competence 15	Plan lessons that enable all pu
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Competence 16	Deploy, organise and guide the
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Competence 17	Explore the potential of out-of opportunities to assist with sch
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Competence 18	Manage time and workload ef
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Competence 19	Create and maintain a safe, int
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Competence 20	Use a range of strategies to en
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Competence 21	Engage, motivate and support learning in their first language.
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Competence 22	Secure and promote a standar
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Competence 23	Contribute to the wider life an practices, and by seeking oppo
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Competence 24	Focus on assessment for learn
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SCHOOL BASED WORK – REPORT ON TEACHING

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

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

Lesson Feedback

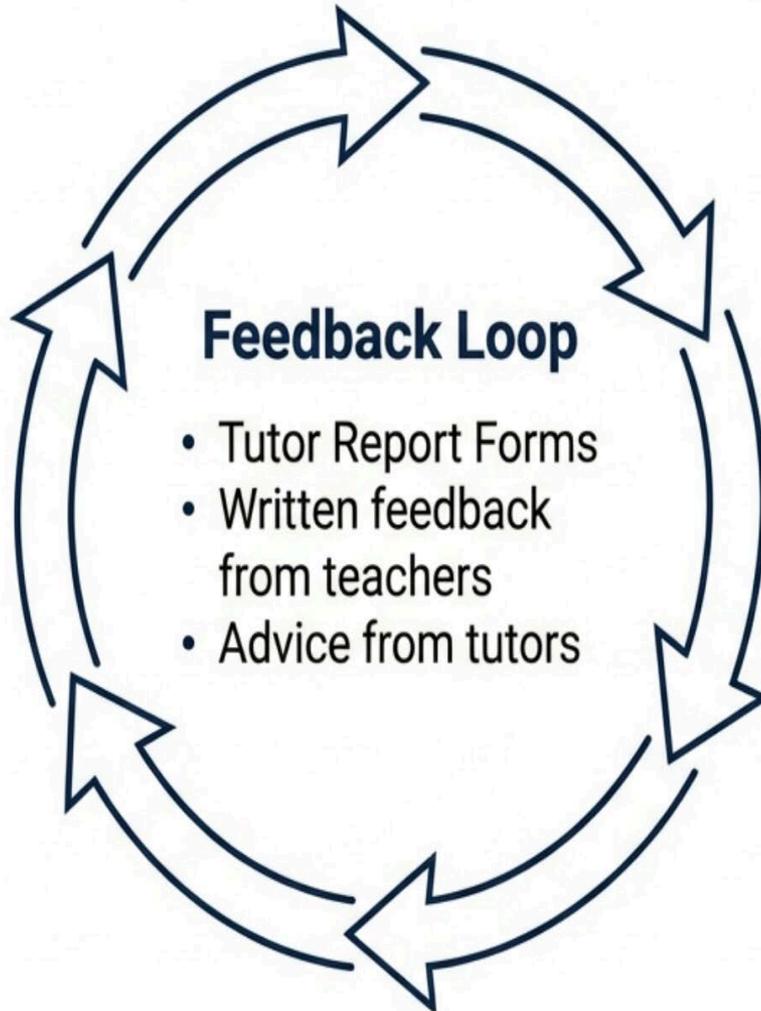
Targets for Development

Summary Comments

Tutor Signature: _____

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

Folder 6: Feedback & Development



The Objective

Keep this information accessible. Use it to set specific targets for your own professional growth.

Online File

Before Placement Starts:

Ensure that your file with the above folder structure is stored in OneDrive before the start of SBW – **by 5:00pm on the Wednesday before placement begins (4th February)** – and share with your College tutor. This link should remain live throughout the placement block. Upload planners, materials, etc. to this every few days so that tutors can monitor student progress as required.

At the end of SBW:

Ensure that all of the contents of your file are on OneDrive so that your tutor can have a final look through it. The deadline for doing this is **5pm on Monday 30th March**. If you have been keeping it all up to date as you should have been, there will be nothing much to do to your file after the end of SBW except for the final evaluation annotations and completion of the Competences Portfolio.

The Architecture of Your Portfolio



Student Support and Mid-Placement Review Day

Some tutors may invite students to a 'check-in' meeting periodically across the 7 weeks and this will most likely take place via Teams and after school hours. It can be a good opportunity to address common issues and seek support from other students as well as the tutor, and will give students the opportunity to connect. This may not happen with every tutor, so the onus may be on you to make contact with any queries you may have. Your tutor is there to help.

For the first time this year a Mid-Placement Review Day will be scheduled. This will take place during week 4 of your block placement (probably Friday 6th March). This is in place of a day in school; therefore, attendance is compulsory and will be recorded.

Support & The Mid-Placement Review



Mid-Placement Review Day

 Week 4 (Likely Friday, 6th March)

Compulsory Attendance (Recorded)

Note: This replaces a day in school.



Tutor Check-ins

Some tutors may host periodic check-ins **via Teams**  If this doesn't happen automatically, the **onus is on YOU** to make contact. Your tutor is **there to help**.

Critical Deadlines Checklist



Before Placement

🕒 **Wednesday 4th February, 5:00pm**

Ensure folder structure is created in OneDrive and shared with your College Tutor.



During Placement

🔄 **Recurring**

Upload planners and materials every few days for monitoring.



End of Placement

📅 **Monday 30th March, 5:00pm**

Finalize all contents on OneDrive. Complete evaluation annotations and the Competences Portfolio.

Other activities

- If possible, engage in:
 - extra-curricular activities
 - activities related to the school's Community Relations Programme / Shared Education Programme
- This will be appreciated by your school.
- It will also enhance your professional competence.

SCHOOL-BASED WORK REPORT FORM

This form should be completed by a school representative best placed to give feedback on the student placement. This may be, for example, the Principal or Teacher Tutor or Class Teacher. If a student has taught in different classes during school-based work it is acceptable for more than one form to be completed by different teachers for an individual student.

Academic Year	20__ / __
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Student Name					Year	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
Programme	Primary	<input type="checkbox"/>	Post-primary	<input type="checkbox"/>	PGCE	<input type="checkbox"/>							<input type="checkbox"/>
Name of School													

Please tick the appropriate comments which best describe the student's placement.

1	Proved helpful and cooperative				
	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
2	Demonstrated understanding and knowledge of the content of the curriculum				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
3	Demonstrated appropriate skills in planning and teaching taking account of pupil needs				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
4	Showed an understanding of and used a range of strategies, techniques and resources to promote learning				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
5	Created a positive classroom environment with good pupil/teaching interaction				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
6	Developed strategies for ensuring high pupil participation				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
7	Devised appropriate consolidation and assessment tasks to monitor pupil performance				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
8	Provided feedback and reinforcement for pupils				
	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>

10 GENERAL: Are there any other comments you would like to make?

Name of person completing form	
Position in School	
Date Completed	

Thank you for hosting our students and providing this feedback.

Please return the completed form by email to:

placements@stran.ac.uk

Make an Impression

- Make sure you adhere to your school's timings for teachers.
- When in school, students are required to assist the teacher and support learning when not teaching.
- Dress Code
- Social Media

Non-teaching days

*Please note:

- Take the same holidays as your placement school – St Patrick's Day(s) etc.
- You are entitled to 3 weeks of the College Easter holiday, but you may, if you wish, go in to your school, as arranged, if the school is open during that time.
- No extra days off, even if other students have more days off than you do!

Absences & School Closures

- Students **must** make up for **any** absences, including exceptional circumstances and illness, on other dates. This may be possible, for example, during the College's Easter break. Students do not have to make up days that are missed for reasons out of their control.
- You must inform the school as soon as possible. Email the Placements Team: placements@stran.ac.uk . Plus email your College tutor.
- Absence of more than seven days requires a medical certificate (see 'Guide to SBW' document)
- Additional practice in June or September may be needed.

Year 1 – Primary SBW

- Remember you are showcasing yourself for the future.
- ‘Small’ things count – especially your **attitude.**



Paired Presentations

