



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



**Year 3 BEd Primary
2025-2026**

**School-Based Work
Briefing**

**Wed 20th January 2026
Dr Joanne Gardiner**

Professional Studies and Placement SPS3001

Introduction

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

Sources of information

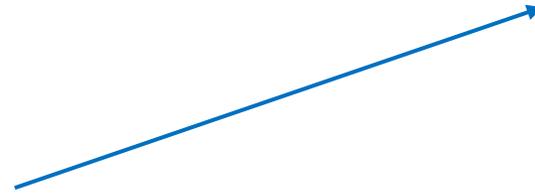
- Please consult the School Based Work hand- book regarding dress code and behaviour and etiquette in schools
- An updated version is available on Canvas in the PSP3 Course folder and on the College website
- We suggest you read this before your block of SBW



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work

Policy Documents for Placement *on Canvas*



☰ ▼ Key Policy Documents

☰  Policy Documents

Policy Documents

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

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

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

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

[Count-Read-Succeed](#) ↗

[ETI- The Reflective Teacher](#) ↗

[EsaGS](#) ↗

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

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



Teaching: the Reflective Profession



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





Placement Structure

Block 1

Chosen phase - 4 weeks

Monday 9th February - Friday
6th March 2026

Block 2

Other phase - 3 weeks

Monday 9th March – Friday
27th March 2026

Teaching Pattern - Year 3 BEd Primary

First Phase

- Monday 09:02:26: observation day
- Tuesday 10:02:26: teach **2** lessons
- Wednesday 11:02:26: teach **2** lessons
- Thursday 12.02.26: teach **3** lessons per day for the remainder of the phase

Second Phase

- Monday 09:03:26: observation day
- Tuesday 10:03:26 : teach **2** lesson
- Wednesday 11:03:26: teach **2** lessons
- Thursday 12:03:26: teach **3** lessons per day for the remainder of the phase



Year 3 BEd Primary

Specific Guidance

2025/2026



Specific Requirements

1. Student personal statement

- Complete and present to your Principal on first day of your placement

2. Maintain an electronic teaching file that contains:

- School information
- Medium-term planners
- Daily lesson planners and resources for each lesson
- Lesson evaluations (completed on daily lesson planners)
- Competence grid

3. Hard copy folder that contains:

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



Specific Requirements

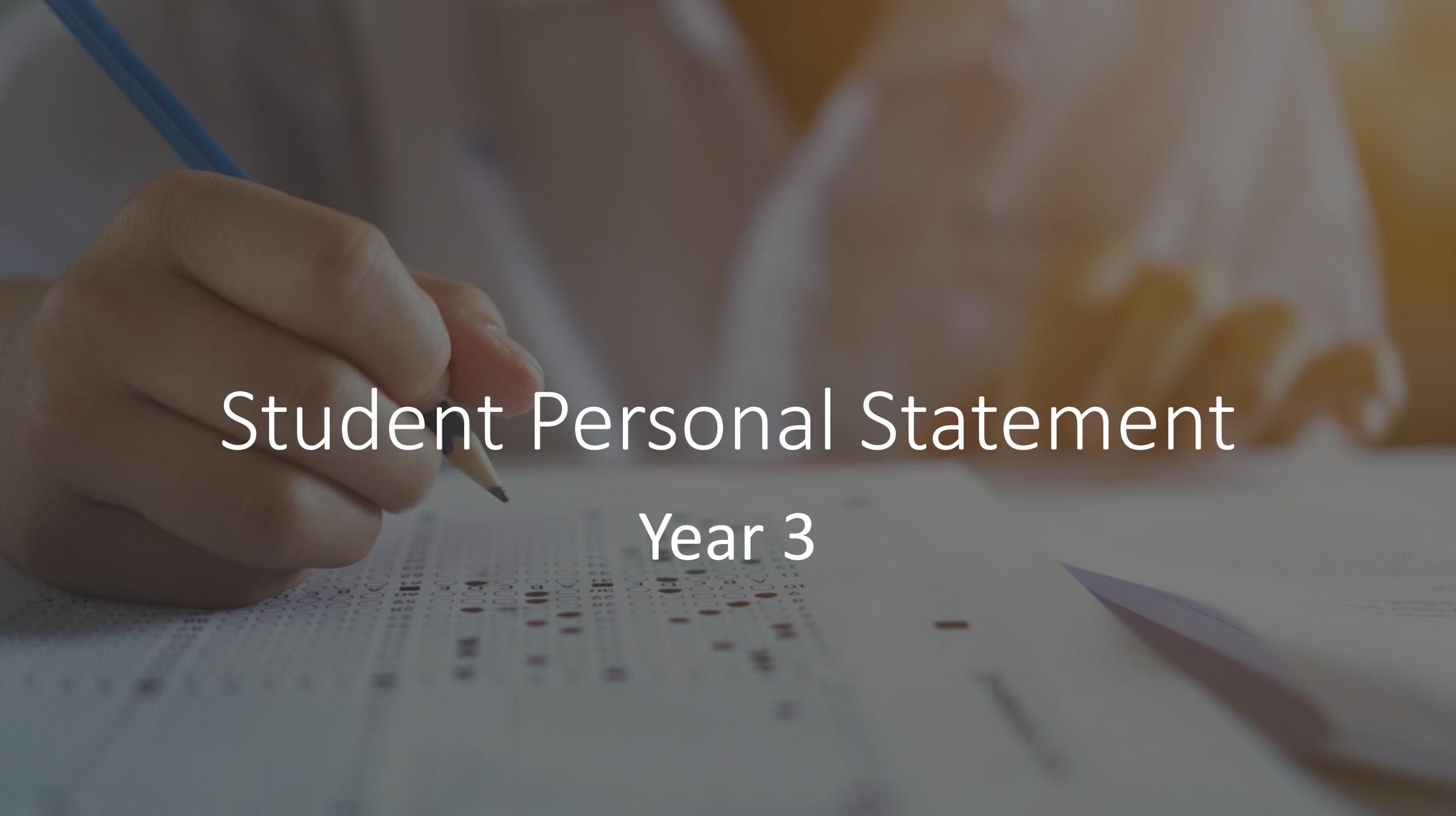
- Plan and teach **3 lessons each day**
- Plan a minimum of **3 medium term planners** in each phase across the areas of learning in the NIPC
- Plan for and teach a guided reading lesson **three times per week** in line with course content and school practice
- If placed in FS or KS1 plan for **two/three play experiences** using **the play planner** and take responsibility for these activities throughout your phase
- Engage in **daily evaluations** using the last column on the lesson planner to record these for each lesson.
- Engage in daily **target setting** by reflecting on daily evaluations each day. You should focus on on (a) pupil learning and (b) your own professional role and record these on your lesson planner
- Include at least **one lesson** that demonstrates evidence that you have considered and incorporated either **computational thinking and/or computing**.

Specific Requirements

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

Specific Requirements

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

A close-up photograph of a hand holding a blue pencil, writing on a document with a grid pattern. The background is blurred, showing a white surface with some yellowish stains. The text "Student Personal Statement" and "Year 3" is overlaid in white.

Student Personal Statement

Year 3

Specific Requirements: Student Personal Statement

Student personal statement

- Complete and present to your Principal on the first Day of your placement
- Populate the Personal statement like a 'CV' with relevant skills and qualifications across your degree programme
- Try to keep the document to one A4 side. Proofread carefully; attention to detail is key. Use this as an opportunity to showcase your potential and professionalism to potential employers



NAME

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

Stranmillis University College | xxxxx@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/titles.

EDUCATION AND QUALIFICATIONS

September 20XX – June 20XX

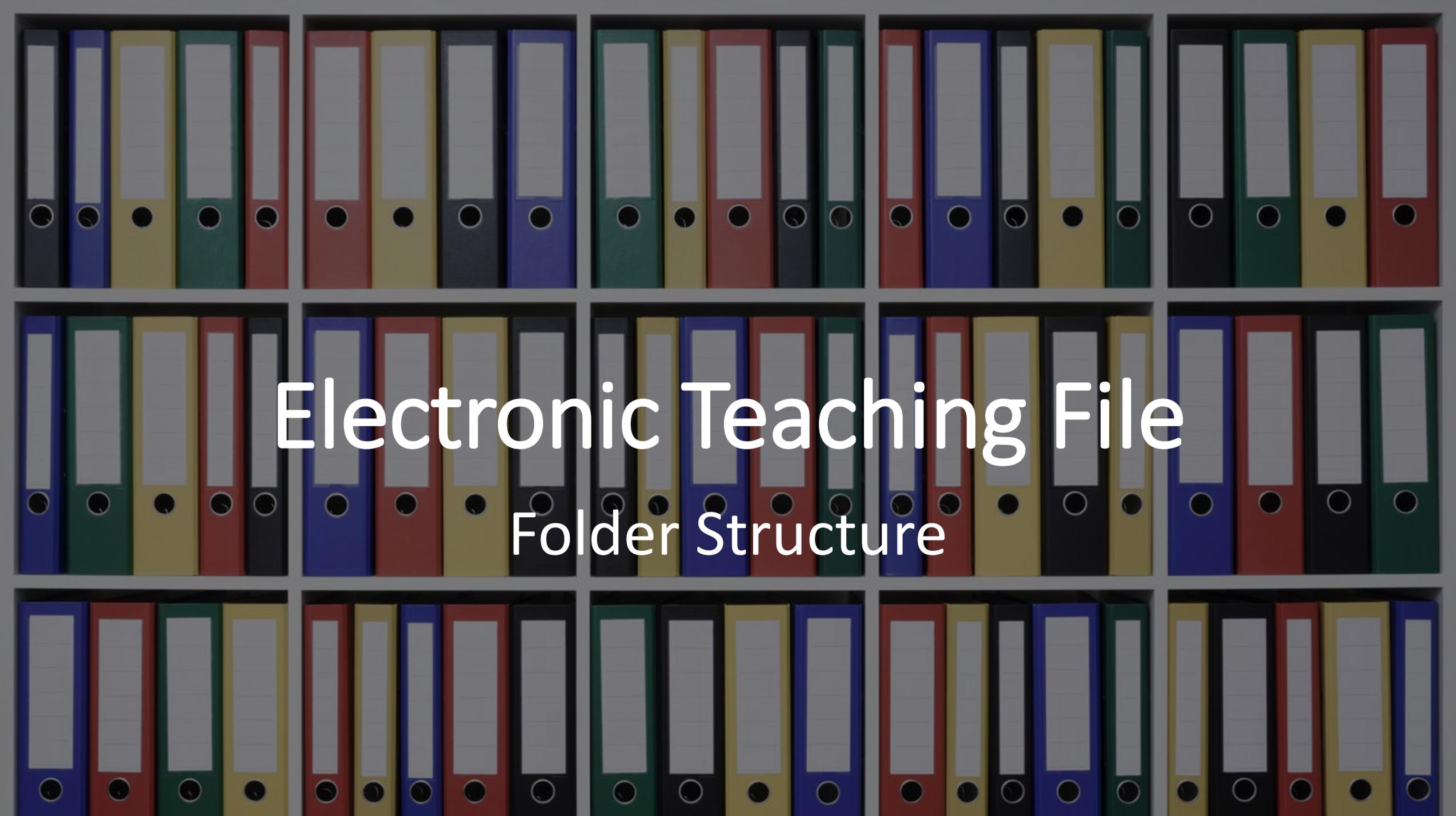
A Levels in *Business Studies, Maths and Geography* at xxxxx

- 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

(Try to keep the document to one A4 side. Proof read carefully; attention to detail is key. Use this as an opportunity to showcase your potential and professionalism to potential employers.)



Electronic Teaching File

Folder Structure

Electronic Teaching file

- Create an electronic placement folder on your laptop/computer
- Your placement folder represents a portfolio of evidence which is reflective of your developing competence in and understanding of the 'plan-do-review' cycle but also is indicative of your professionalism as a teacher. It should be personal to you and to the classes that you are teaching. It should therefore be well organised, carefully laid out and should exhibit high standards of presentation.
- Your College tutor will need to see your placement folder on your laptop during visits, and your class teachers and school principal will need to be able to view your folder also. Plans should be shared and discussed with class teachers regularly.
- It is **your** responsibility to provide tutors with access to your electronic placement folder when they visit you either on your own laptop or school computer desktop.
- Make sure you **synchronize** your desktop folder with your folder on OneDrive – this will mean that as you plan it will be saved as you go into your OneDrive.
- Your electronic file must be shared with your main tutor by **5pm on Wednesday 4th February 2026 prior to the beginning of placement**. This link should remain live throughout the placement block.

Electronic Teaching file

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

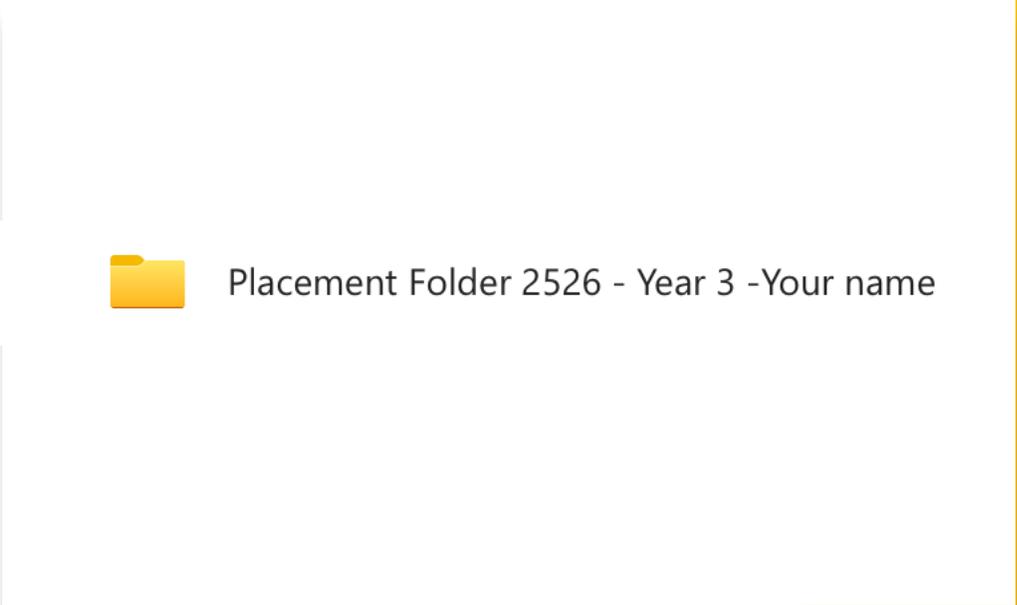
Saving as PDFs:

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

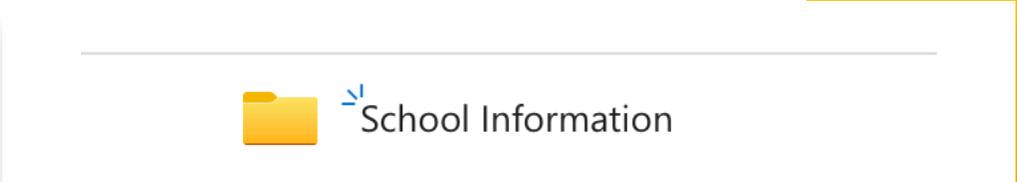
Electronic Teaching File Folder Structure

Create a folder on your
Desktop as follows

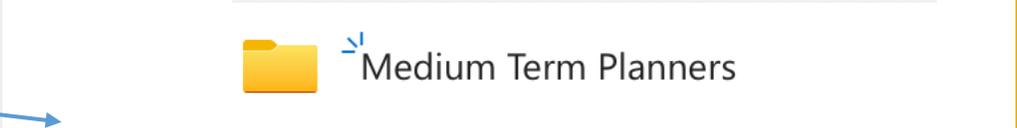
Within this folder create 4
folders



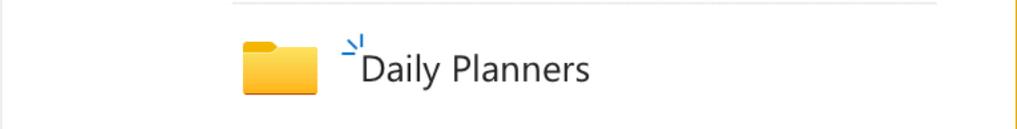
Placement Folder 2526 - Year 3 -Your name



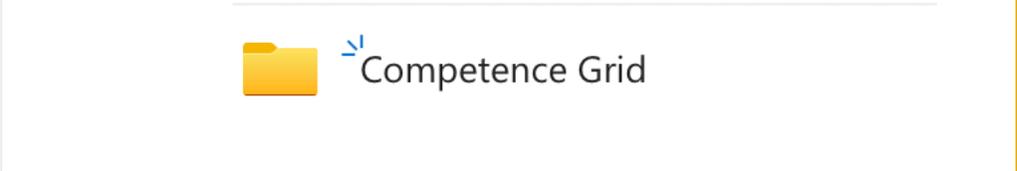
School Information



Medium Term Planners



Daily Planners



Competence Grid

School Information

Folder 1

School Information folder

In the school information folder add a sub folder called:

Class information

This should include the following information:

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

 School Information

 Class Information

 School Policies

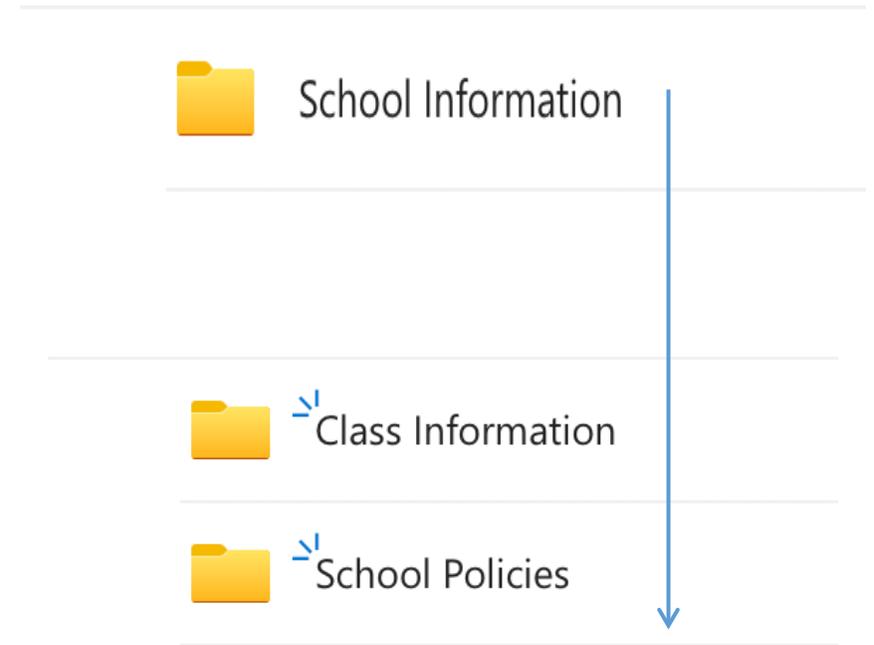
School Information folder

In the school information folder add a second sub folder called:

School Policies

Access and then include the following in this folder:

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



Medium Term Planners

Folder 2

Medium Term Planners

- **Medium term planners** (areas of learning/ topics/ themes with three lessons or more).
- For each phase you should aim to have a total of at least **3 medium term planners** in place.
- For example area of learning based:
 - Language and Literacy
 - Mathematics and Numeracy
- You may also include cross - curricular planners based on a theme or topic which encompass a variety of learning areas eg Egyptians or Titanic.

Medium Term Planners

Folder Structure

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

- Medium term planner
- Key stage
- Learning area
- Topic/Theme/Title

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

Medium term planners

You should have a total of at least **3 medium term planners** in each phase. The format may differ according to your own planning and learning area requirements

These should relate to the lessons in your planner

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

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

Medium Term Planners

Play Planner

Topic:

Class:

Play Areas	Play Area 1	Play Area 2	Play Area 3	Play Area 4
Learning Intentions:				
Activities				
Resources				
Role of the Adult				
Opportunities for Observation				
Spontaneous Response to Planned Activities				
Evaluation				
Safety considerations				

Daily Planners

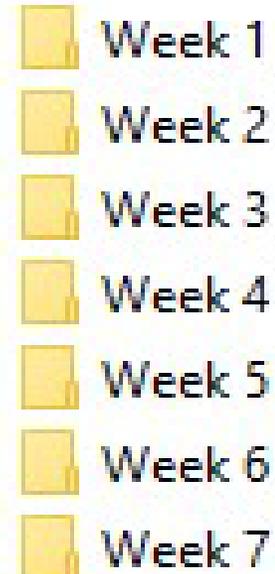
Folder 3

Daily Planning Folder

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

Each week's lesson planner folder, should include the 3 daily lesson planners for each day.

- The 3 lessons for each day should be included in **one** document. Either a word or PDF document in **landscape** layout.
- The day, date and the focus of each of the 3 lessons should be identified and clearly labelled.
- You should also include any other materials or information relevant to each lesson.

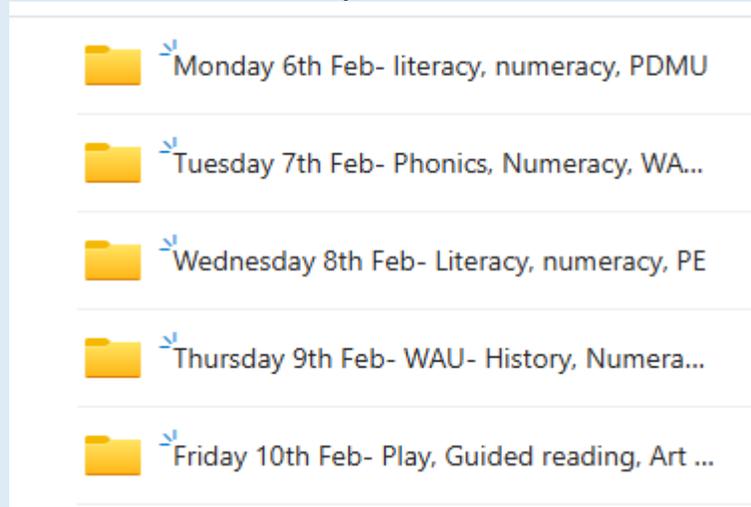


Daily Planning - Folder

- Every document should have a clear file name

For example:

- In each weekly folder you should have 5 documents
- The document for each day would contain the 3 lessons for that day using the lesson plan template
- Each day should be labelled with the day, date and lessons it contains:



- You should also include a resource folder
- This folder should contain a selection of the lesson resources – videos, PowerPoints, sample worksheets
- Make sure you clearly label these clearly e.g.
 - Lesson resources- Thursday 9th February – WAU PowerPoint
 - Lesson resources – Friday 10th February Guided reading activities

Daily Lesson planner (page 1)

Year 3 BEd Primary

Daily Lesson Notes



Lesson theme and title	Date:	Class:				
Lesson 1	Learning Intentions: Success Criteria	Main Activities/Key Content:	Differentiation:	Resources:	Assessment Strategies:	Evaluation Notes: Next steps in learning
Lesson 2	Learning Intentions: Success Criteria	Main Activities/Key Content:	Differentiation:	Resources:	Assessment Strategies:	Evaluation Notes: Next steps in learning

Daily Lesson planner (page 2)

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

Daily lesson planner

The classroom assistant

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

This is an important area of competence.

Professional competence 16

Planning and Leading	
Competence 14	Set learning objectives that are appropriate to both the requirements of the NIC & the needs of the pupils.
Competence 15	Plan lessons that enable all pupils to meet the learning objectives and fulfil their potential.
Competence 16	Deploy, organise and guide the work of other adults to support learning.
Competence 17	Explore the potential of out-of-school resources and environments to enhance learning, and seek opportunities to assist with school visits and field work.
Competence 18	Manage time and workload effectively to maintain a work/life balance.



Direction for Classroom Assistants
Lesson 1:
Lesson 2:
Lesson 3:
Homework tasks (where applicable)
Additional lesson evaluation notes (where applicable)

Differentiation

Endeavour to use different modes of differentiation and document this clearly in your planning
There should be evidence of a **range of differentiation approaches**

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

Take care with your use of language.

Refer to **less able** or **more able** or refer to **group names** and/or **use initials** of individual children as required

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

Daily Lesson Evaluations

Annotations, Targets and Reflections

Daily Evaluations, Annotations, Targets and Reflections

- You are required to complete daily annotations on your planning documents, providing critical reflection on **your own teaching** and **pupils' learning**.
- Given that the planners function as live, working documents, your annotations and critical reflections should evidence ongoing evaluation and development.
- These annotations should be present on both your **MTP** and on your **daily lesson planners**
- You can use **track changes** or **PDF post its** to illustrate your annotations on both your MTPs and daily lesson planners
- On your daily lesson planners provide a critical reflection on pupils' learning, and your individual teaching. Set daily targets for the follow-on lesson.

Annotated Medium Term Planner

Lesson Title	Learning Intentions	Pupil Activities	Differentiation	Resources	Assessment
1. Partitioning sets into subsets	<p>Children are learning to...</p> <ul style="list-style-type: none"> Partition sets into subsets practically. Use sorting circles to compartmentalise sets of items. <p>Group 3</p> <ul style="list-style-type: none"> I can recognise the number five. 	<p>Introduction Go outside and explain the concept of sorting sets into subsets and provide several examples of partitioning children in the class outside into chalk circles in the playground – e.g., girls/boys, boys with glasses, people who are four/five.</p> <p>Main Activity <u>Groups 1 and 2</u> Continue to partition sets of items indoors into subsets. Get some of the children to place items in sorting hoop. Explain we have 5 in total, let's think of ways we could split them up using a rod. Talk about how they have been split by colour – 5 is the same as 3 and 2, 5 is the same as 4 and 1 etc.</p> <p><u>Group 3</u> Introduce the number 5, count to 5 and write the number five.</p> <p>Plenary Recap on sorting as a class.</p> <p>Key Questions <u>How many in total?</u> <u>How many in this set?</u> <u>How many if we combine these sets?</u> <u>How could we split up this set?</u> <u>What does this sorting tell you about 5?</u> <u>Can you describe what you have done?</u></p> <p>Group 3 <u>What number is this?</u> <u>Can you write the number 5?</u></p>	<p><u>Task</u> – Group 1 and 2 are completing the partitioning of sets in the classroom, Group 3 are working on recognising number 5.</p> <p><u>Support</u> – different levels of questioning for different pupils.</p> <p><u>Organisational input</u> – Group 3 separate doing their own suitable activities.</p>	<p>Chalk circles in the playground</p> <p>Sorting Circles</p> <p>Farm animals</p> <p>Counters</p> <p>Whiteboards</p> <p>Pens</p> <p>Erasers</p>	<p>Select three pupils to track for numeracy across the whole scheme. Complete the tracking and set targets for specific interventions tomorrow to aid the pupils.</p> <p>Teacher to monitor pupil progress through monitoring discussions and answers to questions given by pupils.</p> <p>Observe all pupils in the activities and provide targeted support where necessary.</p>
2. Partitioning part 2.	<p>Children are learning to...</p> <ul style="list-style-type: none"> Partition sets into subsets practically. Use sorting circles to compartmentalise sets of items. <p>Group 3</p> <ul style="list-style-type: none"> I can recognise 	<p>Introduction Introduce children to 5 bean bags. Count the books individually. Talk about how many books there are in total. Move them around, how many have I got now? Set out two sorting hoops on the group. Split the 5 books up into two groups in the hoops.</p> <p><u>Groups 1 and 2</u> Continue to partition sets of items outdoors using the laminated page with two hoops. Talk about how their arrangements.</p> <p><u>Group 3</u> Introduce the number 5, count to 5 and write the number five.</p>	<p><u>Task</u> – Group 1 and 2 are completing the partitioning of sets in the classroom, Group 3 are working on recognising number 5.</p> <p><u>Support</u> –</p>	<p>Sorting Circles</p> <p>Bean bags</p> <p>Items to sort</p>	<p>Select three pupils to track for numeracy across the whole scheme. Complete the tracking and set targets for specific interventions tomorrow to aid the pupils.</p> <p>Teacher to monitor pupil progress through monitoring discussions</p>

Emma Edwards
Children did not grasp the concept of partitioning well enough in this lesson. Therefore, I have made the decision to repeat the lesson in a more simplified fashion tomorrow to ensure that this understanding is secure before moving on.

Emma Edwards
Revisit this lesson when children have a greater understanding of partitioning.

Emma Edwards
Children didn't grasp the introduction well enough to move on to this.

Emma Edwards
A very helpful resource, use again in future.

Emma Edwards
Chose to use beanbags so each child could see the numbers clearly. This was really useful, much more so than yesterday and children were able to work out how many were in each hoop. It also really helped here to get them up and get them involved.

Emma Edwards
Brilliant way to do this, the word and helped them make a story of five and see exactly how five was made up.

Lesson 2 – Reading (See Daily Reading Planner)

<p>Mental maths</p>	<p>Learning Intentions Children are learning to...</p> <ul style="list-style-type: none"> o Participate in number rhymes. o Count forward to ten and extend to Twenty. o Name the number before and after o Name the number in between. 	<p>Main Activities/Key Content Remember – good listening. Number rhymes – 2 little dickie birds and 3 blind mice. Practice counting forward and backward to ten. Practice counting forward to twenty. Practice numbers before, after and in between on number line.</p>	<p>Differentiation Support – different questions asked to different pupils. Task – different pupils asked to complete different parts of the mental maths activities.</p>	<p>Resources Number line Guitar</p>	<p>Assessment Teacher to choose 3 pupils to track for this week's numeracy. Make observations of their strengths, weaknesses, and targets/interventions for the coming days.</p>	<p>Evaluation Notes: These kinds of lessons are highly beneficial to help children apply their knowledge developed through the previous number ten scheme. Children are becoming very proficient in all the activities outlined. Next steps in learning Keep providing input for children in all of the activities provided to increase their proficiency further.</p>
<p>Making sets when combining them</p>	<p>Learning Intentions Group 1</p> <ul style="list-style-type: none"> o Practically add two sets together. o Become familiar with the word 'and' o Talk about what they are doing. <p>Group 2</p> <ul style="list-style-type: none"> o Make two sets up to five. o Add two sets together up to five. o Talk about what they are doing. 	<p>Main Activities/Key Content Introduction Demonstrate sorting and making two sets (using sorting circles). How many do we have altogether? How do we find this out? Demonstrate again using the sorting mat with the word 'and.' Read the sentence. Main Activities Group 1 – a sorting mat and box of counters are given between 2. Partner 1 has to make the sets and find out how many altogether. Partner 2 checks. Partner 2 sorts for a different criterion. How many altogether? Talk about what they are doing. Group 2 – Sorting mat with numbers up to 5. Encourage children to place the correct number of counters in each set and count how many altogether. Swap around mats. Plenary Recap on lesson, get children to read the word 'and.' Key Questions Group 1 How many are in that set? How many in this set? How many if we combine these sets? How could you sort for something different? How many do you have altogether? Can you describe what you have done? Group 2 Can you put the correct number of</p>	<p>Differentiation Task – different groups adding different numbers – group 2 only up to 5. Group 1 go up to ten. Resource – group 2 have mats with numbers. Support – different levels of questioning, CA to help group 2.</p>	<p>Resources Mats Items to sort Sorting circles.</p>	<p>Assessment Teacher to choose 3 pupils to track for this week's numeracy. Make observations of their strengths, weaknesses, and targets/interventions for the coming days. Teacher to move around groups and observe children practically adding sets and using the word and.</p>	<p>Evaluation Notes: This is a much more difficult concept for children to grasp however they are becoming much more proficient. By the end of the lesson all children were able to use the sorting mats to create a sentence by making sets, changing the criterion for which they sorted item. In this lesson I reinforced that the highest number children could work with was ten, and they all stayed within these parameters. Group 2 struggled more with the concepts but through constant repeating began to understand the basic elements, however they will need personal input in the following lessons. The differentiated questions were helpful to allow children to be engaged at their own level and it was helpful for children to be assessed individually through these. Children were eventually through much repetition and guidance able to read a number sentence and use the word and to discuss how many were in the two sets altogether. The practical introduction which I extended in length helped children to better conceptualise. Next steps in learning Progress to next lesson in the scheme to allow children to further develop</p>

Lesson	Date / Day: Thursday 22nd April		Class: P1			
Lesson 1 – Play (See Weekly Planner)						
Lesson 2 – Reading (See Daily Reading Planner)						
<p>3 Introducing times of the day</p>	<p>Learning Intentions Children are learning to...</p> <ul style="list-style-type: none"> ○ Identify important times of the day. ○ Talk about what they do at different times of the day. ○ Draw a picture of their favourite time of the day. <p>Success Criteria</p> <ul style="list-style-type: none"> ○ I can talk about important times of the day. ○ I can talk about how I spend my day. ○ I can draw a picture of my favourite time of the day. 	<p>Main Activities/Key Content</p> <p>Introduction Read the big book 'Times of the day' with the children. Talk about their favourite times of the day through the questions in the book. Ask children about what they do at each time of the day outlined in the book, e.g., talk about what they eat for breakfast, do they get dressed themselves, what do they like to do when they come home etc.</p> <p>Main Activity Children draw a picture of their favourite time of the day and tell the teacher a caption that she will write to explain it.</p> <p>Plenary Show and tell – bring your pictures into the centre of the room and sit in a circle. Each child takes their turn to present their picture and explain why that is their favourite time of the day.</p> <p>Key Questions</p> <p>Groups 1/2</p> <ul style="list-style-type: none"> What do you do at breakfast time? What do you do after school? What is your favourite time of the day? What is your least favourite time of the day? What time comes first? <p>Group 3</p> <ul style="list-style-type: none"> What do you do in the morning? What do you do in the evening? What is your favourite time of day? 	<p>Differentiation</p> <p>Support – CA to help group 3 pick their favourite times of the day. CA to hover around yellow monsters. Different questions for different numeracy groups.</p> <p>Outcome – pupils will all be able to talk about different times of the day in different amounts of detail and produce different pictures.</p> <p>Resource – TA has Max sitting beside him to aid focus.</p>	<p>Resources</p> <p>Times of the day big book. Paper Crayons</p>	<p>Assessment</p> <p>Continue to track 3 pupils for this week, make comments on their areas of strength, weakness and what they are working on, evaluate interventions from the last lesson. Implement new targets and interventions tomorrow. Teacher to monitor pupil progress through monitoring discussions and answers to questions given by pupils. Observe all pupils in the activities and provide targeted support where necessary. Peer assessment through the plenary. Teacher to mark work using stamper system.</p>	<p>Evaluation Notes:</p> <p>This lesson was successful introduction to time. The big book provided an interesting visual stimulus for children and hosted many opportunities for discussion as they made connections between early mathematical concepts and their own lives. Children were able to talk about what they do during each part of the day from when they get up to when they go to bed. The questions facilitated great discussion, particularly from NC who said that she has a clock that shows stars for night-time and sun for daytime, which led to helpful discussion about clocks in preparation for tomorrow. Drawing a picture was also worthwhile to ensure every child had an opportunity to personally contextualise the learning. The differentiated questions were useful to engage CM and TM at their own level but ensure they remained included in the lesson. It was helpful for this group to gain insight into other mathematical concepts with their classmates. Behaviour was well managed through going over the rules.</p> <p>Next steps in learning Recap favourite times tomorrow and use clock faces to represent them to move from concrete to pictorial representations.</p>

often tended to daydream in previous lessons.

Reply

EE Emma Edwards

All children were able to meet this learning intention and recognise that what people do at different times of the day was very different.

Reply

EE Emma Edwards

This was a very worthwhile learning intention. It led to PW opening up about her brother in hospital and gave her a space to explain that she misses him when he is gone, and her favourite time is when him and Mummy come home. Even though this wasn't the direct course the lesson was meant to take, this was very worthwhile as I move to become more sensitive to the well-being of children in my class.

Reply

EE Emma Edwards

This facilitated some fantastic discussions with pupils and allowed for me to gauge their individual understanding and comprehension of the topic.

Daily Evaluations, Annotations, Targets and Reflections

Some questions to guide your evaluations- (on Canvas)

ASSESSMENT OF PUPILS' LEARNING	EVALUATION OF MY TEACHING
<p>What did they achieve?</p> <ul style="list-style-type: none"> • Were learning intentions met? • How do I know? • What did they actually do? • What did the pupils learn as a result of the lesson? 	<p>What did you learn?</p> <ul style="list-style-type: none"> • What did I do to help or hinder pupils learning? • Did any pupil/group fail to benefit from the lesson e.g. able, shy, average pupil? • How do you know? Evidence for this?
<p>Why did this happen?</p> <ul style="list-style-type: none"> • Did the tasks match abilities? • Were the pupils interested and involved? • Were they able to handle equipment safely & purposefully? • Did each pupil perform as expected? • Did they know why, what they were doing? • Were they pleased with what they achieved? <p>What evidence do you have for your judgements?</p> <ul style="list-style-type: none"> • Did you see the kind of learning behaviour you expected? • Did you have any difficulty in deciding what an individual child had achieved? • Did you see the intention/outcome or kind of product you anticipated? 	<p>Why did this happen?</p> <ul style="list-style-type: none"> • Did the lesson and learning reflect my intentions • Were my learning intentions sensible/too many/too few/difficult/too vague/too abstract? • Were my explanations clear? • Were instructions concise? • Did I hold attention throughout the lesson • Was the content presented in simple manageable steps? • Was the sequence of material presented appropriate? • Was timing an issue • Did I give the children enough time to practice/explore new skills? • Did I help pupils articulate their ideas? • Did I make use of and build upon pupil contributions? • Did I have sufficiently high expectations of all pupils?

Evaluation of Pupils' Learning

some
additional
prompts

- Consider the learning that has or has not taken place in the lesson
- Identify priorities and key focus areas for the lesson as appropriate.
- Explain what changes you will make to your planning to ensure effective learning and sustained pupil progress
- Identify which teaching approaches you will continue to implement and which you may adapt or change.
- Specify the key concepts, knowledge, or skills that need to be repeated, reinforced, or progressed.
- Evaluate whether the children are ready to move on.
- Clearly outline the next steps in learning

Evaluation of Teaching

some
additional
prompts

- Reflect on your professional role as a teacher and your developing competence.
- Think about this with reference to the GTCNI (2011) Teacher Competences.
- Identify and evaluate your key strengths in relation to these competences.
- Highlight the areas of competence that require further development going forward.
- Identify clear, focused action points to support your ongoing professional development and improvement.
- Highlight any adaptations that you had to make while teaching in response to what was happening in the classroom.

A Good Lesson Evaluation

Overall, the majority of children demonstrated good understanding of common 3D shapes, including cubes, cuboids, cylinders and spheres. Most pupils were able to correctly name shapes and identify basic properties, particularly faces and edges. However, a small number of pupils found it challenging to accurately identify vertices and occasionally confused faces with edges.

The key priority emerging from the lesson is the accurate use of mathematical vocabulary, particularly reinforcing the distinction between faces, edges and vertices. A further focus is supporting less confident pupils to explain their thinking.

In future lessons I will allocate more time for explicit modelling of each property using enlarged 3D models, incorporate more opportunities for think pair share before whole-class questioning to build confidence and use additional visual vocabulary prompts displayed throughout the lesson to support recall and independent learning.

I will continue to use hands-on practical resources, as these supported active learning and engagement as well as targeted questioning, particularly open-ended questions such as *"How do you know?"*

I demonstrated developing competence in line with the **GTCNI (2011) competence 19 creating an interactive and challenging learning environment**. I used a vast range of practical resources, which supported pupil engagement and understanding. A key strength was my ability to use effective questioning to assess understanding and encourage mathematical talk and providing additional modelling and targeted support when pupils struggled to identify vertices and use accurate vocabulary.

An area for further development relates to assessment for learning, particularly in consistently using pupil responses to adjust pacing and challenge for more able pupils. Going forward, I will focus on planning more differentiated tasks, using visual vocabulary prompts to support all learners.

Next Steps in Learning

- In the next lesson, identifying and counting vertices accurately and using precise mathematical language when describing 3D shapes will require specific reinforcement
- The focus will then move to comparing 3D shapes based on their properties and Identifying 3D shapes in real-life contexts

Competence Grid

Folder 4

Competence Grid



Teaching: the Reflective Profession

GTCNI Competences

[Refer to the GTCNI booklet 'Teaching: the Reflective Profession'](#)

- Every year as reflective practice, we ask students to keep a working Competence grid document during placement, (template can be found on canvas) 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 eLearning, you may wish to note this as evidence of Competence 20 in the Competence grid.
- To signpost the example, make sure to include the **date and lesson**.

Year 3 BEd- Competence Grid

Suggested Sources of Evidence:	Lesson notes; medium-term planners; evaluations; evidence folder; case studies; marking feedback provided to pupils; annotations across paperwork; school documentation contained within file such as mission statement, ethos, policies etc; feedback from tutor(s); feedback from professional colleagues such as class teacher, teacher tutor, principal etc; feedback from pupils; feedback from other adults; knowledge taken from theory taught in College and applied to practice; integration of resources to enhance teaching and learning; key strategies such as differentiation, AfL etc threaded across planning and practice.	
The Professional Competences	Evidence Provided (student)	Competence Demonstrated (tutor)
Professional Values and Practice		
1. Understand and uphold the core values of the profession.		
Professional Knowledge and Understanding		
2. Develop a knowledge and understanding of contemporary debates around the nature and purpose of education.		
3. Show proficiency in relevant curricular, subject & pedagogical knowledge.		
4. Know and understand the requirements of the NIC.		
6. Understand the factors that can hinder and promote learning.		
7. Deploy a range of strategies to promote and maintain positive behaviour.		
8. Know and understand the significant features of pupils' cultures, languages and faiths, including implications for learning.		
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.		
10. Develop strategies for communicating effectively with pupils, parents, colleagues and external agencies.		
11. Use technology effectively to support teaching and learning.		

Year 3 BEd- Competence Grid

Professional Skills and Application		
Planning and Leading		
14. Set learning objectives that are appropriate to both the requirements of the NIC & the needs of the pupils.		
15. Plan lessons that enable all pupils to meet the learning objectives and fulfil their potential.		
16. Deploy, organise and guide the work of other adults to support learning.		
18. Manage time and workload effectively to maintain a work/life balance.		
Teaching and Learning		
19. Create and maintain a safe, interactive and challenging learning environment.		
20. Use a range of strategies to engage, motivate and support learners.		
21. Engage, motivate and support pupils with special and additional educational needs, including those not learning in their first language.		
22. Secure and promote a standard of behaviour that allows all pupils to learn.		
Assessment		
24. Focus on assessment for learning by monitoring pupil progress and giving constructive feedback to help pupils reflect on and improve their learning.		
25. Deploy a range of assessment strategies to evaluate pupils' learning and use this information in subsequent planning, to make teaching more effective.		

Competence Grid example evidence

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

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



Hard Copy Folder



Assessment Evidence

Hard copy - Assessment Folder

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

The following are examples which you should endeavour to include in your hard copy file:

- Exemplars of pupils' work – be selective. Select examples that reflect the different ability levels within your classes. Annotate the samples that you have selected to indicate the learning that has or hasn't taken place and identify learning targets for the child/group.
- Photos of children's work which identify and document the learning that has taken place.
- Post it notes to record observations
- Individual pupil or group profiles
- Guided reading/ literacy assessments
- Learning checklists or rubrics for topics in literacy or numeracy

Hard copy - Assessment Folder

Clearly label the assessment examples e.g.

Monday 7th March - Numeracy worksheet – group 1- more able pupil

Monday 7th March- Numeracy worksheet – group 3 - less able pupil

Tuesday 8th March- guided reading assessment – group 2 – average ability

Pupil A – Pupil Profile - SEN pupil

Numeracy topic tacker – 3D shape

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



‘Annotated’ Samples of work

- Select **one** of your three lessons each day
- In your folder include samples of children’s work from the lesson to reflect the different ability levels; include samples from:
 - a more able child
 - middle/average child
 - less able child
 - you can also include pieces of work that are ‘**remarkable**’
- **Annotate** the samples to indicate levels of achievement and progress/lack of progress or gaps in learning
- Highlight the **next steps in learning** for the child. Where do you go next? What needs to be developed/worked on and what steps you might take to achieve this?

Marked samples of pupils' work (annotated)

FS

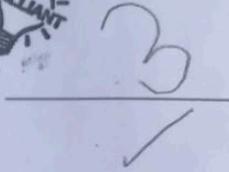
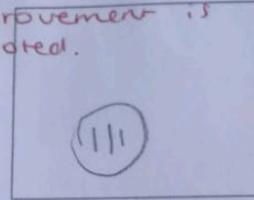
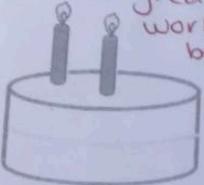
Joshua
One More

Can you draw one more?

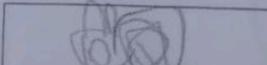
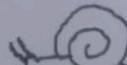
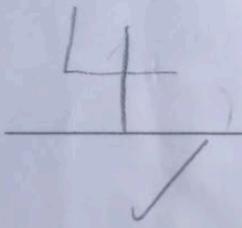
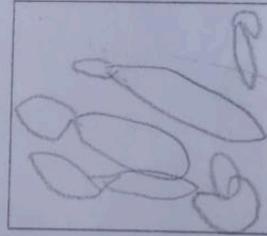
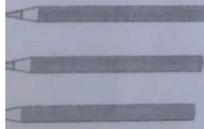
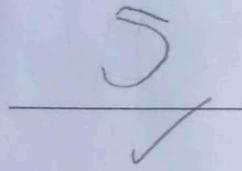
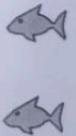
Joshua really struggles with number formation and recognition. He made a great effort and number work improvement is being noted.

Wow! I am so impressed!

BILLIANT



Joshua's verbal counting/memory recall is poor regarding number. Many counting games will be used to improve this.



Annotated samples of pupils' work (annotated)

KS1

Name : TJ Score : _____
Teacher : _____ Date : 10/3/20

1) £ 5.07 ✓

2) £ 4.44 ✓

3) £ 12.98 ✓

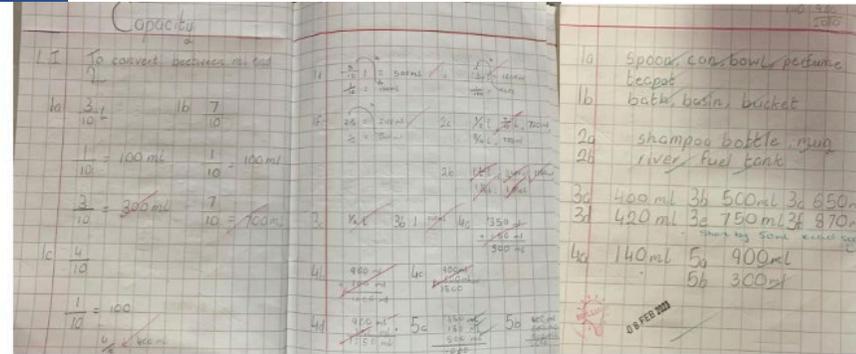
4) £ 9.00 ✓

5) £ 6.12 ✓

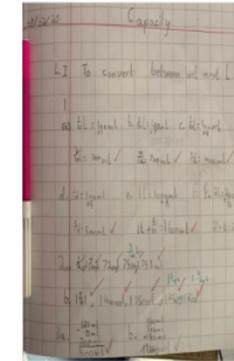
- Made some initial mistakes with counting but these were corrected upon teacher pointing out errors.
- Overall, he coped with this activity well.
- Work on grouping same coins together.

Annotated Samples

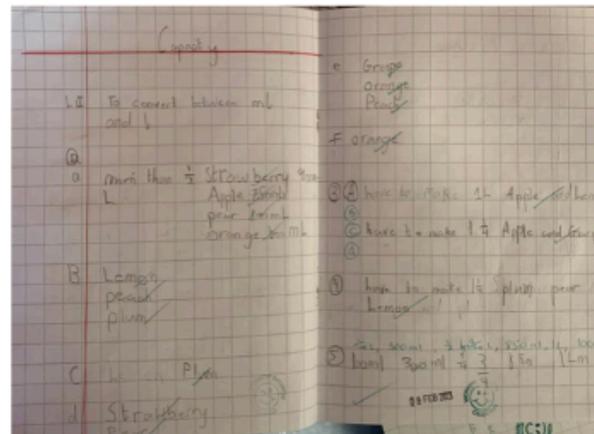
KS2



This is an example of work from a pupil in the high-ability group. All answers were accurate, except for the extension section based on interpreting a scale. Learning and understanding is sound for this pupil. Moving forward, more experience interpreting scales is required by the pupils as they struggled to differentiate between scales increasing by 10ml and 50ml. This child also tends to quicken his pace when completing tasks, leading to inaccuracies. Further reminders to read questions carefully and pace of completion will therefore be beneficial.



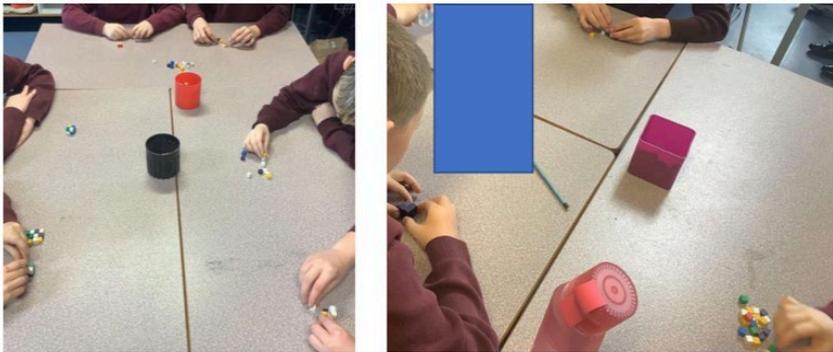
This piece of work was completed by a pupil who deviates between the high and low-ability groups. He struggles with focus and persisting with tasks. However, he has been progressing extremely well with this volume and capacity topic. All of his calculations and answers were accurate, and he was motivated to complete the task. This is a great progression. Moving forward, he should be challenged further in his numeracy work and activities must be stimulating to ensure continued focus and progression.



This is an example of work from a pupil in the low-ability group. This child struggles with focusing his attention on tasks. However, he has displayed sound knowledge of capacity, accurately applying operations to capacity calculations. With additional small group and 1:1 support, he was able to accurately calculate the capacities of various containers. He did however struggle when ordering capacities chronologically, often not ordering the various capacities in the correct order due to a lack of understanding when converting between ml and l. This must be revisited for progression.

Numeracy lesson photographic evidence and written observations

Numeracy Observation assessment – Building and Counting ‘Invisible’ Cubes



This piece of evidence showcases pupils using 1cm³ cubes in groups to construct cubes and cuboids. This practical lesson acted as a follow-up revision lesson following the challenge faced by pupils when counting ‘invisible cubes’ in cubes and cuboids as these are often overlooked and therefore final volume calculations are inaccurate.

Pupils thoroughly enjoyed the concrete aspects of this lesson, working in mixed-ability pairs to build and discuss their creations. The scaffolded lesson based on physical manipulation was accessible for all pupils and with additional small group/1:1 teacher support for lower-ability pupils, worked very well for progressing all children’s understanding of volume by counting cubes and/or using the formula $l \times w \times h$.

As can be seen in pupils’ work in the ‘ranging abilities’ file for numeracy, pupils understanding of volume has developed and these practical experiences have consolidated and extended learning.

Art and Design lesson evidence



I am pleased with the outcome of this lesson. Pupils were able to not only represent their previous drawings of mythical creatures as 3D creations, but also use recycled artistic materials to create this effect, bringing their ideas to life. It was worthwhile to display pupils' designs on the display board and this was appreciated by all children as a form of informal assessment, while valuing each child's work in the classroom. Each learner was able to complete this WAU/Art activity successfully and I was even surprised by some children's pieces of work as they are usually more reluctant to engage. This activity has stressed the importance of delivering lessons which challenge and stretch all learners equally and allow their creativity to take precedence. A target for children would be to develop and progress learning further by creating a piece of writing about their artistic processes used during this lesson. However, all pupils have written mini novels about their mythical creatures which further enhanced their learning about the overall cross-curricular topic. Therefore, this was an enriching activity within a very successful series of lessons.



These are the children's completed 3D masks. As can be seen in the above evidence, pupils planned their mask creation and design. They worked well by following instructions to apply papier-mâché to their masks, adding additional dimension to facial features e.g., eyebrows, cheekbones, and headbands. Pupils based their creations on characters from the Irish legend 'Oisín and Tír na nÓg', further showcasing and consolidating their learning from the story. Pupils created a range of character masks,

Running Records

Running Record Sheet

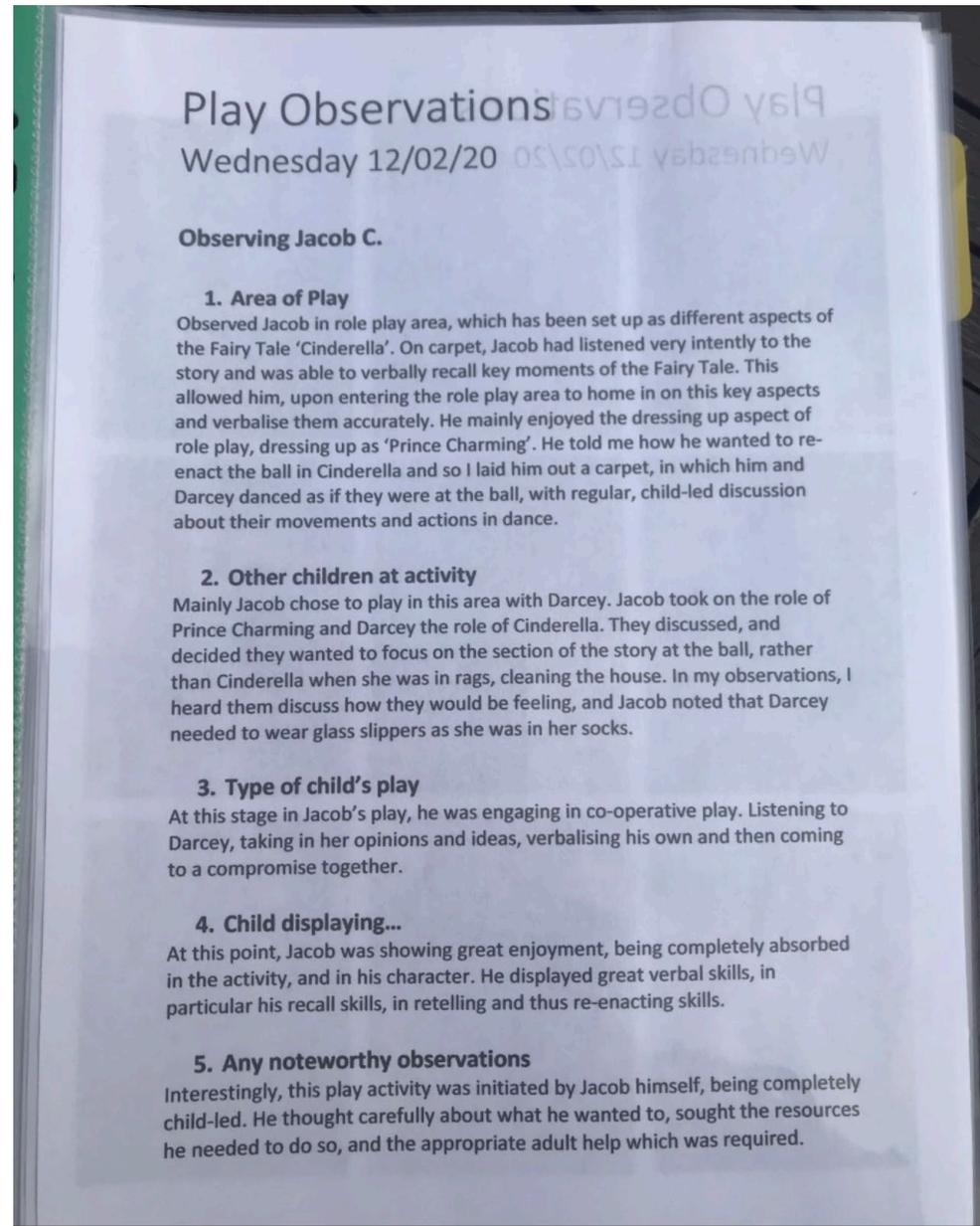
Name: Child A Date: 27/11/19
 Book title: The Treasure Chest No. of running words: 126

	E	SC	Information used					
			M	S	V	M	S	V
Everyone ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1			(M)	(V)			
Every ✓ ✓ ✓ ✓ ✓ ✓ ✓								
✓ ✓ ✓ ✓ ✓ ✓ ✓ R								
✓ R ^{to SC} going ✓ ✓ ✓ ✓								
✓ ✓ ✓ ✓ ✓ ✓ swim	1			(M)	(V)	(S)	(V)	
teaching +cst								
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	1			(M)	(V)			
✓ ✓ ✓ ✓ ✓ ✓ ✓								
✓ ✓ ✓ ✓ ✓ ✓ ✓								
✓ ✓ ✓ ✓ ✓ ✓ ✓ w... A	1				(V)			
✓ ✓ ✓ ✓ ✓ ✓ ✓ warm								
✓ ✓ ✓ ✓ ✓ ✓ ✓	4	1						
Totals								

Which cues has the child used?			Observations
M	S	V	(Fluency, confidence, enjoyment, understanding of the text etc.)
Did it make sense?	Did it sound right?	Did it look right?	Total errors = 7 + 4 = 11 ✓ Total; (M) = 11 (S) = 8 (V) = 5 ✓ $\frac{126 - 11}{126} \times 100 = 91.27\% = 91\%$ (Instructional level)
Did the child use a meaningful substitution?	Did the child's response fit the structure (syntax) of the sentence?	Did the child's response show evidence of information gathered from the print?	

Play Observations

Focus child



Guided Reading Assessment

FS Guided reading assessment

Developing Understanding					
	Can talk about what has been read	Can make links with own experience	Can make predictions	Can sequence a story	Awareness of characters and setting
Child 1					
Child 2					
Child 3					

Phonics checklist

	Isaac	Grace	Ted	Katie (IEP)	Sophie (IEP)	George (IEP)
Week 1:						
HFW 'he'	✓	✓	✓	✓	✓	✓
HFW 'she'	✓	✓	✓			
HFW 'nine'	✓	✓				
-ob words	✓	✓	✓	✓	✓	✓
-ss words	✓	✓	✓	✓	✓	✓
Week 2:						
HFW 'do'	✓	✓	✓			
HFW 'went'	✓	✓	✓			
HFW 'ten'	✓	✓	✓	✓		
-id words	✓	✓	✓	✓	✓	✓
-ng words	✓	✓	✓			
Week 3:						
HFW 'of'	✓	✓	✓			
HFW 'home'	✓	✓				
HFW 'blue'	✓					
-in words	✓	✓	✓	✓	✓	✓
-ck words	✓	✓	✓			

Numeracy Topic tracker

Number

Monday 8th March – Friday 19th March 2021

Numeracy (number) – Vertical addition monitoring and assessment for P3

Not achieving X

Working towards X

Achieving X

P3 Class (Group 1&2)	Has a solid understanding of place value	Can set out a vertical sum	Can complete a vertical sum (no exchange)	Can complete a vertical sum (with exchange) Didn't complete	Can problem solve - vertical addition	Any other comments
Abigail	X	X	X		X	Gets confused at times on where to put '+' sign.
Alfie	X	XX	X		X	
Brandon	X	XX	X		X	Good but struggles at times due to not listening during explanation.
Elija	XX	XX	X		X	Gets confused when more than 2 numbers are added.
Elliott	XX	XX	XX		X	Struggles with concentration and didn't always line up columns properly.
Frieden	X	X	X		X	
Gabriel	XXX	X	X		X	Gets confused at times but not confident enough to ask for help.
Georgia M	XXX	XX	XX		X	Good – recap just needed. Struggles reading questions during problem solving.
Jake	X	X	X		X	No problems but at times decided he wanted to change the sums!
Kayden	XX	XX	X		X	



Placement Assessment

Year 3 BEd Primary



Placement Assessment

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

Placement Grade Descriptors

School Based Work Indicators				
Outstanding (Grade A) 72, 77, 82, 87, 92, 97	Very Good (Grade B) 62,65, 68	Good (Grade C) 52, 55, 58	Adequate (Grade D) 42, 45, 48	Unsatisfactory (Grade F) 0, 7, 19, 29, 37
Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics
1. Preparation should be very thorough and show signs of originality.	1. Preparation should be very thorough	1. Preparation should be thorough	1. Preparation is minimal or lacking in detail	1. Preparation is lacking or very weak
2. Lessons are excellent and should demonstrate clear evidence of flair and originality	2. Lessons are very good but lack flair and originality	2. Lessons are good	2. Lessons are adequate	2. Lessons are poor or unfit for purpose and in need of significant improvement
3. Students should ensure that they have planned and implemented lessons so that it is clearly demonstrated how all learners could make progress and achieve challenging intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that all learners could make progress and achieve intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that most learners could make progress and achieve the intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that some learners could make progress and achieve the intended learning outcomes	3. Students have planned and implemented lessons in which it is not clear how learners could make progress and achieve the intended learning outcomes
4. Students should have an excellent rapport with learners and demonstrate a very inclusive approach	4. Students should have a very good rapport with learners and demonstrate an inclusive approach	4. Students should have a good rapport with learners and mostly demonstrate an inclusive approach	4. Students should be able to demonstrate that they have some rapport with learners and are attempting to be inclusive in their approach	4. Students do not have a good rapport with learners and do not demonstrate an inclusive approach
5. There should be a very positive atmosphere in the classroom which is conducive to learning	5. There should be a positive atmosphere in the classroom which is conducive to learning	5. There should mostly be a positive atmosphere in the classroom which is conducive to learning	5. There should sometimes be a positive atmosphere in the classroom which is conducive to learning	5. There is rarely a positive atmosphere in the classroom and it is not conducive to learning
6. Students should be able to monitor pupil progress very	6. Students should be able to monitor pupil progress very	6. Students should be able to monitor pupil progress effectively	6. Students should be able to show some evidence of	6. Students show limited evidence of attempting to monitor

School Based Work

Report Form

page 1



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

SCHOOL BASED WORK – REPORT ON TEACHING

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

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

Lesson Feedback																										

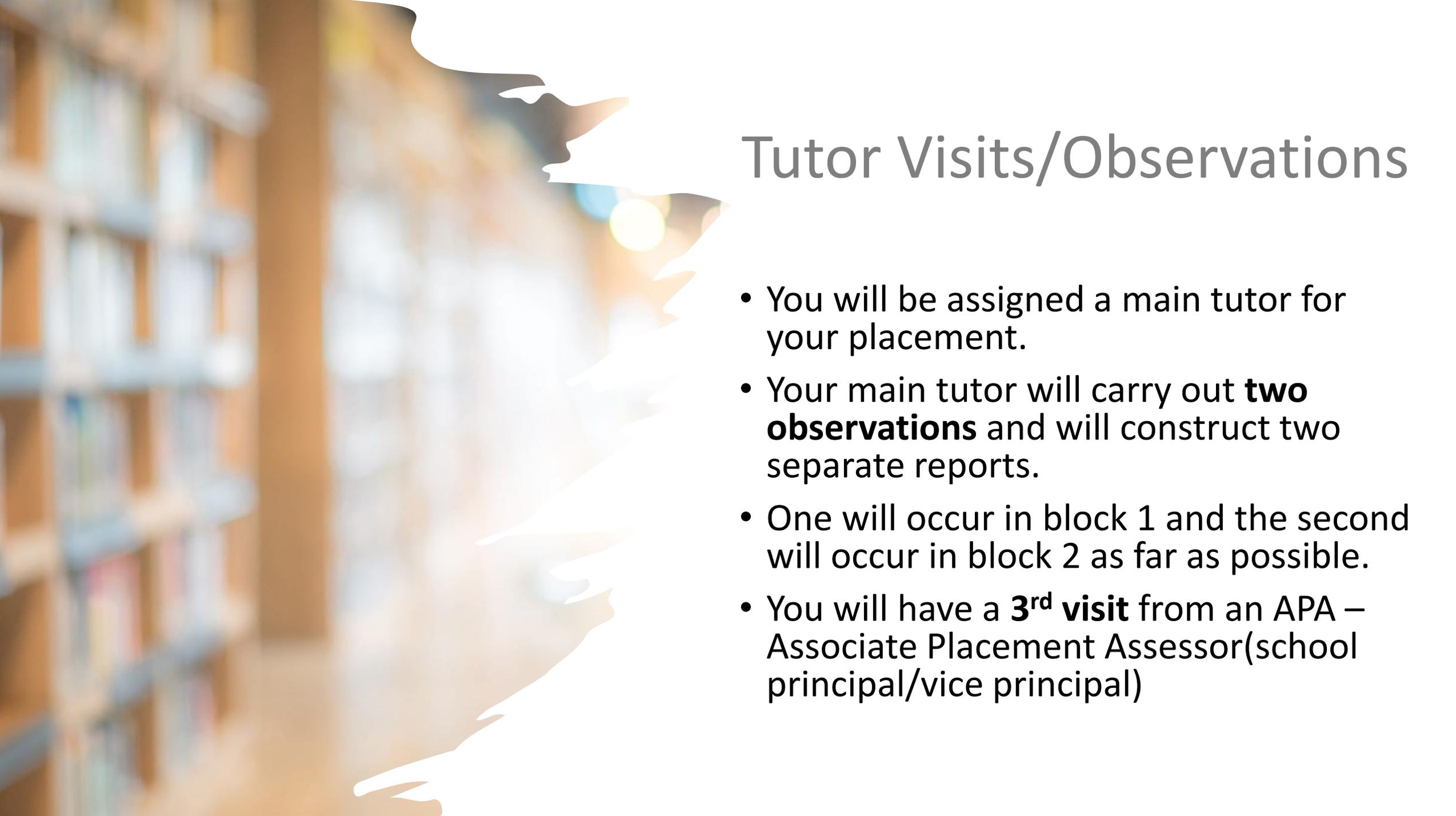
Targets for Development													Summary Comments													
Tutor Signature: <input type="text"/>																										

School Based Work

Report Form

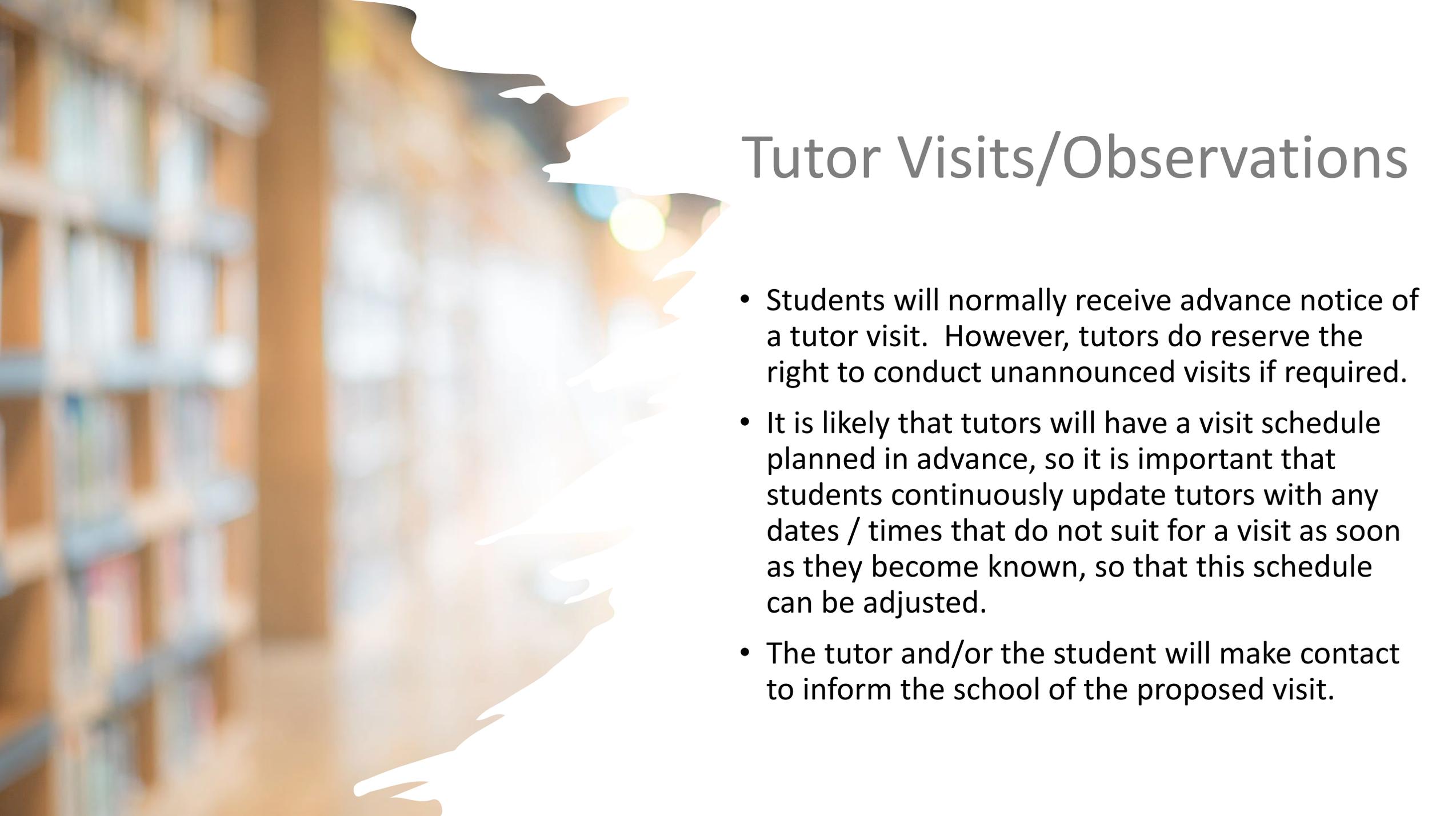
page 2

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

The background of the slide is a blurred image of a library. On the left, there are wooden bookshelves filled with books. In the center, a person is visible, their form rendered as a white silhouette against the blurred background. The lighting is warm, with some bokeh effects from lights in the distance.

Tutor Visits/Observations

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



Tutor Visits/Observations

- Students will normally receive advance notice of a tutor visit. However, tutors do reserve the right to conduct unannounced visits if required.
- It is likely that tutors will have a visit schedule planned in advance, so it is important that students continuously update tutors with any dates / times that do not suit for a visit as soon as they become known, so that this schedule can be adjusted.
- The tutor and/or the student will make contact to inform the school of the proposed visit.

Information for Main Tutors

- All students must provide their main tutor with the key information needed to plan school-based visits.
- This information may include: school closures, key times in the day (e.g. school starting / finishing time, break time, dinner time), school trips, school events, days that the main class teacher does not teach and anything else deemed relevant to a potential tutor visit.
- This information should be relayed to tutors before placement commences and should be updated as circumstances change or evolve.
- Keep your Tutor informed regularly of any updates or changes

Tutor Discussions with Students

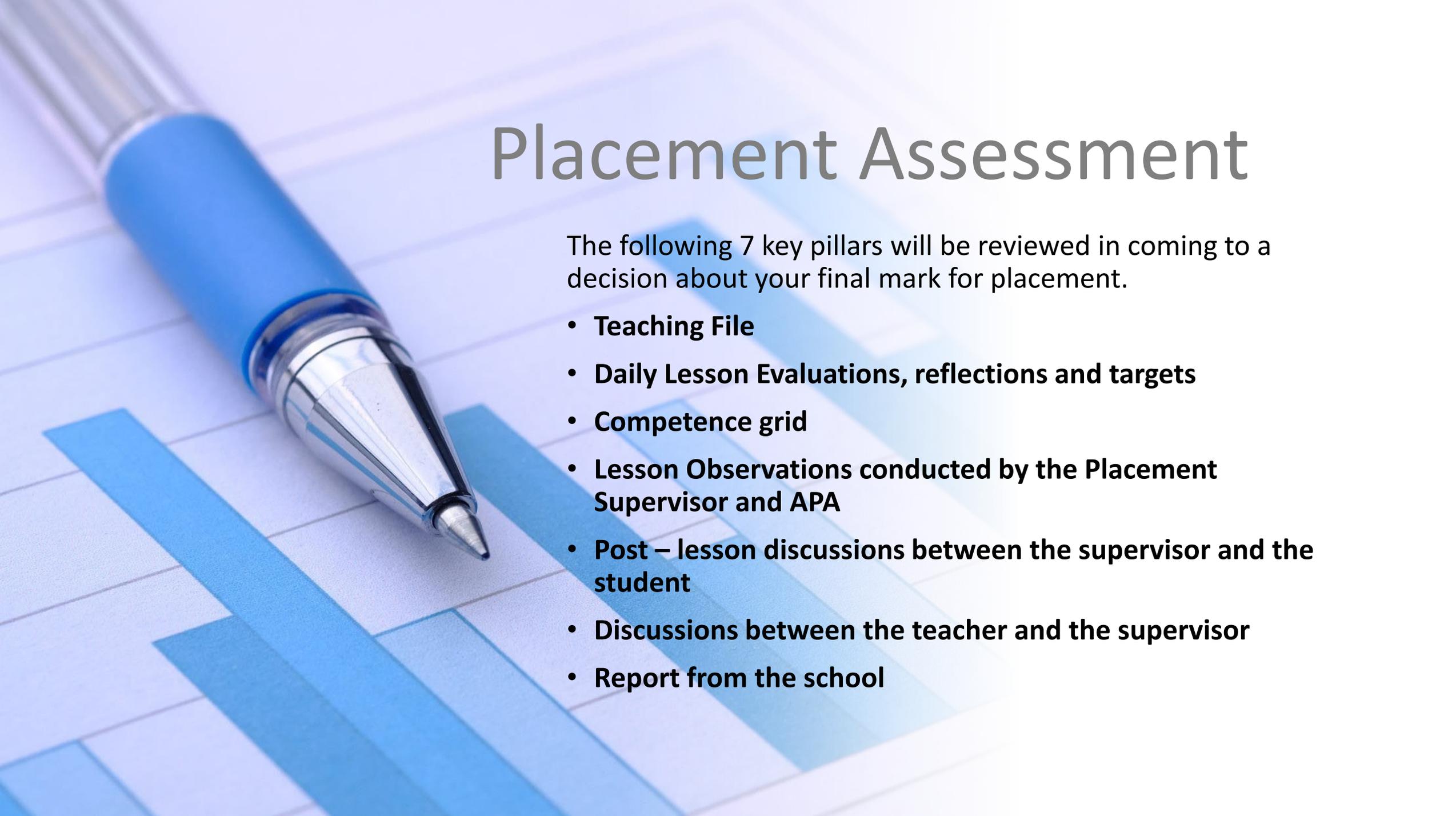
- Tutors will schedule 2 feedback sessions with each student during placement.
- The purpose of these is to provide support and to assess your planning and teaching.
- They are professional learning conversations.
- These discussions will be an integral part of the assessment of the placement element.
- The indicative time for each conversation is approximately 30 minutes to one hour although this may vary
- You will be encouraged to think through your lesson, considering your strengths and weaknesses and those areas of competence in the lesson which you have identified as needing further thought and development



Tutor Discussions with Schools

- The tutor will also schedule discussions with your class teacher or a senior member of staff and the school principal
- After the discussion the tutor will complete the school-based work report noting key actions. This will be shared with the student.
- You will receive a copy of the lesson report on your placement platform as soon as possible after the visit has taken place and usually within 2-3 working days





Placement Assessment

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

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

Moderation

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

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

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



At the end of placement.....

- At the end of placement you are required to ensure all the contents of your placement file is up to date and that your competence grid has been completed.
- The deadline for doing this is:
by 5pm on Monday 30th March 2026
- If a student is required to make up any missed days after the placement block, the amended file completion date will be discussed and agreed with the main Tutor.

General Advice



Absence

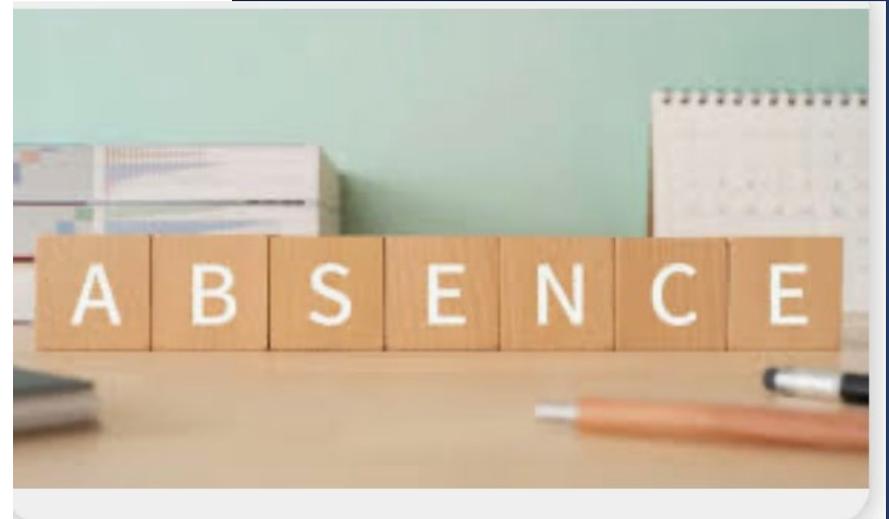
On the morning of any absence, students must:

- inform the school as soon as possible
- contact the College Placement Team **before 8 am** by emailing: placements@stran.ac.uk stating: their name, year, school, the reason for, and possible duration of the absence. This will allow the Team to notify any tutors of absence and avoid visiting the school unnecessarily.
- contact their main tutor to inform them of the absence (before 8am)
- Absence of more than seven calendar days requires a medical certificate which must be forwarded to Student-Absence@stran.ac.uk. In addition an absence form must also be completed
<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=>



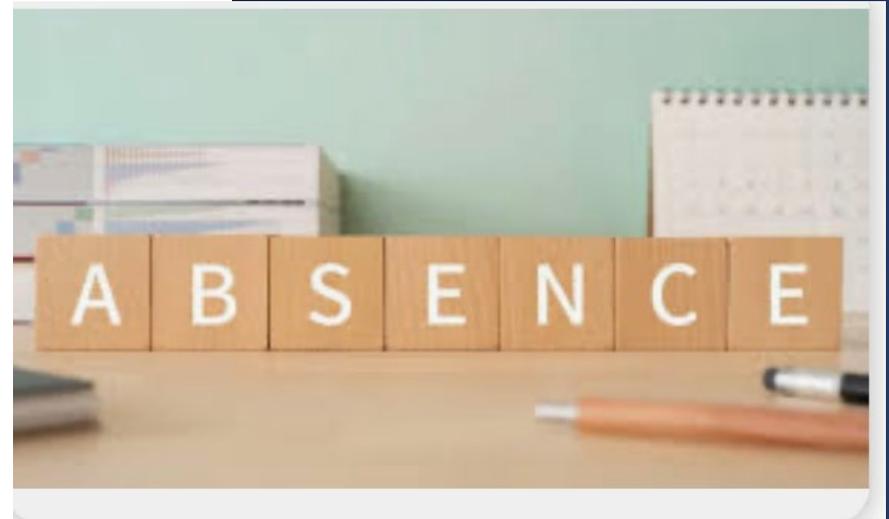
Absence

- Students **must** make up for **any** absences (block, observational or day visits), including exceptional circumstances and illness, on other dates and should indicate that these have taken place on their attendance record.
- Arrangements should be discussed and agreed directly with the school and normally approved by the School Principal.
- Students **do not** have to make up days that are missed for reasons out of their control, e.g. school closure, placement not yet confirmed etc.



Absence

- Students should not normally be absent for any reason other than illness during placement. However, if there are other **exceptional** circumstances that may need an absence, students should complete the relevant online form <https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=1> at least 2 weeks beforehand. This should be emailed to Student-Absence@stran.ac.uk giving adequate reasons to support the request.
- Any planned exceptional absences must **also** be discussed and agreed with the School Principal.
- Students are expected to behave as members of staff in the school and as such should not be taking any time off for purely personal reasons such as routine dental appointments, driving tests etc.



Confidentiality

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



Professionalism

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

time keeping

attitude and enthusiasm

Initiative taking

commitment

work ethic

These will be picked up by schools very quickly!





Counselling Services



Careers and Employability Service

Student Support Officer: Patricia Smyth

Email: p.smyth@stran.ac.uk

Phone: 028 9038 4510

Office: Top Floor, Stran House

Careers Adviser: Joanne Doherty

Email: j.doherty@stran.ac.uk

Phone: 028 9038 4371

Office: Ground Floor, Central Building



Student Support in College

Remember that the full Student Support service is available during placement and this can be accessed in the usual way using the information on the Student Intranet

Contact Details

Placements team

placements@stran.ac.uk

Tel:028 90384 344

Year 3 PSP3 Course Coordinator

Dr Joanne Gardiner

j.gardiner@stran.ac.uk

Head of Placements

Mr Steven Park

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



KEEP
CALM
AND
ENJOY YOUR
PLACEMENT