

BA(Hons) Primary Education (QTS)



**INSTITUTE OF
EDUCATION**

Level 5 Placement Booklet

2023-2024

KS1&2 version

Insert your
placement
school's logo
here

Name:

University Academic Mentor:

IMPORTANT:

If you are unable to attend your placement you must inform:

- Your school and school-based mentor.
- The University's school placement team (ioeplacements@staffs.ac.uk).
- Your academic mentor.

Introduction

This booklet is designed to support you week by week through Level 5 of the BA(Hons) Primary Education programme and to enhance communication between you, the trainee, and your School Based Mentor (SBM – this may be your class teacher). You may choose to print it off and keep it in a folder (hard copy) or keep it on your computer electronically. However please bear in mind that your completed booklet will need to be submitted electronically as one document at the end of your placement to Blackboard. Please take it in to school every day during your placements; your SBM may request to see it at any point and your university tutor will expect to see it whenever they visit. Remember to update it and keep a backup as this information is going to be very important throughout your course.

Each week you will find an outline of lessons that you are required to teach or observe, activities you need to carry out linked to what you have been learning in university and details of any paperwork you need to upload. It is important to complete all tasks and lessons so that you can progress smoothly through the course and meet the required standard by the end of the course. You will also find a mentor meeting record to support you in keeping on track during your placements.

You will need to arrange a weekly meeting with your SBM. This should normally be about an hour in length although this might not be possible every week. During this meeting, please complete the mentor meeting record together and ask your SBM to sign it.

There are tasks to undertake in this booklet that link to your work in university; these are designed to help you apply what you have learnt in university sessions, e.g. in the areas of inclusion, assessment and teaching the core and foundation subjects, and also activities which we will use in your university learning after your placement, e.g. in the area of professional studies. You may need to revisit course materials or notes you have made to support you in these tasks. In designing these tasks, we have cross referenced to the CCF to ensure your continuing progression throughout the course.

Planning must be completed using the planning document in this booklet for every lesson and we expect all sections to be completed. Your mentor and university observer may ask to see your planning at any point so please ensure that you always have all of your planning for the entire placement available at all times.

Please submit this booklet by the following dates onto Blackboard by Friday 22nd March 2024.



Level 4 placement attendance record

Level 4 placement school:

Number of days attended in L4: _____

Level 5 placement attendance record

Please ask your SBM to initial each date to show your attendance throughout your placements.

Placement 2	w/b 4 th Dec (Induction)	M	Tu	W	Th	F
	w/b 11 th Dec	M	Tu	W	Th	F
	w/b 8 th Jan	M	Tu	W	Th	F
	w/b 15 th Jan	M	Tu	W	Th	F
	w/b 22 nd Jan	M	Tu	W	Th	F
	w/b 29 th Jan	M	Tu	W	Th	F
	w/b 19 th Feb	M	Tu	W	Th	F
	w/b 26 th Feb	M	Tu	W	Th	F
	w/b 4 th Mar	M	Tu	W	Th	F

Total number of days attended in Level 5 (out of 45): _____

Level 5 Placement Summary

By the end of placement 2, you should be teaching 8-10 lessons per week; around 50% of the timetable. To help you work towards this in a progressive way, we have mapped out a schedule here which assumes 4 lessons per day (2 am and 2 pm). Each school timetable will differ of course so you should discuss with your class teacher how the suggestions here fit with the school's timetable. You should ensure that you are teaching at least the intended proportion of the week each week as per the overview below. There will be times when, due to the school's timetable, you may not be able to teach the requirements set out here in a particular week. You should discuss this with your class teacher and endeavour to ensure that, by the end of each placement, you have taught the lessons outlined for that placement, even if they have been done in a different order. This will ensure that you are able to make the progress required by the end of the placement.

Placement element	Dates	Summary or requirements
Induction week	w/b 4 th Dec 2023	<u>Collecting Information</u> Confirm contact details. Ensure fire procedures are known. Find out who the designated safeguarding lead is. Collect policies (see weekly sheet). <u>Observing teaching</u> Observe your teacher throughout the week, focussing on how they establish a culture of trust and respect, reinforces rules and routines and how they help children to self-regulate. Observe a lesson focussing on classroom talk and groupings. Observe a phonics lesson. <u>Teaching</u> Teach as many group activities as you are able to, ensuring that you are gathering information about children's likes, dislikes and needs to enable you to adapt your future teaching as accurately as possible. If the school policy allows it in your first week with the class, teach a whole class lesson in English or maths, based on the teacher's planning (be mindful that some schools do not allow trainees to teach the whole class in their first week in school). If the school policy allows it in your first week with the class, teach a whole class lesson in a foundation subject (be mindful that some schools do not allow trainees to teach the whole class in their first week in school). <u>Professional discussions</u> Discuss with your teacher your current subject knowledge and your professional development priorities, including your targets from your previous placement. Discuss pupils who have particular needs with your SBM and collect whatever assessment information you feel would be helpful in meeting their needs in your teaching going forwards. Collect copies of SEND pupils' target plans to inform lesson planning. Discuss with your mentor how they have established ethos, rules and routines and how they manage behaviour. Discuss with your mentor how pupil grouping and collaborative talk activities are managed.

Placement 2	w/b 11 th Dec 2023	Plan and teach 2 lessons in English, maths or science. Plan and teach 2 lessons in foundation subjects. Observe two lessons, focussing on steps in learning. Observe a phonics session, either in your own class or in another class if phonics is not taught in your class. Negotiate with your class teacher (and an EYFS/KS1 teacher if you are in KS2) when you would be able to teach 4 phonics sessions. These may need to be taught in place of some of the directed lessons outlined in the rest of this programme. Complete a focussed observation on an SEND pupil. Professional discussion focus: Steps in learning.
	w/b 8 th Jan 2024	Plan and teach 2 lessons in English, maths or science. Teach 2 lessons in foundation subjects. Observe a small group of pupils that includes at least one SEND pupil. Discuss supporting individual children within the class. Professional discussion focus: Supporting individuals.
	w/b 15 th Jan 2024	Plan and teach 3 sequential lessons in English, maths or science. Plan and teach 3 lessons in foundation subjects. Observe 2 lessons in different subjects, focussing on formative assessment and feedback. Select one lesson and conduct a time sampling observation on the activities the teaching assistant undertakes during that lesson in order to reflect on making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. Professional discussion focus: Feedback and scaffolding pupils' self assessment.
	w/b 22 nd Jan 2024	Plan and teach 3 sequential lessons in English, maths or science. Plan and teach 3 lessons in foundation subjects. Observe 2 lessons, in different subjects with a focus on teaching styles and support and challenge. Ensure that you plan for other adults, communicate well with them and evaluate your direction of adults in terms of impact on children's learning. Professional discussion focus: Planning for a range of teaching methodologies over time.
	w/b 29 th Jan 2024	Plan and teach 4 sequential lessons in English, maths or science. Plan and teach 4 lessons in foundation subjects. Observe a maths lesson and an English lesson. Professional discussion focus: CPD & working with other colleagues
	w/b 19 th Feb 2024	Plan and teach 4 sequential lessons in English, maths or science. Plan and teach 4 lessons in foundation subjects. Review assessment data for your class held by the classteacher. Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered. Professional discussion focus: Assessment.
	w/b 26 th Feb 2024	Plan and teach 6 sequential lessons in English, maths or science (e.g., 3 maths and 3 science or 4 English and 2 maths). Plan and teach 4 lessons in foundation subjects. Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered. Professional discussion focus: To be decide by the trainee.
	w/b 4 th Mar 2024	Plan and teach 6 sequential lessons in English, maths or science (e.g., 3 maths and 3 science or 4 English and 2 maths). Plan and teach 4 lessons in foundation subjects. Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered. Professional discussion focus: Trainee student progress over the placement.

My School Narrative

What do I currently know about the school prior to the start of Placement 2? Look at your placement school's website, policies and most recent Ofsted report.

My Professional Teacher Narrative

Reflect on your work with in the various L4 & L5 modules and what you have learned from them – consider professional studies, inclusion, core curriculum, foundation curriculum, safeguarding.

Weekly Checklist and Mentor Meeting Record for Induction Week, Day 1 – 4/12/23

In School:

- Collect/confirm the following information including contacts and **complete this information here:**

School name

School address:

School phone number:

School email:

Headteacher's name:

Designated safeguarding lead's (DSL) name:

Mentor name:

Mentor's email:

Class teacher's name (if different to mentor):

Class teacher's name and email (if different to mentor):

Support staff names:

Year group:

Class name:

How do you have to report absence? Who do you contact? When, e.g., what time?

- Ensure you know the fire / evacuation procedures, including the safe route from your classroom.
- Begin to get to know class, pitch / levels, teaching curriculum, timetable, clubs, break duties, staff meeting times
- Work with designated groups as directed by the teacher throughout the day
- Collect policies (you do not need a physical copy but you need to have read them all and know how to access them):
 - Safeguarding
 - Health and safety
 - SEND policy/ SEND information report
 - Behaviour policy
 - Assessment, marking and feedback policy
 - Curriculum policies or statements
 - Foundation baseline arrangements information- how did the school administer these?

Discuss with your teacher your current subject knowledge and your professional development priorities, including your targets from your previous placement. Talk about your experience of observing and teaching the foundation subjects, in particular which ones you feel are priorities for development for you this year.

Discuss with your class teacher which lessons you will be teaching in week 1 of placement 2 so that you can both plan for this. Check that, if submitting any planning, you know when this must be done and how you submit it, e.g., by email to your class teacher the week by Friday 5pm the week before your teaching begins.

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- See above

Areas discussed:

Trainee signature

SBM signature

Weekly Checklist and Mentor Meeting Record for Induction Week, Days 2-5 – 5/12-8/12

In School:

- Observe over the week, focussing on routines and classroom ethos. Notice how the teacher:
 - o Establishes and maintains a culture of trust and respect, and how this supports effective relationships
 - o Teaches and rigorously maintains clear behavioural expectations, e.g. how children make contributions, volume level, concentration, learning behaviours, etc.
 - o Helps children to regulate their emotions
 - o Reinforces routines that have already been agreed, either classroom or school routines
 - o Links routines to the school ethos and/or maximising learning opportunity so children understand why they are important
 - o Responds consistently to pupil behaviour
 - o Uses early and less intrusive interventions as an initial response to low level disruption
 - o Supports children on the journey from wanting extrinsic motivation to being motivated to working intrinsically
- Observe a lesson, focussing on classroom talk and groupings. Notice how the teacher:
 - o Uses high quality classroom talk to support pupils to:
 - Articulate key ideas
 - Consolidate understanding
 - Extend their vocabulary
 - o Guides and supports pupils to work together effectively
 - o Monitors groups in class and makes any changes needed – what do you think guides those decisions?
- Observe a phonics session, either in your own class or in another class if phonics is not taught in your class (use the phonics observation sheet to make notes of what you saw to inform your future teaching). Negotiate with your class teacher (and an EYFS/KS1 teacher if you are in KS2) when during placement 2 you would be able to teach 4 phonics sessions. These may need to be taught in place of the directed lessons outlined in the rest of this programme.
- Teach as many group activities as you are able to, ensuring that you are gathering information about children's likes, dislikes and needs to enable you to adapt your future teaching as accurately as possible.
- If the school policy allows it in your first week with the class, **teach a whole class lesson** in English or maths, based on the teacher's planning (be mindful that some schools do not allow trainees to teach the whole class in their first week in school).
- If the school policy allows it in your first week with the class, **teach a whole class lesson** in a foundation subject (be mindful that some schools do not allow trainees to teach the whole class in their first week in school).
- Identify pupils who need new content further broken down by discussing pupils with additional needs with your SBM. Gather whatever assessment data you feel will help you to plan for these pupils going forwards.
- Collect copies of SEND pupils' target plans to inform your lesson planning. Seek to understand pupils' differences including their different levels of prior knowledge and potential barriers to learning.
- Discuss with your class teacher which lessons you will be teaching in week 1 of placement 2 so that you can both plan for this. Check that, if submitting any planning, you know when this has to be done and how you submit it, e.g., by email to your class teacher 5pm on the Friday before your teaching week begins.

Follow up/prep:

- Agree the teaching timetable for week 1 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus 1:** How has your mentor established the ethos, rules and routines in the class? What behaviour management happens in the class and how has your teacher found an approach that works for these children? What is their advice for you as you embark upon this placement with regard to rules, routine and managing behaviour?
- **Professional discussion focus 2:** How is pupil grouping managed in class? How does your classteacher monitor the impact of groupings on pupil attainment, behaviour and motivation? What factors does your mentor think affect effective collaboration and group work? What is their advice for you as you embark upon this placement with regard to collaborative work and structured talk to enhance learning, e.g. how can you provide scaffolds for talk to increase the focus and rigour of dialogue?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.

- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee’s Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee’s reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 1 – w/b 11/12/23

In School:

- Plan and teach 2 lessons in English, maths or science.
- Plan and teach 2 lessons in foundation subjects.
- Observe 2 lessons in different areas of the curriculum, focussing on steps in learning. Notice how the teacher:
 - o provides opportunities for children to practice what they have previously learned in order to consolidate learning
 - o expects pupils to retrieve information from memory
 - o spaces practice so that pupils revisit ideas after a gap from previous lessons
 - o introduces new material in steps
 - o links new ideas to what has been previously studied and learned
 - o supports pupils to master challenging content which builds towards long term goals
 - o provides opportunities to transfer what has been learned in one area to a new one
 - o ensures pupils' thinking is focussed on key ideas
 - o has sequences this lesson in a sequence so that pupils secure foundational knowledge before encountering more complex knowledge
 - o identifies possible misconceptions or addresses misconceptions which come up in the lesson
 - o balances exposition, repetition, practice and retrieval of critical knowledge and skills
 - o teaches unfamiliar vocabulary explicitly
 - o ensures that children have relevant subject specific knowledge, especially when being asked to think critically within a subject
- Complete a focussed observation on an SEND pupil. Pay particular note to how the teacher:
 - o has planned to adapt the lesson using prior assessment information
 - o directs the teaching assistant or any other additional adults
 - o provides well-designed resources
 - o connects new content to existing knowledge
 - o balances exposition, repetition, practice and retrieval of critical knowledge and skills.
 - o increases challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).
- Observe a phonics lesson, either in your own class or in another class if phonics is not taught in your class.
- Negotiate with your class teacher (and an EYFS/KS1 teacher if you are in KS2) when you would be able to teach 4 phonics sessions. These may need to be taught in place of some of the directed lessons outlined in the rest of this programme.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 2 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss the two lesson observations you have carried out focussed on steps in learning. Have a professional discussion with your mentor about the bullet point prompt list and discuss their approach to these elements. Which of these do you think would form a good target for your own teaching going forwards?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature	SBM signature
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Weekly Checklist and Mentor Meeting Record for Placement Week 2 – 08/01/24

In School:

- Plan and teach 2 lessons in English, maths or science.
- Plan and teach 2 lessons in foundation subjects.
- Observe a small group of pupils that includes at least one SEND pupil, observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to at least meet expectations and deconstructing this approach.
- Now that you are getting to know the children better, have a more detailed discussion with your teacher about supporting individuals within the class:
 - o Which children require additional or adapted support as a result of SEND?
 - o Which children require additional or adapted provision for other reasons? What do they require?
 - o How does your classteacher work with parents, carers and other professionals, e.g. SENCO, to understand potential barriers and identify effective strategies?
 - o Try and lead part of a discussion about a specific child's barriers to learning or prior knowledge and the impact you feel this has on their learning with your classteacher. How well does your teacher feel you are understanding this child and their needs?
 - o How well are you doing at identifying pupils who need content broken down?

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 3 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss individuals' needs and support structures – use bullet points above to guide the discussion.
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature	SBM signature
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Weekly Checklist and Mentor Meeting Record for Placement Week 3 – 15/01/24

In School:

- Plan and teach 3 sequential lessons in English, maths or science.
- Plan and teach 3 lessons in foundation subjects.
- Observe 2 lessons in different subjects, focussing on formative assessment and feedback. Notice how the teacher:
 - o Has thought ahead about what would indicate understanding.
 - o Uses assessment to check for prior knowledge and pre-existing misconceptions
 - o Prompts pupils to elaborate when responding to questions to check understanding.
 - o Provides time for pupils to respond to feedback (notice how pupils responses may vary dependent on a range of social factors)
 - o Uses verbal feedback during lessons in place of written feedback after lessons
 - o Provides feedback which is accurate, clear, encourages further effort and provides specific guidance on how to improve
 - o Includes self and/or peer assessment opportunities
 - o Prioritises the highlighting of errors related to misunderstandings, rather than careless mistakes
- Select one lesson and conduct a time sampling observation (paperwork on blackboard) on the activities the teaching assistant undertakes during that lesson in order to reflect on making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.
There are some useful resources to support your understanding of the effective use of TAs here <https://maximisingtas.co.uk/resources.php>
- Check whether you have taught 4 phonics sessions during Level 5 placement so far. If not, plan them in with your class teacher and an EYFS/KS1 colleague if necessary.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 4 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss feedback. How does your mentor scaffold self-assessment, e.g. by sharing model work with pupils, highlighting key details. etc.? How do they ensure feedback is specific and helpful, especially when using peer or self assessment? What things can affect the way children respond to feedback (e.g. age of child, the message contained within the feedback, etc.) and how does your mentor manage this? How do they identify efficient approaches to marking and use alternative approaches to providing feedback? At this point in your placement, what element of this conversation would be a good focus for a target for your practice?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific): 1. 2.	
Trainee signature	SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 4 – 22/01/24

In School:

- Plan and teach 3 sequential lessons in English, maths or science.
- Plan and teach 3 lessons in foundation subjects.
- Observe 2 lessons, in different subjects with a focus on teaching styles and support and challenge. Notice how the teacher:
 - o Balances exposition, repetition, practice and retrieval of critical skills and knowledge effectively
 - o Has designed practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work
 - o Increase the level of challenge as pupils' knowledge becomes more secure, e.g. by removing scaffolding.
- Use what you learned last week during the time sampling activity to plan for effective use of your additional adults. Refer to the resources <https://maximisingtas.co.uk/resources.php> for additional support
- Arrange to share your planning with TAs/OAs so that they are completely aware of how they will be deployed in your lessons.
- Arrange to meet with TAs/OAs following the lesson to discuss how effectively they felt they were deployed and the impact they had on pupil progress.
- Reflect on making effective use of TAs/OAs in the classroom.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 5 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss with your mentor how they plan for a range of teaching methodologies over a lesson, a week and longer term, e.g. unit of work, whilst still ensuring that the level of challenge and support is appropriate for learners. How do they increase the level of challenge for the learners, e.g. by removing scaffolds? As you are now at the midpoint of your placement, how can you try to plan for a mix of exposition, repetition, practice and retrieval of critical skills and knowledge over this timeframe? How will you also ensure that the level of challenge increases over this time whilst still ensuring that children enjoy success in their learning.
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 5 – 29/01/24

In School:

- Plan and teach 4 sequential lessons in English, maths or science.
- Plan and teach 4 lessons in foundation subjects.
- Observe a maths lesson and an English lesson. Reflect on the course materials we have covered in the core curriculum modules in L5. What features of effective practice should you be looking for? What sort of questions about the practice in class should you be asking when you observe the lesson? Consider issue such as:
 - o English:
 - What reading approaches are you seeing being used and what is the impact on learning?
 - How is practice in reading being adapted for a range of learners, e.g. EAL pupils?
 - What pre-teaching strategies are you seeing being used and how are these supporting cognition and memory?
 - o Maths:
 - How are you seeing the PCA approach implemented?
 - What examples of representations are you seeing? Why have they been chosen? How effective are they?
 - Are you seeing examples of variation theory? What impact is this having on learning?

Reflect on your learning in these subject areas since the course began. What are your strengths and areas for development in each one? How can you make progress with these subjects over the remaining three weeks of placement?

****Ensure you have these observations ready to discuss in a future maths and English lesson in university.**

- Continue to share your planning with TAs/OA so that they are completely aware of how they will be deployed in your lessons. Include information on how you will work with TAs/OAs during the lesson and how they can support formative assessment and feedback. Arrange to meet with TAs/OAs following the lesson to discuss pupil progress and formative assessment in order to inform future planning.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 6 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus 1:** Discuss how your mentor engages in professional development and what the impact of this is on pupil outcomes. How do they make time for this in such a busy role?
- **Professional discussion focus 2:** How does your mentor work with other colleagues, e.g. DSL, SENCO, SLT, outside agencies, parents etc. as part of a team approach to improve outcomes for pupils? Does engagement with parents change depending on age and stage of development of children in the school? If so, how? What opportunities are there for you to engage with staff colleagues or parents over the remainder of your placement? If this is to happen, would writing a script for such discussions be helpful so that conversations are focussed and helpful to both parties? Your mentor can help you devise a script for such a conversation if this would be helpful, e.g. seeking help from a SENCO about provision for a child in class, opening a conversation at parents' evening.
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific): 1. 2.	
Trainee signature	SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 6 – 19/02/24

In School:

- Plan and teach 4 sequential lessons in English, maths or science.
- Plan and teach 4 lessons in foundation subjects.
- Review assessment data for your class held by the classteacher. What is this telling you about the class and their next steps for learning? What other assessments (summative and formative) are planned and what will be done with the data generated by these?
- Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 7 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss assessment – formative and summative. How does your mentor or school choose validated materials to make summative assessments? How is data from assessments used to draw conclusions about what pupils have learned? How does your mentor ensure that data is only recorded when it is useful for improving outcomes for pupils? How do they ensure that assessment practices are effective and do not have a disproportionate impact on workload? Are there any opportunities for you to get involved in data analysis or summative assessment administration during the remainder of your placement?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 7 – 26/02/24

In School:

- Plan and teach 6 sequential lessons in English, maths or science (e.g. 3 maths and 3 sciences, or 4 English and 2 maths).
- Plan and teach 4 lessons in foundation subjects.
- Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered.

Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 8 including planning deadlines

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** To be decided by the trainee – what would you like to discuss with your mentor? What advice would you like from them? This may be something that was covered in a previous booklet but that you'd like to return to.
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Agreed weekly targets (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

Weekly Checklist and Mentor Meeting Record for Placement Week 8 – 04/03/24

In School:

- Plan and teach 6 sequential lessons in English, maths or science (e.g. 3 maths and 3 science, or 4 English and 2 maths).
- Plan and teach 4 lessons in foundation subjects.
- Following teaching, ensure you complete marking, assessment and feedback for the lessons you have delivered.

Follow up/prep:

- Upload WTO form to Blackboard
- Ensure that all school resources are handed back, including ID and entrance fobs.
- Submit your placement booklet via Blackboard by **Friday 22nd March, 5pm.**

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Review of progress over the placement. What contribution have you made to the class and to the wider school? What have been your biggest successes? What have you found hard and how have you developed resilience to overcome any hurdles or setbacks? Looking forward to next year, what would be good targets for your next placement? Are there any areas of subject knowledge that still require attention before your final placement in Level 6? What will you do to action them?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues, etc.
- **Health and wellbeing of the trainee.** Mentors – if you have any concerns, please contact the trainee's Academic Mentor at university. Trainees – if you feel you need support then either contact your Academic Mentor via email or Wellbeing services via the Beacon app.

Areas discussed and trainee's reflections:

Suggested targets for Level 6 placement (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

Ideas for Level 6 Research

Issues/foci I might want to research for my dissertation in Year 3 of my degree considering my experiences and practice during this placement. Please discuss your ideas with school-based and academic mentors.

- 1.
- 2.
- 3.

L5 Curriculum Knowledge Confidence

At the end of each placement, discuss and RAG how confident you currently feel with your subject knowledge of the areas of the curriculum outline below. Identify your next steps to address knowledge gaps and indicate how you will know you have achieved the required level of knowledge.

RED Little confidence with respect to subject knowledge

AMBER Some confidence with respect to subject knowledge

GREEN High levels of confidence with respect to subject knowledge

Subject	End of Level 4	End of Placement 2	Mentor comments	Actions to be taken by the student, including success criteria
English				
Maths				
Science				
Art and Design				
Computing				
Design and technology				
Geography				
History				
Languages				
Music				
Physical Education				
Religious Education				
PSHE				

Focussed Observation of your SBM

This form should be used when carrying out focussed observations of your SBM, as suggested in this booklet. It is very important to note that this process is not an opportunity to critique your mentor's teaching. It should be viewed as a chance to develop your professional practice based on the consideration and potential adoption of the strategies observed.

Date	
Time	
Curriculum Area	
Lesson's learning objectives/outcomes	
Key focus of the observation (taken from placement booklet weekly page)	
Notes	
Two key strategies from the observation, which you will use in your next two weeks planning and delivery.	1. 2.
Reflect, after you have used the two observed strategies, on what impact these strategies had on children's learning and how they have underpinned your developing professional practice.	

Phonics Observations

As you observe the phonics lesson, use this form to make notes on:

- How the teacher revisits and reviews prior learning
- How the teacher introduces new learning
- How the teacher models blending and segmenting for reading and spelling, and the children's opportunities to practise their skills
- How the children apply their phonics learning to reading tasks
- Any formative assessment that is carried out.

Date and class	
Observation notes including the phoneme/grapheme being taught this day	

Staffordshire University UG Full Lesson Plan

Student Teacher

Weekly Target 1

Weekly Target 2



Lesson Plan (Page 1 of 3) – Overview TO BE COMPLETED BEFORE THE LESSON

CLASS PROFILE

Year Group		PP Pupils (initials)	
Additional Adults		EAL Pupils (initials)	
Number of Pupils in Class		SEN/D Pupils (initials)	

LESSON OVERVIEW

Date		Subject	
Number in sequence		Taught Previously	Moving on to
Key Words		Identify possible misconceptions	Cross Curricular

BEHAVIOUR MANAGEMENT

Behaviour in previous lesson		Behaviour Plan in current lesson- identify behaviour management strategies that you will use.	
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CLASSROOM ORGANISATION

Resources		Deployment of TA/LSA/Technician	
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Lesson Plan (Page 2 of 3) – TO BE COMPLETED BEFORE THE LESSON AND FOR USE DURING THE LESSON

Learning Objective	
Section of lesson, e.g. Introduction/hook/starter Teacher exposition/main input Independent learning including challenge and support. Lesson review/plenary Add more rows if necessary.	What will the teacher any other adults be doing? What will the pupils be doing? Include key questions How will you adapt teaching for learning for particular pupils? How will you assess pupil progress?
Section of lesson: Timings:	
Section of lesson: Timings:	
Section of lesson: Timings:	
Section of lesson: Timings:	

Lesson Plan (Page 3 of 3) – Evaluating Pupil Progress and Evaluation of Lesson
TO BE COMPLETED BY THE STUDENT TEACHER **AFTER** THE LESSON

Review the lesson in terms of pupil progress (insert pupils' initials and use this to inform your planning for subsequent lessons)

Fully Achieved

Partially Achieved

Didn't Achieve

Where did misconceptions arise?

How have you as the class teacher impacted on the pupil progress? Evaluate your development in terms of the personal targets set.

How could pupil progress be improved next time? How will you adapt your planning in light of the progress of specific pupils?

Next steps to improve pupil progress:



Teaching observation and target setting form			
Teacher		Observer	
Date and time of focussed observation		Year Group	

Trainee to complete before lesson begins.
Targets to be taken from the lesson observation and target sheet from the previous week.

2.

CCF Theme	High Expectations	Pedagogy (includes How pupils learn, Classroom practice and Adaptive teaching)	Subject and Curriculum	Assessment	Managing Behaviour	Professional Behaviours
Links to Standards	S1	S2, S4, S5	S3	S6	S7	S8, Part 2

Observer's feedback on target 2 (this can be across the week, not just within the observed lesson)

Observation Summary (to be completed by the observer)	
Lesson observation notes: 	
Notes across the week (where trainees demonstrate practice outside of the observed lesson): 	
Strengths: (max of two)	1. (subject specific)
	2.
Development Points: (max of two which inform the target discussion at the end of the week)	1. (subject specific)
	2.

Target Setting		
Review of Targets (To be completed by trainee at the end of the week/fortnight)		
Target (Intent)	Met during this week? (Y/N)	Evidence and impact on pupil progress (Impact)
1 (Subject Focused):		
2:		

Agreed New Targets (to be complete by the trainee) - Targets should be set in collaboration with your subject mentor and based on your practice.		
Targets (Intent) – ensure these are linked to the 5 themes of the CCF	What strategies will I use? (Implementation)	What literature/theory will support my development in this area? (Evidence informed)
1 (Subject Focused):		
2:		

NB: This sheet should be completed each week and should provide an overview of all teaching. You are not expected to complete one for each session observed.