

# BA(Hons) Primary Education (QTS)



## Level 6 Placement Booklet

2024-2025

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](mailto:ioeplacements@staffs.ac.uk)).
- Your academic mentor.

## Introduction

This booklet is designed to support you week by week through Level 6 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 classteacher). You may choose to complete this in a paper version (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 (electronic copies) or handed in to your course tutors (hard copies) at the end of placement. 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 at the point where you will be assessed for QTS.

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 will learn over the year, particularly with regard to the Contemporary Issues and Primary Educational Practice modules. Other tasks ask you to consolidate your learning from previous modules, e.g. inclusion or assessment. 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 towards the Teachers' Standards.

### Reduced Planning Format

During your final year of the course, most trainees will move to the use of a reduced planning format. This is to reflect the increased whole class teaching commitment and the wide experience you have gained during previous placements. However, some trainee teachers may be directed by their academic mentor or course leader to continue using the more detailed format. This will enable the continued development of their planning and thus maximise their professional practice and pupils' progress. The reduced planning is intended to help you to develop a better work life balance whilst also ensuring that the children in your class receive the progressive teaching to which they are entitled. If, after three weeks of using the university's reduced planning format, your mentor is happy that the level of your planning is bringing about positive outcomes for pupils, you may move to use the school's planning format (this decision rests with the mentor, not the trainee). Moving towards using a school's own planning format will help you prepare for the world of work and understand expectations around planning for more experienced teachers in schools.

Please submit this booklet onto Blackboard by Friday 7<sup>th</sup> February 2025.



## Level 4 placement attendance record

Level 4 placement school:

Number of days attended in L4: \_\_\_\_\_

## Level 5 placement attendance record

Level 5 placement school:

Number of days attended in L5: \_\_\_\_\_

## Level 6 Placement attendance record

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

Induction week	w/b 21 <sup>st</sup> Oct	Tu	W
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Placement 3	w/b 11 <sup>th</sup> Nov	M	Tu	W	Th	F
	w/b 18 <sup>th</sup> Nov	M	Tu	W	Th	F
	w/b 25 <sup>th</sup> Nov	M	Tu	W	Th	F
	w/b 2 <sup>nd</sup> Dec	M	Tu	W	Th	F
	w/b 9 <sup>th</sup> Dec	M	Tu	W	Th	F
	w/b 16 <sup>th</sup> Dec	Uni catch up				
	Wb 6 <sup>th</sup> Jan	M	Tu	W	Th	F
	w/b 13 <sup>th</sup> Jan	M	Tu	W	Th	F

Total number of days attended in Level 6 (out of 37): \_\_\_\_\_

Total number of days attended during L4, L5 and L6: \_\_\_\_\_

## Level 6 Placement Summary

By the end of placement 3, you should be teaching the whole class for 80% of the time. 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 to teach 80% of the timetable by the end of the placement.

Placement element	Dates	Summary or requirements
Induction week	w/b 21 <sup>st</sup> Oct 2024	<p><u>Sharing information</u>            Collect contact details and share your own contact details with the school            Find out who the designated safeguarding lead is            Ensure fire procedures are known            Collect policies (see weekly sheet)</p> <p><u>Observing teaching</u>            Observe two lessons in different subjects, focussing on the different ways the teacher adapts learning for individuals in the class. Consider how you will meet these children's needs in your teaching.            Observe a lesson, focussing on what any additional adults are doing and how a shared understanding of teaching and learning is being communicated to children by the team of adults in class.</p> <p><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.</p> <p><u>Professional Discussions</u>            Collect SEND pupils' targets and read any relevant paperwork so that you can use this information to inform your planning.            Discuss with your teacher your current subject knowledge and your professional development priorities, including your targets from your previous placement.            Discuss with your class teacher the opportunities you will be able to take up linked to working with parents, e.g. attending parents' evenings, attending parents' information evenings about SATs or the wider curriculum, etc.            Negotiate with your class teacher (and an EYFS/KS1 teacher if you are in KS2) when during you would be able to teach 3 phonics sessions. These may need to be taught in place of some of the directed lessons outlined in the rest of this programme.            Discuss the curriculum being taught during placement so you can address and gaps in your knowledge before placement begins.            Discuss with your mentor your teaching requirements for week 1.</p>

Placement 3	w/b 11 <sup>th</sup> Nov 2024	<p>Observe a lesson, focussing on the progress that pupils make and how the teacher adapts the lesson to address misconceptions that arise. Discuss how summative and formative assessment data are combined to inform planning. Plan and teach a minimum of <b>4 whole class lessons</b>, to include a mix of core and foundation subjects.</p> <p>Observe a phonics session, either in your own class or in another class if phonics is not taught in your class.</p> <p>Support the class teacher when meeting, and engaging with, parents.</p> <p>Collect assessment information from a sequence of lessons that your SBM holds for the class and relate this to adaptive teaching, reflecting on the pattern of performance of individual children.</p> <p>Discuss with your mentor their continuing professional development. How is this planned for? What form does their annual performance management meeting take? How do they prepare for this?</p>
	w/b 18 <sup>th</sup> Nov 2024	<p>Talk to the English/phonics lead. Find out how phonics is assessed and tracked and how the data is used to inform teaching and interventions beyond Year 1.</p> <p>Observe a lesson focussing on how the teacher identifies and caters for the needs of pupils who are classed as disadvantaged (pupil premium).</p> <p>Plan and teach <b>5 sequential lessons in either English or maths.</b></p> <p>Plan and teach <b>1 other core subject lesson.</b></p> <p>Plan and teach <b>2 foundation lessons.</b></p> <p>Collect long/medium term plans for relationships and sex education within your particular year group.</p> <p>Discuss with your class teacher the school's homework policy and what opportunities there will be for you to set and assess homework in the remainder of your placement.</p>
	w/b 25 <sup>th</sup> Nov 2024	<p>Plan and teach <b>5 sequential lessons in either English or maths.</b></p> <p>Plan and teach <b>1 science lesson.</b></p> <p>Plan and teach <b>4 foundation lessons.</b></p> <p>Collect examples of how the current curriculum challenges racism in the classroom.</p> <p>Use opportunities available to develop relationships with parents throughout the rest of your placement.</p> <p>Set and assess homework in accordance with the school's policy throughout the rest of your placement.</p>
	w/b 2 <sup>nd</sup> Dec 2024	<p>Plan and teach <b>5 sequential lessons in maths.</b></p> <p>Plan and teach <b>5 sequential lessons in English.</b></p> <p>Plan and teach <b>1 science lesson.</b></p> <p>Plan and teach <b>3 foundation lessons.</b></p> <p>Reflect on how literature used throughout the school in English reinforces or challenges gender stereotypes and seek to include a range of children's literature that challenges the traditional gender roles.</p> <p>Observe the language that the teacher and other adults use in relation to gender and inclusion.</p> <p>*If your mentor agrees, then this week you can move to using the school's planning format.</p>
	w/b 9 <sup>th</sup> Dec 2024	<p>Plan and teach <b>5 sequential lessons in maths.</b></p> <p>Plan and teach <b>5 sequential lessons in English.</b></p> <p>Plan and teach <b>1 science lesson.</b></p> <p>Plan and teach <b>5 foundation lessons.</b></p> <p>Focusing on pupil premium pupils, consider how they are supported within lessons and ensure that you include adaptations in your planning.</p> <p>Reflect with your class teacher how you have developed relationships with parents in placement so far and how this may continue over the rest of your placement.</p>

		Conduct a survey of all classrooms in the school, focusing on organisation of resources, classroom layout and displays/working walls. What ideas will you 'magpie' for your first class? What resources will you need to prepare?
	w/b 6 <sup>th</sup> Jan 2025	Plan and teach the whole class for 80% of the timetable.
	w/b 13 <sup>th</sup> Jan 2025	Plan and teach the whole class for 80% of the timetable.

### My School Narrative

What do I currently know about the school prior to the start of Placement 3? 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 and L5 modules - PPAD, Professionalism, Core and Foundation subjects, Assessment, Safeguarding, SEND and Inclusion, Policy and Practice.

## Checklist and Mentor Meeting Record for Induction Days 22<sup>nd</sup> and 23<sup>rd</sup> Oct 2024

### 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?**
- Share your contact details with your classteacher and whoever needs them. This is important so that they can contact you in case of emergency, e.g. school closure due to emergency event.
- 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

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.

### In School:

- Observe two lessons in different subjects, focussing on the different ways the teacher sets high expectations, manages behaviour and adapts learning for individuals in the class. Consider how you will do these things and meet the children's needs in your teaching.
- 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 in relation to what you will be teaching.
- Observe a lesson, focussing on what any additional adults are doing and how a shared understanding of teaching and learning is being communicated to children by the team of adults in class. Discuss with your mentor how they ensure that support provided by additional adults in lessons is additional to, rather than a replacement for, support from the teacher.
- 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.
- Discuss with your SBM how summative and formative assessment data are combined to inform planning.
- Discuss with your class teacher how you can develop relationships with parents over the placement and what opportunities there will be to do this, e.g. involvement in parents' evenings, attending parents' information sessions about SATs or the wider curriculum, speaking with parents before and after school, etc.

- Negotiate with your class teacher (and an EYFS/KS1 teacher if you are in KS2) when you would be able to teach 3 phonics sessions. These may need to be taught in place of some of the directed lessons outlined in the rest of this programme.
- Discuss with your SBM the curriculum areas to be taught during placement so that, in conjunction with your ongoing curriculum audit review, you can action any subject knowledge or pedagogical gaps before placement begins.
- Discuss with your class teacher which lessons you will be teaching in week 1 of placement 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 the week before placement begins.

**Follow up/prep:**

- Ensure that you meet all planning deadlines as set out by your class teacher in preparation for the start of your placement.

**School-Based Mentor Meeting Record:**

Suggested areas for discussion:

- **Professional discussion focus 1:** How does your mentor liaise with parents and carers to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations?
- **Professional discussion focus 2:** What curriculum planning procedures are used by your school and your mentor use, e.g. spaced practice, spiral curriculum, etc.? How does your teacher take the school’s long term plan and break this down for weeks and individual lessons, personalising this for delivery to their class and ensuring that it is relevant and adapted for the children’s needs?
- **Professional behaviours**, e.g., requirements for informing the school of absence, how planning should be shared and when, 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 for the start of placement 3 (ensure at least one is subject specific):

- 1.
- 2.

Trainee signature

SBM signature

## Weekly Checklist and Mentor Meeting Record for Placement 3 Week 1 – w/b 11/11/24

### In School:

- Observe a lesson, focussing on the progress that pupils make and how the teacher adapts the lesson to address misconceptions that arise. Notice how the teacher:
  - Has thought ahead about what would indicate understanding
  - Uses assessment to check for prior knowledge and pre-existing misconceptions
  - Prompts pupils to elaborate when responding to questions to check understanding.
- 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 you would be able to teach 3 phonics sessions. These may need to be taught in place of the directed lessons outlined in the rest of this programme.
- **Plan and teach a minimum of four whole class lessons**, to include a mix of core and foundation subjects.
- Support the class teacher when meeting and engaging with parents. Where appropriate take part in discussions with parents and consider how you will promote this in your classroom.
- Reflect on potential barriers to parental engagement and possible ways that these could be overcome.
- Collect assessment information from a sequence of lessons that your SBM holds for the class and relate this to adaptive teaching, reflecting on the pattern of performance of individual children.
- Discuss with your mentor their continuing professional development.
  - How is this planned for?
  - What form does their annual performance management meeting take?
  - How do they prepare for this?
  - How do they identify targets, priorities or training opportunities for their own professional development?

### Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 2 including planning deadlines
- Check evidence collection for Portfolio Review and complete Teachers' Standards overview

### School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **Professional discussion focus:** How does your mentor plan for their own CPD and support others in their role within school?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 2 – w/b 18/11/24

### In School:

- Observe a lesson focussing on how the teacher caters for the needs of pupils who are classed as disadvantaged (pupil premium). During the observation pay particular note of:
  - how the teacher adapts lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to at least meet expectations
  - how the teacher provides opportunities for all pupils to articulate their long-term goals and help them to see how these are related to success in school
- **Plan and teach 5 sequential lessons in English or maths.**
- **Plan and teach 1 other core subject lesson.**
- **Plan and teach 2 foundation lessons.**
- Continue to share your planning with TAs/OAs so that they are completely aware of how they will be deployed in your lessons and arrange to meet with TAs/OAs following the lesson to discuss how they felt they were deployed and the impact they had on pupil progress.
- Talk to the English/phonics lead. Find out how phonics is assessed and tracked and how the data is used to inform teaching and interventions beyond Year 1. Note three key points from the discussion on the phonics observation form.
- Discuss the school's homework policy and what opportunities there will be for you to set and assess homework in line with the school's policy during the remainder of the placement.
- Discuss the relationships and sex education curriculum is taught within your class and plan to teach at least 1 session over the remaining placement weeks. Collect long/medium term plans for relationships and sex education within your particular year group.

### 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:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **Professional discussion focus:** How do school colleagues support each other and work as part of a team? How do school colleagues support each other with a right to support, e.g. support with behaviour management?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 3– w/b 25/11/24

### In School:

- **Plan and teach 5 sequential lessons in maths or English**
- **Plan and teach 1 science lesson** with a focus on working scientifically.
- **Plan and teach 4 foundation lessons**, with a focus on the effective use of a range of resources.
- Reflect on how the curriculum challenges racism in the classroom. Aim to include diverse representations in your planning this week. E.g., consider racially diverse scientists within science.
- Use opportunities afforded to you to develop relationships with parents and set homework throughout placement.
- Discuss your planning up to now on this placement. If your mentor feels that your planning is detailed enough and is bringing about positive outcomes for the pupils in your class, then from next week you can move to using the school's planning format (this decision rests with the mentor).

### 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:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **Professional discussion focus:** How do colleagues support each other to develop their subject knowledge and subject pedagogy? What wider networks are available to teachers and TAs – e.g. local subject networks?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 4 – 2/12/24

### **In School:**

- **Plan and teach 5 sequential lessons in maths.**
- **Plan and teach 5 sequential lessons in English.**
- **Plan and teach 1 science lesson.**
- **Plan and teach 3 foundation lessons**, with a focus on how knowledge is sequenced and builds on prior learning.
- Consider how other adults in the class are effectively used to promote strong learning outcomes for all children within your lessons.
- Reflect on how literature in English reinforces or challenges gender stereotypes. Seek a range of children’s literature that challenges the traditional gender roles.
- Check whether you have taught 3 phonics sessions during Level 6 placements so far. If not, plan them in with your class teacher and an EYFS/KS1 colleague if necessary.
- Observe the language that the teacher and other adults use in relation to gender and inclusion. Consider how the language you use in your teaching is promoting inclusion.

### **Follow up/prep:**

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 5 including planning deadlines
- Check evidence collection for Portfolio Review and complete Teachers’ Standards overview

### **School-Based Mentor Meeting Record:**

Suggested areas for discussion:

- **Reflection of teaching** this week
- **Trainee’s progress in relation to targets**
- **Trainee’s subject knowledge** and impact on pupil learning
- **Professional discussion focus:** How does your mentor use and personalise systems and routines to support efficient time and task management? As you move towards teaching and 80% timetable, what practical advice and guidance can they give you to manage this workload effectively and efficiently whilst ensuring that the children’s learning does not suffer?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents’ evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 5 – w/b 09/12/25

### In School:

- **Plan and teach 5 sequential lessons in maths.**
- **Plan and teach 5 sequential lessons in English.**
- **Plan and teach 1 science lesson**, with a focus on challenge and support.
- **Plan and teach 5 foundation lessons.**
- Consider how pupils eligible for support via Pupil Premium are supported within lessons and ensure that you include adaptations in your planning.
- Reflect with your class teacher how you have developed relationships with parents in placement so far and how this could continue or develop in the remaining weeks of placement.
- Conduct a survey of all classrooms in the school, focusing on organisation of resources, classroom layout and displays/working walls. What ideas will you 'magpie' for your first class? What resources will you need to prepare? What impact on learning do the different features you are seeing have the potential to make?

### Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 6 including planning deadlines
- Check evidence collection for Portfolio Review and complete Teachers' Standards overview

### School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **Professional discussion focus:** How does your mentor protect time for rest and recovery? What support is available to support good mental health and wellbeing? If your mentor is willing to discuss this (and please remember that this is a very personal thing to discuss so please be sensitive in such discussions), what steps do they take to try and maintain a good work/life balance? As you move towards an 80% teaching load, what practical advice and guidance can they give you to support in this regard?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 6 – w/b 06/01/25

### In School:

- Teach the whole class for 80% of the timetable

### Follow up/prep:

- Upload WTO form to Blackboard
- Agree the teaching timetable for week 7 including planning deadlines
- Check evidence collection for Portfolio Review and complete Teachers' Standards overview.

### School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **Professional discussion focus:** Applying for jobs. What advice can your mentor offer to you about this? What do they see as your personal strengths that you should highlight on your applications – subject focussed, values, work ethos, etc.? Are they willing to read through a personal statement and offer some feedback?
- **Professional behaviours**, e.g., the extent to which the ST is contributing to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 3 Week 7 – w/b 13/01/25

### In School:

- **Teach the whole class for 80% of the timetable**
- Check evidence collection for Portfolio Review and complete Teachers' Standards overview – discuss and review this with your SBM

### 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 7<sup>th</sup> Feb, 5pm or hand it in to one of your tutors by this date if you have used a paper copy.**

### School-Based Mentor Meeting Record:

Suggested areas for discussion:

- **Reflection of teaching** this week
- **Trainee's progress in relation to targets**
- **Trainee's subject knowledge** and impact on pupil learning
- **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 and developing a feeling of shared responsibility for improving the lives of all pupils within the school, e.g. joining in with staff meetings, PD days, parents' evening, supporting other colleagues with pastoral responsibilities, 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 when you are appointed to your own first job in teaching:

- 1.
- 2.

Trainee signature

SBM signature

## L6 Curriculum Knowledge Confidence

At the end of 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 5	End of Placement 3	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**

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.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
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  
(Primary)**

**Reduced Lesson Plan –  
KS1&2**

**Trainee Teacher**

**Weekly Target 1**

**Weekly Target 2**



**University of  
Staffordshire**

Please use one form for English for the week, one form for maths for the week and one form for each other subjects over the duration of the placement, e.g. history lessons for 6 weeks can all go on one of these sheets.

**CLASS PROFILE**

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

**SUBJECT OVERVIEW**

Date		Subject	
Key Vocabulary to be Taught		Taught Previously	Moving on to
		Key Misconceptions	Cross Curricular
By the end of the sequence some learners will be able to:		By the end of the sequence most learners will be able to:	By the end of the sequence all learners will be able to:

**BEHAVIOUR MANAGEMENT**

Behaviour in previous lesson		Behaviour Plan in current lesson	
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Subject							
Lesson	Learning Objectives / Success Criteria	Introduction/ Starter	Directed Teaching & Group/Class Learning Activities Including how teaching is adapted for different learners and deployment of adults	Plenary, Assessment & Key Qs	To be completed after every lesson: Evaluating pupil progress (insert pupils' initials)		
					Fully Understood	Partially Understood	Didn't Understand
1							
2							
3							
4							
5							
To be completed at the end of the week: Evaluate how well you met your targets in this subject this week – use this to inform future IP Targets				To be completed at the end of the week: How will you adapt next week's lessons in light of this week?			

Teaching observation and target setting form			
<b>Trainee teacher</b>		<b>Observer</b>	
<b>Date and time of focussed observation</b>		<b>Year Group &amp; subject of focus lesson</b>	

<b>Targets for the week (current targets the trainee is working on)</b> Trainee to complete before lesson begins. Targets to be taken from the lesson observation and target sheet from the previous week *Only add this in if your placement school has a school target that everyone is working to **Only add this in if you have chosen a particular aspect of research from a recent university session or have agreed a target with your mentor and supervisor linked to your dissertation research	1.(Subject Focused)
	2.
	Wider school target*/research target **

Mentors/trainees should circle/highlight the one or two CCF themes that this observation is focusing on.

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	<b>S1</b>	<b>S2, S4, S5</b>	<b>S3</b>	<b>S6</b>	<b>S7</b>	<b>S8, Part 2</b>

Observer's feedback on target 1 (this can be across the week, not just within the observed lesson)	Observer's feedback on target 2 (this can be across the week, not just within the observed lesson)
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**Observation Summary (to be completed by the observer)**

**Lesson observation notes:**

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

<b>Strengths: (max of two)</b>	1. (subject specific)
	2.
<b>Development Points: (max of two which inform the target discussion at the end of the week)</b>	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:		
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<b>Agreed New Targets (to be complete by the trainee)</b> - Targets should be set in collaboration with your subject mentor and based on your practice.		
<b>Targets (Intent)</b> – ensure these are linked to the 5 themes of the CCF	<b>What strategies will I use?</b> (Implementation)	<b>What literature/theory will support my development in this area?</b> (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.

## Teachers' Standards Overview

Teachers' Standard	ECF Focus	Strengths	Areas for Development
TS1: Set high expectations which inspire, motivate and challenge pupils	High Expectations		
TS2: Promote Good Progress and Outcomes by Pupils	Pedagogy		
TS4: Plan and Teach Well-Structured Lessons			
TS5: Adapt Teaching to Respond to the Strengths and Needs of all Pupils			
TS3: Demonstrate good subject and curriculum knowledge	Subject and Curriculum		
TS6: Make Accurate and Productive use of Assessment	Assessment		
TS7: Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment	Managing Behaviour		
TS8: Fulfil wider professional responsibilities	Professional Behaviours		
Part 2: Personal and professional conduct			

**Career Entry Development Profile (CEDP)**

**Final Placement**

**Summary of Initial Teacher Training and ECF years**

Trainee Teacher Name	
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Initial Teacher Training Course Details	
Phase – Age ranges	Primary (EYFS, KS1, KS2)
Subject	Primary General
Provider	University of Staffordshire
Title of Programme	BA (Hons) Primary Education with QTS
Length of Programme	Three Years
Full Time / Part Time	Full Time
University Tutor and Contact Details	Dr. Mike Burnitt <a href="mailto:michael.burnitt@staffs.ac.uk">michael.burnitt@staffs.ac.uk</a> Cathy Rutherford <a href="mailto:catherine.rutherford@staffs.ac.uk">catherine.rutherford@staffs.ac.uk</a>
Date of Completion	

Placement and ECF Details	
Final Placement Mentor	
ECF School (if known)	
ECF Mentor Name (if known)	

Trainee Signature	
Final Placement Mentor Signature	
ECF Mentor Signature	