

BA(Hons) Primary Education (QTS)



**INSTITUTE OF
EDUCATION**

Level 4 Placement Booklet

2023-2024

EYFS version

Insert your
placement
school's logo
here

Trainee's name:

University Academic Mentor:

IMPORTANT:

If you are unable to attend your placement you must inform the following people on each day of your absence:

- 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 4 of the BA(Hons) Primary Education programme and to enhance communication between you (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 each 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 when they visit to observe you. 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 and will be 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. 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 (this can be done electronically). We have put prompts for your mentor discussions; these prompts include a weekly professional discussion about various elements of teaching and give you chance to talk in detail about professional issues with an experienced teacher.

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 the areas of high expectations, behaviour management, professionalism and teaching the core and foundation subjects to your own practice. You may need to revisit course materials or notes you have made in taught sessions to support you in these tasks. In designing these tasks, we have cross referenced the CCF to ensure your continuing progression throughout the course.

Please submit this booklet by the following dates onto Blackboard as directed by your tutors:

Friday 23rd Feb 2024 (hand in the whole booklet, but only up to today will be completed)

Friday 24th May 2023 (hand in the whole booklet; it should now be fully completed)



Level 4 placement attendance record

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

Induction day 1 11 th Jan	
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Induction day 2 12 th Jan	
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Placement 1a	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 5 th Feb	M	Tu	W	Th	F

School contact day 21 st March	
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Placement 1b	w/b 15 th Apr	M	Tu	W	Th	F
	w/b 22 nd Apr	M	Tu	W	Th	F
	w/b 29 th Apr	M	Tu	W	Th	F
	w/b 6 th May	M (Bank hol)	Tu	W	Th	F
	w/b 13 th May	M	Tu	W	Th	F

Total number of days attended in Level 4 (out of 47): _____

Level 4 Placement Summary

By the end of placement 1b, you should be teaching the whole class for four lessons per week. 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 1b.

Placement element	Dates	Summary or requirements
School contact day 1	11th Jan 2024	Confirm contact details. Ensure fire procedures are known. Find out who the designated safeguarding lead is. Collect policies (see weekly sheet). Discuss with your teacher your current subject knowledge strengths and areas for development. Discuss with your teacher the target for development you have identified in your Core Curriculum action plan assignment and what you would like to do in placement over the year to make progress in this area. Support the learning of groups or individual children, under the direction of the class teacher.
School contact day 2	12th Jan 2024	Observe a lesson, focussing on high expectations. Support the learning of groups or individual children, under the direction of the class teacher. Talk to your class teacher about their priorities for the children in their care in terms of life chances and future opportunities. Discuss with your mentor your teaching requirements for week 1. Professional discussion focus: Behaviour & high expectations.
Placement 1a	w/b 15 th Jan 2024	Observe 2 lessons, focussing on behaviour management. Teach a small group at least 3 times, following the teacher's planning. Take the register at least 4 times. Read to the class at least twice. Talk to the teacher about the school's behaviour policy and how it is implemented in your class. Discuss any children who need specific behaviour management strategies and how you can help these children. Discuss with your mentor your teaching requirements for week 2. Professional discussion focus: Behaviour and rules & routines.
	w/b 22 nd Jan 2024	Observe 2 lessons, focussing on behaviour management. Observe a mathematics lesson. Teach 1 lesson to a small group, following your own planning (any subject). Teach a whole class lesson, jointly planned with the teacher (any subject). Discuss with your mentor your teaching requirements for week 3. Professional discussion focus 1: Whole school behaviour. Professional discussion focus 2: School approach to teaching mathematics.
	w/b 29 th Jan 2024	Teach a whole class mathematics lesson from your own planning. Observe Literacy or Communication & language on Monday then for the rest of the week, teach the same small group in Literacy or Communication & language, initially using the teacher's planning then your own planning.

		Teach a group in a lesson focussed on the science element of knowledge and understanding the world. Discuss with your mentor your teaching requirements for week 4. Professional discussion focus: School approach to teaching English and phonics.
	w/b 5 th Feb 2024	Observe a phonics lesson. Plan and teach 2 sequential lessons, either Literacy or Communication & language or mathematics – focus on how assessment from lesson 1 informs lesson 2 and how you will manage behaviour across the whole class. Review the target for development you have identified in your Core Curriculum action plan assignment with your teacher. What progress have you made and what more can you do in placement 1b to continue to progress? Discuss with your teacher what is going to be taught in all subjects when you are in on placement 1b. Talk about which foundation subjects you may find beneficial to teach. Commit to doing some research about the topics to be taught in these subjects before Placement 1b begins so that you can contribute to the planning of this when you are in school next. Professional discussion focus: Classroom practice.
School contact day 3	21 st Mar 2024	Observe a phonics lesson. Share with your teacher the research you have done about the foundation subjects you identified in your last contact day. Agree your teaching commitment for placement 1b, week 1, which includes teaching three lessons in areas of learning which lead to foundation subjects in KS1. Find out what resources in school are available to use for your teaching, e.g. globes, atlases, etc. depending on your lessons. Identify any further research or preparation you need to do in order to be fully prepared for 1b.
Placement 1b	w/b 15 th April 2024	Observe a phonics lesson. Observe a lesson focussed on the science element of knowledge and understanding of the world. Plan and teach 3 lessons in other areas of learning. In Literacy / Communication & language and mathematics lessons, choose a group of learners in each subject in collaboration with your class teacher. Following your teacher's planning, work with the identified group in each lesson throughout the week so that you can identify how they are making progress from day to day. Talk to the teacher each day about what they have planned for the group, what resources are being used and what the children's anticipated next steps are in each subject. Professional discussion focus: How pupils learn.
	w/b 22 nd April 2024 (4 days in school)	Plan and teach 1 lesson focussed on the science element of knowledge and understanding of the world. Plan and teach 1 phonics lesson. Plan and teach 2 sequential whole class lessons, either in Literacy / Communication & language or mathematics (You should choose whichever subject you did not teach in placement 1a, week 4 for these lessons, i.e. if you did this for mathematics last time, you should now teach Literacy / Communication & language, and vice versa.) Professional discussion focus: Adapting teaching.
	w/b 29 th April 2024	Plan and teach 1 lesson focussed on the science element of knowledge and understanding of the world. Plan and teach 3 sequential whole class lessons, either in Literacy / Communication & language or mathematics. Professional discussion focus: Assessment.
	w/b 6 th May 2024 (4 days in school)	Teach the whole class for at least 20% of the timetable using your own planning (at least 4 lessons over the week). Ensure that, in core and foundation subjects. You have taught a range of subjects over your placement. If there is a subject you have not taught yet that you would like to

		teach before the placement ends, try and make arrangements to teach this next week. Professional discussion focus: Professional development.
	w/b 13 th May 2024	Teach the whole class for at least 20% of the timetable using your own planning (at least 4 lessons over the week). Review the target for development you have identified in your Core Curriculum action plan with your teacher. What progress have you made over your time in school? Identify suitable targets to take forwards into your next placement. Professional discussion focus: Review of your impact on learning during your placement and your next steps for Level 5 placement.

My School Narrative

What do I currently know about the school prior to the start of Placement 1a. 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 modules - particularly Professional Studies

Weekly Checklist and Mentor Meeting Record for School Contact Day 1 – 11/1/24

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
- Support the learning of groups or individual children, under the direction of the teacher.
- Collect policies (you do not need a physical copy, but you need to have read them all and know how to access them):
 - o Safeguarding
 - o Health and safety
 - o SEND policy/ SEND information report
 - o Behaviour policy
 - o Assessment, marking and feedback policy
 - o Curriculum policies or statements
- Discuss with your teacher your current subject knowledge strengths and areas for development.
- Discuss with your teacher the target for development you have identified in your Core Curriculum action plan assignment and what you would like to do in placement over the year to make progress in this area
- Throughout your time in class and around the school today and tomorrow, notice how staff apply rules, sanctions and rewards in line with the school policy and how they escalate behaviour incidents to other staff when necessary.

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- Bullet points outlined above
- Future requirements for the trainee, e.g. arrival times, attendance at staff meetings, other expectations

Areas discussed and what you have learned from this discussion:

Trainee signature	Mentor signature
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Weekly Checklist and Mentor Meeting Record for School Contact Day 2 – 12/1/24

In School:

- Observe a lesson, focussing on high expectations. Observe how the teacher:
 - o uses positive language to motivate and impact positively on wellbeing and behaviour of pupils
 - o uses consistent language to promote challenge and aspiration
 - o acts as a role model to the children in the class – through actions, attitudes and words
 - o demonstrates positive values and behaviours to the children
 - o sets clear expectations of the children
 - o acts in a way that establishes a culture of mutual trust and respect
 - o creates a positive learning environment, where making mistakes and learning from them are important elements of learning
 - o demonstrates that things like effort and perseverance are valued
 - o establishes and grows effective relationships with children and other staff
 - o acknowledges and praises children's efforts and focusses on the progress they are making
- Support the learning of groups or individual children, under the direction of the teacher.
- Talk to your class teacher about their priorities for the children in their care. What do they want for the children in terms of life chances and future opportunities and what do they do to help the children achieve this?

Follow up/prep:

- Agree the teaching requirements for week 1

School-Based Mentor Meeting Record:

- **Professional discussion focus:** What are the expectations in school for behaviour? How does this link with the school's values? What rules, sanctions and rewards feature in the school's behaviour policy? What are the expectations on you, the trainee, for managing behaviour in the class during placement? If necessary, how do staff escalate behaviour incidents to other staff, e.g. senior leaders? What are the expectations on you in this regard during your placement?
- Reflection of how well the trainee has supported learning in the contact days
- Early indications of any areas that may form suitable targets for the trainee (formal targets do not need to be formed yet)
- Trainee's subject knowledge and impact on pupil learning
- Professional behaviours, e.g., the extent to which the trainee is joining in and showing initiative

Areas discussed and what you have learned from this discussion:

Trainee signature	Mentor signature
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Weekly Checklist and Mentor Meeting Record for Placement 1a Week 1 – 15/1/24

In School:

- Observe two lessons, on different days and at different times of the day (e.g. one morning and one afternoon), focussing on behaviour management. Notice how the teacher:
 - focusses on positive behaviour management, e.g. praising positives
 - creates a positive learning environment where making mistakes and learning from them are part of the normal daily routine
 - demonstrates respect and trust to the children
 - demonstrates positive relationships with other staff
 - teaches and explains behavioural expectations
 - monitors the volume level in the class
 - applies rules, sanctions and rewards in line with the school policy
 - praises effort, perseverance and the progress being made
 - responds quickly to any behaviour or bullying that threatens emotional safety
 - gives manageable, specific and sequential instructions
 - checks pupils' understanding of instructions before a task begins
- Teach a small group at least 3 times, following the teacher's planning
- Take the register at least 4 times
- Read to the class at least twice
- Talk to the teacher about the school's behaviour policy and how it is implemented in your class. Discuss any children who need specific behaviour management strategies and how you can help these children.

Follow up/prep:

- Upload Weekly Teaching Observation 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:** How did your mentor establish rules, routines and expectations for behaviour in September? How did they establish good relationships with the children? What advice can they give you related to this at this early stage of your placement? What strategies for behaviour is your mentor finding successful for this class and specific individuals within the class? How does your mentor believe that teaching routines in line with the school ethos maximises time for learning in class? Review with your mentor how well you are responding to pupil behaviour in class. What are your next steps in this area?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1a Week 2 – w/b 22/1/24

In School:

- Observe 2 lessons, on different days and different times of day, focussing on behaviour management. Notice how the teacher:
 - o establishes a supportive and inclusive environment with a predictable system of rewards and sanctions
 - o gives children manageable, specific and sequential instructions
 - o checks pupils' understanding of instructions before a task begins
 - o uses early and least-intrusive interventions as an initial response to low level disruption
 - o uses consistent language and non-verbal signals for common classroom directions
- Observe a mathematics lesson. Notice how the teacher:
 - o selects and uses appropriate mathematical representations to help the children understand the underlying concepts
 - o selects and uses appropriate mathematical equipment to enable children to engage with the mathematics
 - o displays a positive view of mathematics through their words and actions
 - o has planned each step of the lesson so that each section of the lesson builds on the previous one
 - o if pre-written planning is used (e.g. White Rose or another scheme), how the teacher has adapted this to ensure that it meets the needs of all learners in the class
 - o uses mathematical vocabulary accurately and encourages children to do this
- Teach a small group, following your own planning (any subject)
- Teach a whole class lesson, jointly planned with the teacher (any subject)

Follow up/prep:

- Upload Weekly Teaching Observation 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 1:** How is behaviour managed throughout the school? How does the approach differ for different ages of children? How do staff work together as part of a wider system of behaviour management? How do senior leaders support with behaviour management (not just sanctions but also promoting positive behaviour, ethos, etc.)? Review with your mentor how you are doing in terms of managing behaviour outside the classroom where necessary, e.g. in corridors, assembly time, lunchtime, etc. What are your next steps in this regard?
- **Professional discussion focus 2:** What is the school's approach to planning and teaching mathematics? How are representations and manipulatives to support children's learning at different stages? How are lessons planned? If schemes are used, how do teachers adapt and personalise these so that they match the needs of the learners in their class? How is mathematical vocabulary developed in teaching? How does your mentor identify essential concepts, knowledge and skills to be taught in mathematics? How do they identify potential misconceptions and address these? Reflect on your confidence in teaching maths – discuss this with your mentor and plan some priorities for maths teaching in this placement.
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature	Mentor signature
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Weekly Checklist and Mentor Meeting Record for Placement 1a Week 3 – w/b 29/1/24

In School:

- Teach a whole class mathematics lesson from your own planning, using what you observed in the mathematics lesson last week to inform your planning
- Observe a Literacy / Communication & language lesson (ideally on Monday). Use the following prompts to make notes about what you observe (select the relevant ones for the lesson being taught):

Speaking & Listening

- o How do opportunities for peer discussion support pupils' understanding?
- o How does the teacher organise the class to maximise the impact of speaking and listening activities e.g. groupings?
- o What features of exploratory discussion have you observed?
- o What drama strategies have you seen incorporated into lessons? How have these supported the pupils' understanding and engagement with the learning?
- o How does the teacher promote pupils' active listening?

Reading

- o In what ways are books / information texts / poems / newspaper articles shared with children across the curriculum / throughout the day?
- o What approaches does the teacher take to foster the pupils' engagement with reading?
- o During shared reading, observe the ways in which the teacher develops pupil engagement, consolidates word recognition skills (decoding) and supports language comprehension (understanding). Make a note of these.
- o During guided reading (small group) sessions, how does the teacher create opportunities for the pupils to give a personal response to the text and respond to others' ideas?
- o Have a look around your classroom and the school, how is reading promoted to pupils in the environment? Do they have access to books through a reading corner and / or library?

Writing

- o What role do texts play in supporting pupils with their writing?
- o How does the teacher use stimuli to ignite children's writing e.g. pictures, films, books, experiences, educational visits etc.?
- o What role does talk play in preparing the pupils for writing?
- o How does the use of shared writing support children's understanding of the expectations for the writing? What features or aspects of writing are explicitly demonstrated and explained?
- o How does the teacher modelling writing to the children support children's understanding of the expectations for the writing? What features or aspects of writing are explicitly demonstrated and explained?
- o How are pupils supported in the process of reviewing and revising drafts of their writing for publication?
- Following on from the lesson you observe, teach the same group for the rest of the week in Literacy / Communication & language, initially from the teachers' planning and then at the end of the week from your own. Focus on how assessment from each lesson informs the next and how the children in your group progress over the week.
- Teach a group in a lesson focussed on the science element of knowledge and understanding of the world.

Follow up/prep:

- Upload Weekly Teaching Observation 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:** What is the school's approach to planning and teaching English and phonics? How is a love of reading promoted throughout the school? How are lessons planned? If schemes are used, how do teachers adapt and personalise these so that they match the needs of the learners in their class? How is vocabulary developed in teaching? How does your mentor identify essential concepts, knowledge and skills to

be taught in Literacy / Communication & language? How do they identify potential misconceptions and address these? Reflect on your confidence in teaching English – discuss this with your mentor and plan some priorities for this in this placement.

- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1a Week 4 – w/b 5/2/24

In School:

- Observe two lessons in different subjects, focussing on how your teacher uses specific classroom practice. Notice how they:
 - o Use modelling, explanations and scaffolds
 - o Support children when engaged in new learning and provide additional structure for their learning
 - o Provide sufficient opportunity for pupils to consolidate and practice applying new knowledge and skills
 - o Start their teaching at the point of current pupil understanding
 - o Combine verbal explanations with a relevant graphical representation of the same concept, where appropriate
 - o Narrate their thought processes when modelling to make explicit how experts think
 - o Expose potential pitfalls to children and explain how to avoid them
 - o Plan activities around what they want children to think hard about
 - o Include a range of type of questions in class discussions to extend and challenge children's thinking
 - o Provide appropriate wait time between asking a question and expecting a response
- Observe a phonics lesson; use the phonics observation sheet to make a note of what you observe. Notice how the teacher encourages children to segment and blend and any specific teaching resources and strategies they use.
- Plan and teach 2 sequential whole class lessons, either in Literacy / Communication & language or mathematics – focus on how assessment from lesson 1 informs lesson 2 and how you will manage behaviour across the whole class, whilst ensuring that children make progress in their learning.
- Ensure that you have marked the work from lessons you have taught in line with the school's policy. Make sure you use what you learn from marking the work in lesson 1 in your planning for lesson 2 – e.g. Which children need more support in their learning? Who may need extension activities? Are there any general misconceptions that need addressing in your teaching?
- Review the target for development you have identified in your Core Curriculum action plan assignment with your teacher. What progress have you made and what more can you do in placement 1b to continue to progress?

Follow up/prep:

- Discuss with your teacher what is going to be taught in all subjects when you are in on placement 1b. Talk about which foundation subjects you may find beneficial to teach. Commit to doing some research about the topics to be taught in these subjects before contact day 3 (21st March) so that you can contribute to the planning of this when you are in school next.
- Upload Weekly Teaching Observation form to Blackboard
- Submit your placement booklet, completed up to this week, via Blackboard by **Friday 23rd Feb 2024**

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** Discuss the two observations you have done which focus on classroom practice. What have you learned from them? Is there anything from the bullet point list that you found harder to see? If so discuss this. How might these things look different in another subject, e.g. music, PE, maths, etc. Reflect on your practice in this area with your mentor. What are your next steps here?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature	Mentor signature
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Weekly Checklist and Mentor Meeting Record for School Contact Day 3 – 21/3/24

In School:

- Observe a phonics lesson; use the phonics observation sheet to make a note of what you observe.
- Support the learning of groups or individual children, under the direction of the teacher.
- Discuss with your teacher the possibility of observing phonics in other phonics phases on contact days 4 and 5. If possible, arrange this (if you are in a Junior/Middle school, you may need to speak to other teachers in the school or make contact with your school's linked Infant/First school after speaking with your class teacher).
- Share with your teacher the research you have done about the foundation subjects you identified in your last contact day. Agree your teaching commitment for placement 1b, week 1, which includes teaching three lessons in areas of learning which will lead to being foundation subjects in KS1. Ensure that you use what you have found out in this discussion.
- Find out what resources in school are available to use for your teaching, e.g. globes, atlases, etc. depending on your lessons. Find the resources and ensure you utilise them in your planning. You may need to speak to other teachers to agree borrowing resources for your lessons in 1b if they are kept in other classrooms.

Follow up/prep:

- Identify any further research or preparation you need to do in order to be fully prepared for 1b.

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1b Week 1 – w/b 15/4/24

In School:

- Observe a phonics lesson; use the phonics observation sheet to make a note of what you observe.
- Observe a lesson focussed on the science element of knowledge and understanding of the world. Use the prompt list provided in your science sessions in University to guide your observation.
- Teach 3 lessons in other areas of learning.
- In Literacy / Communication & language and mathematics lessons, choose a group of learners in each subject in collaboration with your class teacher. Work with the identified group in each lesson throughout the week so that you can identify how they are making progress from day to day. Talk to the teacher each day about what they have planned for the group, what resources are being used and what the children's anticipated next steps are in each subject.

Follow up/prep:

- Upload Weekly Teaching Observation 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:** (Focus: How pupils learn. **Before this discussion, reflect on these questions and be ready in the discussions to give your mentor examples of what you have seen them do these things in a range of subject lesson and what you have learned from this**) How does your mentor take account of pupils' prior knowledge in their planning? How do they plan to link what is being taught to what pupils already know? How do they reduce distractions that take away from what is being taught (e.g. keeping the complexity of the task to a minimum, so that attention is focussed on the content)? How do they break down complex materials into smaller steps to scaffold learning? How do they encourage children to share their emerging understanding and any points of confusion so that misconceptions can be addressed? How do they plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities)? Reflect on your practice in this area – what are your next steps here?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1b Week 2 – w/b 22/4/24

In School:

- Observe a phonics lesson, ideally in a different phonics phase to your last observation; use the phonics observation sheet to make a note of what you observe.
- Observe two lessons in different subjects, focussing on how teaching is adapted to the needs of individuals within the class. Notice how your teacher does the following:
 - o Makes specific adaptations for individual learners. What does this look like in different lessons, e.g. PE, music, Literacy / Communication & language, etc.?
 - o Makes use of formative assessment to plan what each child in the class needs
 - o Show high expectations for all children whilst making the necessary adaptations to lessons
 - o Ensure that all children have access to a rich curriculum
 - o Challenge the misconception that pupils have distinct and identifiable learning styles (if necessary)
- Teach 1 lesson based on the science element of knowledge and understanding of the world.
- Teach 1 phonics lesson.
- Plan and teach 2 sequential whole class lessons, either in Literacy / Communication & language or mathematics – focus on how assessment from lesson 1 informs lesson 2 and how you will manage behaviour across the whole class, whilst ensuring that children make progress in their learning. (You should choose whichever subject you did not teach in placement 1a, week 4 for these lessons, i.e. if you did this for mathematics last time, you should now teach Literacy / Communication & language, and vice versa.) Ensure that you have marked the work from lessons you have taught in line with the school's policy. Make sure you use what you learn from marking the work in lesson 1 in your planning for lesson 2 – e.g. Which children need more support in their learning? Who may need extension activities? Are there any general misconceptions that need addressing in your teaching?

Follow up/prep:

- Upload Weekly Teaching Observation 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:** (Focus: Adaptive teaching. **Before this discussion, reflect on the lessons you observed this week and in other weeks and be ready in the discussions to give your mentor examples of what you have seen them do these things in a range of subject lessons and what you have learned from this**). Which children need specific adaptations to learning? What do they need in different subjects? How does your mentor meet their needs without them feeling 'singled out'? How does your mentor meet their needs whilst maintaining high expectations for all children in the class?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1b Week 3 – w/b 29/4/24

In School:

- Teach 1 lesson focussed on the science element of knowledge and understanding of the world.
- Plan and teach 3 sequential whole class lessons, either in Literacy / Communication & language or mathematics – focus on how assessment from each lesson informs the next. Ensure that you have marked the work from lessons you have taught in line with the school's policy. Make sure you use what you learn from marking the work in lesson 1 in your planning for lesson 2 – e.g. Which children need more support in their learning? Who may need extension activities? Are there any general misconceptions that need addressing in your teaching?
- In your teaching, ensure that you have discussed your planning with any TAs in your lessons, making sure they are fully prepared for each activity. After the lessons, have a discussion with them to find out whether they have felt well prepared and what else you could do to support them in order to further develop the children's learning in your future lessons.

Follow up/prep:

- Upload Weekly Teaching Observation form to Blackboard
- Agree the teaching timetable for week 4 including planning deadlines. Your teaching commitment next week is to teach the whole class for at least 20% (4 lessons). The balance of subjects is to be decided between the trainee and class teacher, however, if there is a subject you have not taught yet that you would like to teach, try and make arrangements for this to happen.

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** (Focus: assessment. How does your mentor plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding? How do they structure tasks and questions to enable the identification of knowledge gaps and misconceptions? How do they use assessments to check for prior knowledge and pre-existing misconceptions? How do they prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding? How do they monitor pupil work during lessons, including checking for misconceptions? How do they focus on specific actions for pupils and provide time for pupils to respond to feedback? How do they ensure that marking is manageable and effective? How do they use verbal feedback or in-lesson feedback effectively to move learning forward? Reflect with your mentor about your practice in this area. What are your next steps here?)
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

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

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1b Week 4 – w/b 6/5/23

In School:

- Teach the whole class for at least 20% of the timetable (at least 4 lessons over the week).
- In your teaching, ensure that you have discussed your planning with any TAs in your lessons, making sure they are fully prepared for each activity. After the lessons, have a discussion with them to find out whether they have felt well prepared and what else you could do to support them in order to further develop the children's learning in your future lessons.

Review the professional area for development from your professional studies assignment with your teacher. What progress have you made over your time in school?

Follow up/prep:

- Upload Weekly Teaching Observation form to Blackboard
- Agree the teaching timetable for week 5 including planning deadlines. Your teaching commitment next week is to teach the whole class for at least 20% (4 lessons). The balance of subjects is to be decided between the trainee and class teacher, however, **please choose at least some subjects which you have found more challenging or which you anticipated would be harder for you to teach.** This will enable you to:
 - o continue to make progress in areas which you find more challenging
 - o identify and celebrate the progress you have made so far in these areas

School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Professional discussion focus:** (Focus: Professional behaviours) How does your mentor engage in professional development to ensure that they are constantly learning and developing their practice? What opportunities are available to them and how is this planned over the year? How do they extend their subject knowledge continually? What advice do they have for you about your professional development as your placement comes towards the end?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

Agreed targets to take forward to placements next year (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

Mentor signature

Weekly Checklist and Mentor Meeting Record for Placement 1b Week 5 – w/b 13/5/23

In School:

- Teach the whole class for at least 20% of the timetable (at least 4 lessons over the week).
- Review the target for development you identified in your Core Curriculum action plan assignment with your teacher.
What progress have you made over your time in school?

Follow up/prep:

- Upload Weekly Teaching Observation form to Blackboard
- Submit your completed placement booklet via Blackboard by **Friday 24th May 2024**

Please ensure that, at the end of placement, before you leave, you have thanked everyone in school who has helped you throughout your time there. You have been a guest in their school; they have all given their time to help you progress in your journey to become a teacher.

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 learning of the children in your class? 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 placement in Level 5? What will you do to action them?
- **Professional behaviours**, e.g., the extent to which the trainee 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 what you have learned from this discussion:

Agreed targets to take forward to placements next year (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

Mentor signature

Ideas for Level 6 Research

Although it may at the moment seem very far away, please identify two potential issues/foci that you may want to research for your dissertation in Year 3 of your degree in light of your experiences and practice during this placement. Please discuss your ideas with school-based and academic mentors.

- 1.
- 2.

L4 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. Please note that this is about your confidence to teach these subjects across the primary range so please do not change them to EYFS areas of learning.

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	Start of Level 4	End of 1a	End of 1b	Mentor comments	Actions to be taken by the trainee, 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/Class Teacher

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.	

Once completed, you should keep this form safe and ensure that you have it available to bring to relevant University sessions when requested by your tutors.

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

Trainee

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			
Links to characteristics of effective teaching and learning:					
Playing and exploring		Active learning		Creating and thinking critically	
Number in sequence		Taught Previously		Moving on to	
Key Words		Identify possible misconceptions		Cross Curricular	

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.	
CLASSROOM ORGANISATION			
Resources		Deployment of TA/LSA/Technician	

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 TRAINEE **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.	1(subject focused)
	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)	
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Lesson observation notes:

Notes across the week (where trainees demonstrate practice outside of the observed lesson):

Strengths:
(max of two)

1. (subject specific)

2.	
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Development Points:
(max of two which
inform the target
discussion at the end
of the week)

1. (subject specific)

2.	
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Target Setting	
Review of Targets (To be completed by trainee at the end of the week/fortnight)	
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Target (Intent)

Met during this week? (Y/N)

Evidence and impact on pupil progress (Impact)
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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.