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**PGCE School Direct**

**School Based Training 1 (SBT 1) Expectations 2020/21**

***September 2020 to February 2021***

Post Graduate Certificate in Education: Primary Education (5-11) with QTS

Post Graduate Certificate in Education: Early Years and Primary Education (3-7) with QTS

Post Graduate Certificate in Education Primary (5-11) PE Specialist with QTS

**PGCE School Based Training 1 (SBT1)**

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**Introduction**

This booklet is designed to enable you to be prepare for successfully undertake your School Based Training 1 (SBT1).

The whole school based training experience is designed to:

* integrate practical and theoretical aspects of teaching and learning;
* understand how children learn in your school based training class;
* observe experienced teachers to enhance your professional development across the curriculum;
* plan and teach individuals, groups and whole class across the curriculum;
* assess the learning that has taken place;
* build effective relationships with all members of the school community;
* identify the ethos, culture and key priorities of the school;
* work with colleagues to understand and take part in the wider life of the school.

The organisation of your school based training will depend on your school. Consequently, your experiences will most likely vary from those of your peers. It is important to be proactive in asking for opportunities to develop your expertise. You should aim to do as much as you can, while remaining flexible.

**Professional Integrity**

You have signed a Statement of Professionalism: please make sure you conduct yourself in a professional manner at all times. This includes your role in promoting and safeguarding children's well-being as well as being aware of the professional duties of teachers.

All aspects of your experience in school are confidential and should not be discussed in public places. You may be given access to records/data about children which must be anonymised before you take them away from the school premises. **(In order to adhere to the EU General Data Protection Regulation (GDPR), you should not identify pupils, classes, staff or schools by name as part of any school based training tasks, either directly or indirectly.)**

Please note that school holidays in different local authorities vary and this may affect your school-based training dates. Furthermore, school holidays are NOT SHU holidays. Your own holidays should only be taken in SHU holiday periods.

**Overview of your training**

When you arrive in school, you will meet your mentor. This is the person who will support you throughout your school based experience and together you will regularly reflect upon and review your progress. As early as possible, you should have an **Initial Mentor Review Meeting** to identify your initial areas for enhancement and development and share your Initial Needs Analysis (INA).

As professional development is part of an on-going process, you will need to review and update your **Trainee Development Space** on a regular basis, particularly your **Targets** as these will be pertinent to your progress toward meeting the Teachers’ Standards. Your targets will initially be informed by your Initial Needs Analysis (INA) and then by lesson observations and on-going dialogue with colleagues in school, particularly your mentor. Your taught training sessions will give you guidance to inform your **Targets.**

**National Priorities**

**The current national priorities are: Early reading including systematic synthetic phonics, behaviour, mathematics, (including early mathematics), English as an additional language (EAL) and the Wider Curriculum.**

These are key elements of your course. You should take every opportunity to develop your understanding and training in these aspects whilst in school. Further guidance will be given in your Professional Practice and Curriculum Studies modules.

**Induction activities in school**

The course is designed to give you around six induction days in school (Sept 2020), followed by a period of school-based training (up to Feb 2021). Assessment is ongoing, with two Review Points of your progress (Review Point 1: w.b. 7th Dec 2020; Review Point 2: w.b. 1st Feb 2021). (See calendar – if unsure which calendar your SD group are following, please check with your LITEC)

During your induction days, you will have the opportunity to meet with your mentor. You are asked to undertake the following school based training induction activities:

**Induction activities in school - meeting your mentor to:**

* Share your Initial Needs Analysis and discuss your perceived training needs.
* Discuss Statement of Professionalism in the context of this school.
* Discuss the '7 Outcomes' in the context of this school. In addition, you should consider the school-related experiences of the children since March 2020. For example:
	+ - **Online home learning** – what has been the nature of online home learning at this school? What learning activities have the children been expected to do? To what extent do the children seem to have engaged with this learning? What are the online learning systems of this school that you need to be familiar with, especially if there are any children still at learning at home?
		- **Learning at school** – for those children who have been in school (e.g. key worker children; Year 6), what has been the nature of teaching and learning at school?
		- **Be mindful of and sensitive to the pupils’ personal experiences** during lockdown and the potential impact of this on the children's:
			* social skills
			* emotional wellbeing
			* behaviour
		- **Be introduced to safeguarding in context of this school** (Outcome 5 of the '7 Outcomes’) and, in particular, addressing pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues within the context of Covid-19.
* Observe effective practice in the classroom – expanding your experience to other classrooms and key stages if/when possible (access to multiple classrooms may be restricted).
* Plan a schedule of activities in the classroom, such as working with a group of children as part of a ‘bubble’; co-planning, co-teaching and co-assessing lessons with their class teacher and/or mentor. For example, trainees could take responsibility, with their mentor’s oversight, for small groups of pupils, adapting resources for such groups and/or creating online learning materials. Trainees could also be engaged in wider professional activities.

**School Direct Calendar for Model 1 (Penistone St John’s only)**



**School Direct Calendar for Models 2 & 3 – ‘A/B’**



**School Direct Calendar for Models 2 & 3 – ‘A/B/A’**



**The 7 Outcomes**

 **Outcomes for your School-based training**

The 7 Outcomes represent essential preparation for a successful training experience for you, the school and the children. You will need to be ready to discuss with your mentor your new understandings about the context of your school early on in the placement.

The 7 Outcomes need to be viewed through the lens of your school or setting. You need to consider carefully how each school or setting is different from or similar to your previous experience and how these factors will support your needs and further enhance your strengths.

The aims of the school based training induction days are for you to begin to:

1. Familiarise yourself with the school, its geographical, social and economic context.
2. Observe effective practice in a number of classrooms/key stage/ settings/subjects where possible.
3. Understand the ethos, aims and values of the school.
4. Be familiar with the curriculum, organisation and procedures within the school.
5. **To know the policy and procedures for safeguarding children.** This is a legal requirement. You are required to know the appropriate actions to take if you have any concerns about the children in your care.
* You must ensure that the children are safe in relation to media and online safety.
* You must know and comply with school procedures and policies.
* Find out how the PREVENT strategy is implemented in your placement school.
* Find out how the school makes provision for online safety.
1. Know the expectations, roles and responsibilities of a trainee teacher.
2. Prepare for planning and assessing learning across the curriculum.

**The questions below are possible starting points to support you in addressing the 7 Outcomes. (In order to adhere to the EU General Data Protection Regulation (GDPR), you should not identify pupils, classes, staff or schools by name as part of these 7 Outcomes tasks, either directly or indirectly.)**

**1. To familiarise yourself with the school, its geographical, social and economic context.**

You need to know about the catchment area of your school and have an understanding of the children's background.

 Where will you collect information from?

 What different types of information can you collect?

What type of questions could you ask and who/what would be a good source of information?

 What are the children's cultural and linguistic backgrounds?

 How are parents and carers involved in the life of the school?

 What else do you need to know/do in order to meet this outcome?

 What can you do beforehand?

**2. To observe effective practice in a number of classrooms/key stage/ settings/subjects where possible.**

By observing other teachers you will be able to develop your understanding of different approaches and develop your own teaching persona.

 Which age group/curriculum area would do you need to observe?

 Which school colleagues would be happy for you to observe them?

 What else do you need to know/do in order to meet this outcome?

**3. To understand the ethos, aims and values of the school.**

Each school is different and their aims and values will impact on their priorities for the children's learning and wellbeing.

What initiatives has you school been involved in? e.g. Rights Respecting Schools Award, School Games, Forest Schools, additional pastoral support programmes, Eco Schools, extra-curricular opportunities etc

 What is the role of religion/spirituality?

 What else do you need to know/do in order to meet this outcome?

 How does the school promote understanding of diversity?

**4. To be familiar with the curriculum, organisation and procedures within the school.**

Each school will organise their curriculum to support their ethos, values and unique learning needs of their pupils.

 How does this influence what is taught?

 What is taught, how is this organised?

 What are the procedures to support children with EAL?

 How does the school ensure it provides an inclusive experience that

 meets the needs of its learners?

 What else do you need to know/do in order to meet this outcome?

**5. To know the contextualised safeguarding policy and procedures for your school.**

This is a legal requirement. You are required to know the appropriate actions to take if you have any concerns about the children in your care.

* You **must** ensure that the children are safe in relation to media and online safety.
* You **must** know and comply with school procedures and policies:
* Find out who the Safeguarding Lead is.
* Find out how the school makes provision for online safety.
* Find out about the school's policy regarding children making disclosures.
* Find out how the PREVENT strategy is implemented in your placement school.

*If you have any concerns at all about any child, then it is vital you inform the class teacher.  If a child should disclose information about themselves which raises concerns then you must tell the class teacher: do not ask the child any further questions – the child protection co-ordinator is trained to deal with the situation and will follow the disclosure up appropriately.*

**Statutory Guidance (Please find the time to read the relevant guidance** found on BB in Professional Learning Module folder: PL5 or on the government website):

**Keeping Children Safe in Education (Published 26 March 2015, last updated September 2020) All school and college staff should read part 1-5 of this guidance.** This guidance applies to all schools and is for headteachers, teachers and staff, governing bodies. It sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. **Working Together To Safeguard Children (Published 26th March 2015 last updated 21 February 2019)** sets out the importance of a multi-agency approach to safeguarding. Early Years also need to consider health and wellbeing found in the **Statutory Framework for the Early Years Foundation Stage (March 2017) last updated February 2018.** Please also read the **Prevent Duty Guidance (Published 12 March 2015, last updated 10 April 2019)**

**6. To know the expectations, roles and responsibilities of a trainee teacher.**

Guidance regarding your school-based training is in the Statement of Professionalism and this booklet. You will discuss and negotiate the key aspects of this with your class teacher/mentor.

What are the expectations for you as trainee teacher in your school-based training school?

 Teaching is a collaborative process; which school colleagues will

 support you in meeting your roles and responsibilities?

Does your school have a code of conduct? If so, are you familiar with it?

What are your opportunities to work with parents and carers?

Which other professionals/organisations does the school/setting work with?

How do they communicate and who co-ordinates this work?

How are the outcomes of the meeting recorded and shared?

What else do you need to know/do in order to fully understand multi-agency

working?

What else do you need to know/do in order to meet this outcome?

**7. To prepare for planning and assessing learning across the curriculum.**

Knowing your pupils is fundamental to effective learning and teaching.

The early school-based training days will provide opportunities to prepare for your school-based training assessed placement.

 What do you need to do in order to be thoroughly prepared?

 What documentation or guidance is used to plan the learning?

 How will you use assessment to support your planning and teaching?

 Consider carefully the format of your short and medium term planning for

 progression of children's learning

 How does this build on your experience of planning in previous years?

 How are you taking the lead where planning is concerned e.g. supporting

 year group partners, teaching assistants etc?

 What else do you need to know/do in order to meet this outcome?

**Meeting the Outcomes**

In order to ensure that you are fully prepared for your school based training, you will need to meet the outcomes listed above. Ownership of and responsibility for these outcomes are yours, though you will need to show and discuss your work towards this preparation with your mentor/class teacher. You should gather the material in a variety of ways as appropriate: for example, the school's website, informal observation, specially-arranged interview, general listening and asking questions. The observations and reflections should be completed unobtrusively and at suitable times. Thank teachers for their time and for allowing you to observe them**.**

**Record of Preparation**

You are not expected to produce detailed notes of your findings (the 7 Outcomes are not formally assessed). However, you may find this Record of Preparation checklist useful. That said, you *are* expected to have professional conversations about your findings, particularly with your mentor, and so please do feel free to make any notes that will be useful to you to enable you to do this. You could keep your notes in your planning and assessment file.

**RECORD OF PREPARATION**

**Name: Course:**

**School: Dates:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome/Focus**  | **What have you done to prepare?** | **Outstanding tasks** | **Where can your evidence be found?** | **School staff & role****sign when****completed** |
| **To familiarise yourself with the school, its geographical, social and economic context.** |  |  |  |  |
| **To observe effective practice in a number of classrooms/key stage/ settings across the curriculum where possible.** |  |  |  |  |
| **To understand the ethos, aims and values of the school.** |  |  |  |  |
| **To be familiar with the curriculum, organisation and procedures within the school.** |  |  |  |  |
| **To know the contextualised policy and procedures for safeguarding children.** |  |  |  |  |
| **To know the expectations, roles and responsibilities of a trainee teacher.** |  |  |  |  |
| **To prepare for planning, learning and teaching across the curriculum** |  |  |  |  |

**Overview of placement expectations**

Following your SBT1 Induction days, you should spend some time observing good practice across the age range and, in particular, the age phase you will be teaching during SBT1 (if/when possible - access to multiple classrooms may be restricted initially)..

We recommend you focus upon:

* principles underpinning high quality teaching;
* overviews of progression in English and mathematics;
* key concepts in English, maths, science and the foundation subjects/wider curriculum to support teaching (in either Foundation Stage, Key Stage 1 or Key Stage 2);
* models of planning;
* developing a positive classroom ethos.

The following information is intended to support you and your ongoing progress throughout SBT1, up to and including each Review Point.

**Recommended teaching percentages**

***The following examples are for guidance and should be adapted as appropriate to meet your specific learning needs.***

Percentages suggested are the minimum recommendations. It may be appropriate for you to teach more than the minimum recommended percentages if you are feeling particularly confident and making particularly good progress.

|  |  |  |
| --- | --- | --- |
|  | **Prior to 30th Nov 2020**  | **Week beginning** |
| **30th Nov** | **7th Dec****4th Jan****11th Jan** | **18th Jan****25th Jan****1st Feb** |
| **Shared teaching** (shared teaching or support role) | Increasing to 50% in class | Up to 50%  | Decreasing towards 25% | Around 20%  |
| **Trainee leading sessions** | Increasing towards 25% in class | 25%From the start of the practice, Directly supervised by class teacher.  | Increasing to 50%With supervision progressing from direct to indirect as needed. | Around 60%Including management of some days. Indirect supervision by the teacher.  |
| **Observation, preparation, assessment & reflection \*** | Decreasing to 25%in class | 25%  | Around 25%1hr needed to prepare for Review Point .1 | Around 20% 1hr needed in final week to prepare for Review Point 2. |

**\*This could include some time with the class teacher during the class teacher’s PPA time as well as observation of other staff as ‘specialists’.**

**Review and assessment of trainee progress during SBT1**

Your progress will be monitored through:

* Fortnightly leading to weekly **Reflections and Actions** Meetings (see course calendar) with your mentor to review your progress against Teachers’ Standards and set targets for development. These are recorded as part of your Trainee Development Space (TDS).
* **Lesson Observations** –fortnightly leading to weekly observations, including an observation of phonics (for reading or spelling)/SPaG, a literacy/CLL session, a mathematics session and one foundation subject/wider curriculum. Lesson observations will be undertaken predominantly by your mentor.
* **Review Point 1** – progress review against the RP1 descriptor which reflects the professional behaviours expected at this stage in your training (see the ‘Trainee Progress Review Process’ on TDS). In addition to your RP1 meeting in school, you will meet to review your progress with your Academic Adviser (w.b. 14th Dec).
* **Review Point 2** – progress review against each of the Teachers’ Standards using the ‘Trainee Progress Review Process’ on TDS. Targets set for future development. In addition to your RP2 meeting in school, you will meet to review your progress with your Academic Adviser (w.b. 8th Feb).

# Briefing Paper: Monitoring and Assessment of 3 Focus Children

**Who should I choose?**

These are benchmark children. Understanding their background and starting points will help you to plan for the 'usual' range in the class. You should discuss the selection of these three children with your class teacher, aiming for one higher achieving child, one middle achieving child and one lower achieving child. These children should be representative of other groups of children in your class, thereby providing you with a clearer idea of the breadth of attainment in your class. This will support your ability to differentiate your teaching and enable you to plan more effectively for learning. Therefore, do not choose children who are at the very extremes of the attainment range within your class.

Having said this, it is unlikely that trainees in Special schools will have the same ‘representative’ range. In this case, you should choose three children who, where possible, have a contrast in ‘needs’.

**What should I do?**

Monitoring the progress of these three children will help you to evidence the impact of your teaching. You should first ascertain their 'starting points' by gathering a range of evidence about their prior learning, interests, approaches, strengths, next steps etc. You should use a range of assessment methods for this e.g. observation, discussion, marking. Looking through their books at the beginning of your school-based training will give you an idea of prior coverage/prior learning. Talking with each child about his/her work will add depth (e.g. Can you tell me about your favourite piece of writing and say why you've chosen it? Looking back through your book, what do you think you have got better at in writing? What do you think you should work on next?). Make notes and put these in your Planning and Assessment file. You should be ready and able to talk about these children as learners - and the impact of your teaching upon their learning - at any point in your school-based training. Your mentor and ULT may ask you to talk about this.

Keeping a close eye on your focus children throughout your school-based training will give you an insight into three children as learners but, being representative of the class, it will also help you to evaluate the impact of your teaching more broadly (e.g. of three broad attainment groups in class).

**How should I report what I have learned?**

Being able to report on the progress of your three focus children verbally will help you to evidence your progress against the standards. Towards the end of your school-based training, you should consider carefully all that you have gathered over your period of school-based training and produce a collection of notes to summarise pupil progress and impact as a result of your teaching over time. You should share your summary/synopsis for each child with your mentor. Approach this as if for a pupil progress meeting and be ready to talk about (i) each child's progress over time and (ii) your impact on each child as a learner (e.g. your planning decisions and teaching approaches etc.). Being able to talk precisely about your three focus children prior to your Review Point meetings will support your learning and development, especially in relation to TS2 and TS6.

**The Pupil Progress Meeting (PPM)**

**What is the aim of the pupil progress meeting?**

* know your 3 focus children as learners academically and socially.
* analyse and describe how your children have made progress during your placement based on the information you gained when you started your placement, and how you aim for these children to progress after the end of your placement.
* consider how you have used formative (and summative, only when appropriate) assessment opportunities on a daily basis to inform your teaching.

**How does this link with my 3 focus children?**

You are asked to focus on 3 children during your placement to further your skills in analysing 3 example children from your class, preferably 3 that all have varied profiles.

**What might assessment involve during my school based training 1**? (see grid below: ‘What does assessment mean in your teaching?’)

**What might I need to discuss / share during the PPM?**

Can you show how these 3 pupils in your class have:

* made good progress in Maths/English/a foundation subject/Early Learning Areas and what their targets will be going forward?

During your placement, can you explain how you have:

* challenged higher achievers?
* supported children in receipt of pupil premium?
* identified pupils who had not made expected progress and their targets?
* identified any barriers to learning?
* tracked the progress this child has made while you have been teaching them?
* used various teaching strategies and/or approaches and which have made the biggest impact? Why do you think this is?
* identified in which subject/area this child excels in/finds the most challenging?
* supported this child's learning?
* identified how this child is performing in relation to age/stage related expectations / in relation to their own targets?
* can you explain how you have built on the child's interests within your teaching?
* have you identified aspects of effective characteristics of learning to affect your teaching choices (EYFS)?

Looking forward to the remainder of this child's year, have you:

* considered how a parent/ carer of this child could support their child's development?
* considered how your observations feed into the child’s end of year report?

|  |  |
| --- | --- |
| What does assessment mean in your teaching? | How might this assessment be seen? |
| How have you collected evidence to show what you know about the children's abilities in this subject / skill? (previous learning - e.g range of abilities in across the class)  | Marking and feedbackPost-it notesAnnotationsProfessional conversationsDialogue with additional adults in the classroom and carers/parentsFeedback sheets from other adults in your classroomDaily tracking e-systems to 'capture' learning. |
| How have you highlighted on your plan how you might support or challenge the children in this lesson based on the evidence your have collected? (previous learning - your knowledge of the children in this subject based on professional conversations with the class teacher or evidence from work in previous lessons on this topic) |
| Have you addressed their 'barriers to learning'? e.g. use of visual stimulus, use of a microphone, language used (key vocab.), structure of the lesson, use of Makaton, EAL, pupil premium, challenging the more able, consideration of the time of day etc.? |
| Have you differentiated your tasks and teaching strategies to suit different types of learning approaches and needs? (differentiation) (TS5) |
| Have you ensured your learning objectives focuses on a learning skill? e.g. I know….., I learn….., I need to develop…. Do the children know what you are looking for to be successful in that lesson? e.g. show an example or model the task for them. |
| How are you gaining feedback from adults / TAs about the progress of each child in their group? Do you need to create a feedback sheet to be used by any additional adults in your classroom? (TS4 and TS8) |
| Have you annotated your plans with children's names who have exceeded progress or who need more support or challenge in the next lesson? |
| Have you planned for an opportunity to stop the class and assess their learning so far in relation to achieving the learning aim?  |
| Have you given time for children to self or peer-assess work against the success criteria?  |
| Is your feedback purposeful and clear so the pupils know how to make progress?  |
| Have you planned key question/s or set an activity to assess if children have understood the learning in that lesson? e.g. in the plenary. |
|  |
| Beyond your lessons you could: |
| Have you observed your children during out of the classroom activities to assess social skills, integration in the class, attitude towards school etc. |
| Have you collated relevant tracking and assessment data about your class? What does this data tell you? Have you analysed where your 3 focus children are in relation to end of year expectations? How is this data used in school and shared with parents? |
| Have you been able to support any summative assessment arrangements and been part of professional conversations about the regulations, processes and outcomes of these assessments? e.g. phonics screening, KS1 SATs.  |
| Have you supported the development of a positive ethos in your classroom that enables children to recognise needs and successes with confidence? |

**Appendix A: Additional guidance for trainees and mentors**

**The following is additional guidance of possible optional tasks to support you in completing the 7 outcomes for your school-based training. These are only as a guide and should be discussed with your mentor to personalise your training.**

**In order to adhere to the EU General Data Protection Regulation (GDPR), you should not identify pupils, classes, staff or schools by name as part of these school-based tasks, either directly or indirectly.**

**Outcomes 1, 2, 3, 4 and 5 The School**

1. Briefly describe the school and its catchment area, e.g. type of school; number of children; number of staff (teaching and non-teaching); visit the school website and look at their most current OFSTED report.
2. How are the teaching groups organised within the school? E.g. in year groups, mixed-age groups, class teaching, team teaching.
3. How are teaching groups organised in different curriculum areas.
4. How are parents involved in the life of the school? Are there any specific schemes or initiatives to involve parents in English, mathematics or other aspects of the curriculum?
5. Which other adults work with the children in your class? These may be teaching assistants or specialist support teachers or other professionals. Talk

 to your teacher/ mentor about how you are going to plan for this person to

 ensure effective support for the children.

1. Find out about the school’s policy for well-being and safeguarding. Make sure

 that you are clear about procedures to follow if:

* + you suspect that a child is vulnerable or the victim of abuse
	+ a child discloses abuse to you
	+ a child is the subject of bullying or discrimination
	+ a child is injured or taken ill during the school day

**Outcome 7 Interaction with Children**

Your first Masters level assignment requires you to reflect on your spoken interactions with children. You may start this during your early school training days. In addition to observing your own talk ensures that you also observe the teacher's talk, particularly during whole class work.

You could focus on a particular aspect, e.g.:

* questioning
* evaluating children’s learning
* giving explanations
* promoting autonomy
* investigative work
* facilitating problem-solving
* stimulating creative responses
* using role play to develop learning
* addressing misconceptions
* deepening children’s response
* promoting talk within group work

However, for the Masters assignment it is your interactions that you are analysing.

Further details provided on the module Blackboard site.

**Outcomes 2, 3 and 7 Behaviour Management Strategies**

1. Ask to see the school’s behaviour policy. Discuss with the class teacher the procedures used within the school to encourage positive behaviour. List below the main points which help the school to maintain a positive working ethos.
2. In your classroom make notes on two children’s behaviour, whilst you are in school, following these guidelines:

Observe for 15 minutes. Note:

* Time on task
* Number of unwarranted interactions with others
* Type and number of interactions with the teacher
* Amount of time out of seat
* Triggers to unacceptable behaviour
* Unacceptable behaviour - procedures and sanctions

**Outcomes 4 and 6 Managing the Learning Environment**

**General classroom resources:**

1. Make a quick **diagrammatic plan** of your classroom showing layout of furniture, grouping of children, location of the main resources.

b. Describe how the teachers organise and manage the resources used by them and the children. Are they organised by groups, centrally, for individual children etc? Take note of instructions, routines, movement etc.

1. How is the learning differentiated within the class?

 What strategies are used to meet the learning needs of different children?

How are children with SEN supported?

d. Do any of the children have **EHC plans**? How are they supported?

 How will you be expected to support them?

e. How does the teacher promote independence?

**Outcomes 6 and 7 Preparing to teach English, Mathematics and Science**

 **English**

* With your mentor, discuss the targets which you set. Do you need to set new targets having spent time in the school and worked with children?
* You will be graded on your teaching of Systematic Synthetic Phonics (SSP). It is therefore important for your professional development that you establish a programme for working 1-1 with a weaker reader on your final placement. You may need to work with a child from a different year group and/or class to fulfil this.

* During your school based training you will be expected to plan, teach and evaluate a sequence of phonics sessions with support from the class teacher.

In preparation for this you will need to:

Arrange an opportunity to observe a phonics session.

* + Familiarise yourself with the school's phonics scheme and how this is used across Foundation Stage and Key Stage 1.
	+ Consider how this relates to the features of high quality phonics teaching and how this fits within the broader context of teaching early reading.
	+ Discuss any links that are made between home and school regarding the teaching of early reading.

* You will need to reflect on and update your targets in your Phonics Self-Audit and Trainee Development Space in preparation for your Early Reading school-based training.
* Familiarise yourself with the digital resources available to support the teaching of reading, writing, speaking and listening, e.g. children’s literature, electronic texts, enlarged texts, guided reading sets, school library, digital video cameras, recording equipment, Internet, etc.

Make sure you are clear about systems for accessing/booking these where appropriate.

* If there are bilingual children in the class, which languages do these children speak and/or read and/or write? How are they supported? Which resources are used to support them?
* Does your teacher make use of published schemes, e.g. for:
* books for children’s independent and/or guided reading;
* phonics teaching (is a particular scheme used – if so, what?);
* spelling;
* handwriting;
* literacy teaching

If particular schemes are used for any aspect of literacy teaching, ask if you can borrow and read the handbooks. What is each scheme’s approach to developing literacy? What are its strengths? Are there any drawbacks?

* How does the classroom environment provide opportunities for reading and writing, e.g. consider: opportunities for role-play; notices, labels and signs; independent reading and/or writing areas; links with pupils’ lives outside school.

**Mathematics**

During early school-based training days you are expected to work 1 to 1 with two children. This is notionally over 4 days. These should be concurrent if possible, but you may find it useful to observe the child before you begin planning out further diagnostic assessment activities. This forms part of mini-Early Number school-based training and has additional guidance that you will be given in Maths sessions as part of your Professional and Curriculum Studies modules.

The following are other tasks to undertake for Maths.

* Look at the resources for mathematics. What resources do the children have to help them to understand the number system e.g. number lines, empty number lines, hundred squares, place value arrow cards or other place value resources.
* Does your teacher make use of a published scheme?

If a particular scheme is used, ask if you can borrow and read the handbook.

* What is the scheme’s approach to developing mathematics?
* Does mental calculation appear prominently?
* What are its strengths? Are there any drawbacks?
* Establish if you will be expected to use the scheme.
* Look out for mental/oral activities. List the skills the children will need to practise while you are on School-based training.
* Look at the role of computing in the classroom. Is computing used to support the teaching of mathematics? List how
* Observe a mathematics lesson and record the structure of the lesson

**Science - EY Knowledge and Understanding of the World**

1. What materials are available to help children with science?
2. Are they available to any child when needed?
3. Are they used routinely in science lessons?
4. Does your teacher make use of published schemes and how?

**Computing**

Record below the computing available in the school (consider computers but also other equipment).

What computing equipment is available in your in your class?

Is there a computer suite? If so, how is it booked?

Do you have access to an electronic whiteboard? If so, what kind is it (e.g. SMART Board, Promethean)?

Which resources (e.g. programs) are available and how are these accessed?

Observe at least one session where computing is being used. Comment on how this supports children’s learning.

**Outcomes 6 and 7 Assessment and Recording**

a. Familiarise yourself with:

* The school’s assessment co-ordinator/ person with responsibility for leading assessment
* The school’s assessment policy
* The school’s marking policy
* The school’s homework policy
* Methods used by the school to formally assess children e.g. optional SATs tests
* The school’s approach to the formative assessment of children
* The school's approach to transition between classes and key stages in terms of assessment: for example, how is this information passed between teachers?
* Assessment and recording procedures for Foundation subjects

b. Talk to your teacher/mentor about how they assess children’s attainment. Reflect upon this task: for example, how difficult did you find it? Does it raise any issues? Does your assessment reflect the children's ability grouping?

1. Talk to the teacher/mentor about how you will monitor and record children’s progress during the school-based training.

**For 3-7 trainees**

Find an opportunity to observe for at least one session in KS1 and (if available KS2)

Jot down similarities and differences you notice between practice in the Foundation Stage and Key Stage 1/2. You may wish to comment on:

* use of the Key Stage 1/2 curriculum;
* role of the teacher and other adults;
* organisation of learning, including independent learning;
* classroom environment;
* resources;
* parental involvement

**For 5-11 trainees**

Find an opportunity to observe at least two sessions in Foundation Stage:

* use of the Early Years curriculum;
* role of the teacher and other adults;
* organisation of learning, including independent learning/'play';
* classroom environment, indoor and out;
* resources;
* parental involvement

**Outcomes 6 and 7 Preparing to teach the Foundation subjects/Wider**

**curriculum**

* Undertake observations of two foundation subjects/areas of subjects (e.g. history, PE, art) (if at all possible across different age ranges within the school/setting).
* Consider what you have learned about teaching and learning in this foundation subject/area of learning.
* **Complete the summary sheet below (‘Distinctive features of a Foundation Subject/ Area of Learning’) to support you in the identification and analysis of the distinctive features of this subject/area of learning.**

**Distinctive features of a Foundation Subject/Area of Learning: Summary sheet**

**Foundation subject/area of learning this summary sheet covers:…………………………………………………………………………**

*Based on a number of observations of a specific foundation subject/area of learning (ideally across different age ranges within the school/setting), consider what you have learned about teaching and learning in this foundation subject/area of learning. Complete the table below to support you in the identification and analysis of the distinctive features of a subject/area of learning. It is not essential to present the information in the format below, but your summary should include the same headings.*

|  |  |
| --- | --- |
| **Examples of key concepts in this subject/area of learning:** | **Examples of key skills in this subject/area of learning:** |
| **Managing behaviour in this subject/area of learning: challenges and strategies:** | **Investigating the** **Wider Curriculum** | **Resources particularly useful to teaching or used in this subject/area of learning:**  |
| **Assessment: How is progress in this subject assessed?** | **Examples of links with other curriculum areas and outdoor/out-of -school learning:** |
| **Your strengths in planning and teaching this subject/area of learning:** | **Your needs in planning and teaching this subject/area of learning:** |
| **Provision for all: particular needs of children to be supported in this subject and examples of effective strategies:** |
| **Useful research/reading/websites/resources for teaching this subject/area of learning:** | **Your progress in developing your understanding, skills and confidence in this subject/area of the curriculum** *(to be completed at the end of the year):* |