

UGP1B 2022 - 23

***Information for schools and trainees***

P2,4,6: 27th February 2023 – 24th March 2023

P1, 3, 5: 17th April 2023 – 12th May 2023

Professional Practice Handbook

Primary Undergraduate Year 1



# Contents

1. Aims of the Handbook page 3
2. Key Contacts page 3
3. Placement Documentation page 4
4. Module Information page 4
5. Module Enhancement page 4
6. UGP1B Block Placement Details page 7
7. Procedures for UGP1B Block Placement page 8
8. UWE Tutor Visits page 11
9. Placement Dates page 12
10. Absence Procedures page 12
11. Record of Attendance page 12
12. UGP1B Professional Placement log page 13
13. Monitoring and Reporting Expectations page 14
14. Collecting Evidence page 15
15. Weekly Overview & Expectations page 16
16. UGP1B Placement Tasks page 18
17. Mentor Support page 21
18. Teaching Files page 22

Appendices

1. Lesson Evaluation Form page 23
2. Professional Conversation Proforma page 24
3. UG1 Year Curriculum Overview page 25

# Aims of the Handbook

This handbook is a guide for trainees in the Department of Education and Childhood and mentors in our partnership schools. The information in the handbook can also be found in a number of other electronic or paper sources and the document provides links to the definitive data sources wherever possible.

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information, please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

This document contains information which is specific to Undergraduate 1st Year Trainees – Block B Placement.

The document is intended to support both trainees and placement schools and should be read by both prior to the commencement of the placement and then referred back to throughout the trainee’s time in school.

# Key Contacts

|  |  |  |
| --- | --- | --- |
| Name | Position | Contact |
| Alistair Law | Primary Phase Partnership Manager | 0117 328 1802 alistair.law@uwe.ac.uk |
| Ros Steward | UG1 Year Leader | 0117 328 4129 ros.steward@uwe.ac.uk |
| Karan Vickers-HulseJulie Buckland | Associate Heads of Department for ITE | 0117 328 4137 karan.vickers-hulse@uwe.ac.uk0117 328 7112 julie2.buckland@uwe.ac.uk |
| Professional Practice Office | Primary Partnership | 0117 328 4143 partnership@uwe.ac.uk |

# Placement Documentation

All placement documents can be accessed via the following link to our website: [go.uwe.ac.uk/rvcnr](https://go.uwe.ac.uk/rvcnr) or <https://go.uwe.ac.uk/ovybm>

The UWE Training and Assessment documents will be accessible via the links above and shared with trainees. Full mentor training can be found at <https://go.uwe.ac.uk/ovybm>

# Module team information

Many expert colleagues contribute to this module curriculum, not just those working at UWE, including Senior Mentors and Class Mentors in schools. Other colleagues from partner schools may input specialist knowledge to the learning, for example Special Educational Needs Coordinators, Senior Leadership Team members, Safeguarding Leads, and Pastoral Leaders.

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. Information is available about the [external examiner appointed to this module](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf).

#  Module enhancement

We are a flexible and reflexive programme and work hard to respond to the feedback of our trainees. If you have any innovative suggestions as to how the module might be improved for future cohorts, please do let us know!

The Professional Practice modules, otherwise referred to as your ‘school placements’ are, quite obviously, a critical component of the vocational programme experience. We are constantly seeking to enhance this provision, through mentor training, close partnership communication, and steering groups of key stakeholders. Most recently, for example, the lesson observation and planning pro formas were redeveloped as a result of these consultations to better meet the needs of ITE trainee teachers.

## **Aims and Distinctive Features**

Professional Practice modules constitute a large proportion of your time studying on our undergraduate programme and are the location of much learning. This learning is guided by expert input, experience, reflection, and independent study – and is complimented by the centre-based sessions you encounter too. On Professional Practice, it is particularly important to us that you have the opportunity to ‘learn how to…’ employ or operationalise the knowledge that you have gained while centre-based to positively impact on the progress of your pupils.

The five aims of this module are stated as follows:

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| * Develop trainees’ ability to demonstrate and evaluate effective, evidence-based, practices in learning and teaching to support all learners to make good progress.
* Support trainees to apply their knowledge and understanding of key subject-focused concepts, curriculum, and pedagogical approaches, and to be able to evaluate and plan for learners’ needs and successes.
* Provide trainees with opportunities to develop their understanding of child/adolescent development, diverse needs, and the contexts of learners’ lives, to learners’ social, cultural, emotional, and academic development.
* Support trainees to develop effective communication skills and the ability to build respectful, positive, relationships with children and adults.
* Develop trainees’ understanding of the professional responsibilities of teachers and support them to apply appropriate professional skills, understandings and behaviours, identifying their ongoing professional needs.
 |

## **Curriculum**

All of the ITE programmes at UWE are conceptually organised in three progressive phases – first, we expect you to **engage** with aspects of education, then build confidence **embedding** these in your own practice, before considering how to **enhance** the experience of your pupils. The 1st year Professional Practice module allows you to **engage** with the profession and build confidence and competency in the classroom.

While centre-based, a series of module sessions provide both statutory and professional content to ensure you are prepared to meet the standards of practice expected within the typical primary school. For these sessions there is not necessarily a standard delivery format – some may include lecture and seminar input while others may be external and independent in nature.

Professional Practice content should be delivered by mentors during practice-based aspects of the UG programme too. These sessions are an invaluable way to learn from expert colleagues about how professional teaching and effective learning take place in the specific context of your school placements. These sessions are sometimes labelled as *Professional Development*, or similar and are positioned to facilitate exactly that. They are not necessarily delivered in the form of staff meetings or individualised sessions but could be conversations or discussions about particular areas. [UWE PD Sessions resources document](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xzftbrxp67cgygr?historyId=UFpBUW35ch) itself is a guide to how to access resources to support your placement whilst in school.

You might note that all the sessions listed in the Professional Development document have been mapped to our UWE Transformational Teacher Framework (TTF). The Professional Practice module has been formulated to comprehensively cover the core concerns of classroom teaching in a primary school. As such, sessions will focus acutely on six areas of the TTF: **Pedagogy**, and how young people *learn*, **Behaviour Management** and **Assessment**, or how you might *teach*, **Curriculum**, **Professional Behaviours**, and **SEND** understanding. While much of what we do inter-relates a number of descriptors, the righthand column is colour-coded to suggest the primary link, following the key below:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
| Assessment | Autonomy | Behaviour Management | Context | Evidence-led Criticality | Curriculum | Equity | Expertise | Pedagogy | Professional Behaviours | SEND |

# UGP1B Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name/trainee number: |  |
| DBS Number: |  |
| Name of school: |  |
| Class/year group: |  |
| School email address: |  |
| School address: |  |
| Headteacher: |  |
| Class mentor name: |  |
| Class mentor contact details: |  |
| Senior mentor name: |  |
| Senior mentor contact details: |  |
| UWE tutor name: |  |
| UWE tutor contact details: |  |
| Safeguarding lead: |  |
| Date of safeguarding training: |  |
| Date of PREVENT training: |  |

**7. Procedures for UGP1B Block Placement**

The UWE Department of Education & Childhood [partnership portal](https://go.uwe.ac.uk/rvcnr) and mentor training area <https://go.uwe.ac.uk/ovybm> contain documents relating to the following procedures. Many of these sections are contained within the trainee’s SWEPT workbook and should be completed there as well.

1. Before the start of the block practice, the trainee should complete page 7 in this booklet, and begin page 13 (these details may have changed if in a different school or setting) and ensure that the details are replicated in the SWEPT workbook.
2. UGP1B for 2022/23 is four weeks long. For the first week, trainees are expected to observe, assist, and complete tasks as outlined in sections 16 of this document. Trainees will be expected to participate in teaching in the final 3 weeks of placement as demonstrated in section 15.
3. At the end of each placement week the trainee should record the days completed in school this week on the chart on page 12 and this should also be signed off in the final column of the chart by the mentor or senior mentor. It is the trainee’s responsibility to ensure that this record is kept up to date as it will provide evidence of the trainee’s completed days in school.
4. **Each week**, during **block** placement, the trainee will engage in a series of activities and reflections:
* Engage with a schedule for observation of teaching and learning, as directed by the mentor. Record and reflect observations of the mentor teaching on the [UWE observation proforma.](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xs6m8hngdZtpRbh?historyId=q9OzbuQOJk)
* Support the mentor to create resources for lessons and displays. Reflect on the efficacy of these to support teaching and learning.
* Mark pupils’ work alongside the mentor, according to the school’s marking policy, with increasing independence. Reflect on the use of marking (formative assessment) to inform subsequent planning.
* Under direction of the mentor, engage in a schedule of part-lesson teaching, including 1:1; group and whole-class sessions​. This might be teaching from mentor / school plans, or own developed ones. Lessons should always use the [2022-23 UWE Lesson Plan Format](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xsyHyZM67tnnjWy?historyId=q9OzbuQOJk)
* **Trainees should teach *at least* one maths, one English, one science, and one foundation subject (humanities / arts / other) over the course of the 4-week placement. There may be times when Science might not be taught in these four weeks as part of the general curriculum. Trainees should be given the opportunity to teach a one-off science lesson if possible.**
* Collate weekly class timetables for observations, participation, and direct teaching in order to track increasing workload.
* Reflect upon all teaching strategies, interactions, and assessment using the [2022-23 UWE Lesson Plan Format](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xsyHyZM67tnnjWy?historyId=q9OzbuQOJk) (this should be used for all taught lessons.)
* Work alongside the teacher in creation and resourcing of weekly units of work relating to the school’s intended curriculum.
* Reflect upon informal lesson observation feedback, provided by the mentor.
* Reflect upon examples of pupils’ classwork where actively involved in the quality of pupils’ learning, using the Lesson Evaluation Form ([Appendix 1](#_Appendix_1_–))
* Where possible, interview other lead members of staff, including subject/assessment/pastoral leads; observations of other teaching staff; review of subject knowledge resources, etc.

The above reflections are sources of evidence that will contribute the trainees to ability to conduct a self-directed review of successes and areas for development. This evidence will inform the UG1 Fortnightly Review Form

1. **Each fortnight (after Wk. 2 and Wk. 4)** the student will complete the UG1 Fortnightly Trainee Review Form in their SWEPT workbook:
* On this UWE form, the trainee will review progress made against SMART targets for teaching, learning and assessment and set new targets for the following week**.** In Week 1, it will not be possible to reflect upon SMART targets as these have not yet been set. Instead, a general reflection is more appropriate.
* The trainee will reference a wide variety of evidence to substantiate both review and target setting, as described above.
* The trainee will complete a personal reflection on the placement to date.
* Should the trainee have any concerns about their workload or progress, it is essential they complete the online log which will automatically notify the UWE partnership manager and UWE tutor. This is a mechanism to initiate support from the UWE tutor. However, the trainee may wish to contact their UWE tutor sooner by email.

All lessons **planned** and taught by the trainee must be planned using the [2022-23 UWE Lesson Plan form.](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xsyHyZM67tnnjWy?historyId=q9OzbuQOJk) These are to be kept by the trainee with the evaluations on file

1. **On a daily basis,** during block placement, the mentor will provide ongoing guidance, support, and graduated challenge for each of the trainee activities detailed above, so that the trainee can develop their expertise towards becoming a teacher. This professional dialogue will include supporting the trainee to manage their workload and to develop positive relationships with colleagues, pupils, and the school community.
2. **Progress: Each fortnight** the mentor will complete the UG1 Fortnightly Mentor Review Form in the trainee’s SWEPT Workbook:
* This short summary will be completed by the class mentor.
* If the trainee is judged to be making unsatisfactory progress, a ‘Professional Improvement Plan’ procedure will be requested by the classroom / senior mentor for the subsequent 2-week period. This will always be discussed with the UWE Tutor before implementation.
* Professional Improvement Plan leading to Cause of Concern: Should the trainee’s progress be judged to be insufficient following the 2-week, PiP review, a CfC will be initiated by the mentor/UWE tutor for the subsequent 2 weeks.
* At the end of the CfC 2-week review, if the trainee’s progress is again judged to be insufficient, the trainee will be at risk of a failed placement.
1. **At the end of UGP1B**, there will be a final placement report completed by the mentor, and a professional conversation with the UWE Tutor (focused discussion giving the opportunity to present justifications) for the trainees to complete to demonstrate their understanding ([Appendix 2](#_Appendix_2_–))

#  UGP1B UWE Tutor contact /visits and reports - key dates and information at a glance

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date**  | **Actions**  | **Other notes** |
| The UWE tutor will make contact with the mentor and trainee.UWE Tutor progress checks | From beginning of placement | Any queries or concerns about your UWE Tutor communicate to Primary Partnership Manager: alistair.law@uwe.ac.uk | UWE Tutors will remain in active contact with schools and trainees throughout the placement, in response to any questions or concerns held by the trainee or mentor.  |
| UWE Tutor visit 1 | Week 1 or 2 of block placement | The designated UWE tutor will make arrangements with the trainee and mentor to undertake a remote discussion to support a successful placement. This visit is a vital opportunity to quality assure the trainee’s response to mentoring.This will be a remote check-in to check all is well with the placement and will be a brief discussion between trainee, classroom mentor and UWE tutor. | These visits are intended to support the trainee and the mentor, and moderate evaluative review of the trainees’ progress. |
| UWE Tutor visit 2 | Last two weeks of placement | The designated UWE tutor will make arrangements with the mentor to undertake a **face-to-face** visit to support a successful placement. This will occur in Week 3/4, unless required sooner than that.This visit is a vital opportunity to quality assure the trainee’s response to mentoring. In this visit, the UWE tutor will facilitate a professional dialogue between the mentor and trainee, where formal lesson feedback is provided, and future actions are agreed. They will also conduct the professional conversation. |

1. **UGP1B Placement Dates 2022-23**

**10. Absence Procedures**

**In the case of absence**

If absent from school, trainees are required to contact the school ***each day*** of the absence, in line with school policy. They must then email ITEAbsences@uwe.ac.uk copying in Alistair.Law@uwe.ac.uk and their **UWE Tutor** as well.

**Trainees should also contact this office if they display symptoms of / test positive for Covid 19.**

**IT IS IMPERATIVE THAT BOTH SCHOOLS AND UWE KNOW IF YOU ARE NOT IN SCHOOL.**

# Record of Attendance for UGP1B

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) | Mentor agreed (initial) |
| Week 1(w/c 27.2 or w/c 17.4) |  |  |  |  |  |  |  |
| Week 2(w/c 6.3 or w/c 24.4) |  |  |  |  |  |  |  |
| Week 3(w/c 13.3 or w/c 1.5) |  |  |  |  |  |  |  |
| Week 4(w/c 20.5 or w/c 8.5) |  |  |  |  |  |  |  |
|  |  |  |  |  | Total |  |  |

1. **UGP1B Professional Placement log**

Each of the following should be addressed before or in the first week of their block placement by the trainee in consultation with the Mentor / Senior Mentor. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **Before or during first week of block school experience** | **Initial and date** |
| The trainee has contacted the school and introduced themselves via an introductory email to the school office, using template provided. Follow-up communications to identify typical school day / week and attendance expectations.  |  |
| The trainee has ensured that the school has received their DBS number.  |  |
| The trainee has received a copy of the school’s induction guidance for trainees (if available). |  |
| The trainee has shared their access plan with the Senior Mentor and Mentor (if applicable). |  |
| The senior mentor and/or mentor has attended UWE mentor training |  |
| The trainee has read the school’s Child Protection Policy and has had Child Protection training in school. |  |
| The trainee has a copy of [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf) |  |
| The trainee knows the Health and Safety policy and practices for their school e.g.: fire drill, sick child etc. |  |
| The trainee is aware of the school’s staff behaviour policy (sometimes referred to as a code of conduct). |  |
| **During first week of block school placement** | **Initial and date** |
| The trainee has an agreed timetable for their active contribution responsibilities which is planned **each week. The trainee will use the Fortnightly Review and Target-Setting form to document this.**(Planning, preparation, group/1:1 teaching, marking, in addition to Placement tasks and observations) |  |
| A **formal fortnightly** meeting has been scheduled at end of Weeks 2 & 4. |  |
| The trainee knows and understands key school policies for teaching, learning and pastoral care, such as, behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee is using the UWE proformas for lesson observations and group / 1:1 evaluations. |  |
| The trainee is using the UWE Lesson Plan format for any sessions that are both **planned and taught,** including part-lessons, including 1:1 or group work, or part-lessons.  |  |
| Attendance at staff meetings, training days, parents’ evenings and other professional training events have been shared and agreed as appropriate.  |  |
| The trainee has had a professional discussion with their mentor about pupils’ attainment and needs. |  |
| The trainee is aware of and has met (face-to-face or online) with the members of staff with key roles in the school e.g.: safeguarding lead, child protection lead, SENDCo  |  |
| **During block placement:**The mentor understands that they have a professional responsibility to provide ongoing guidance, support and feedback through planning and assessment meetings, both formal and informal. |  |
| The mentor will ensure that the trainee receives professional development as set out in [UWE PD Sessions resources document](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xzftbrxp67cgygr?historyId=UFpBUW35ch) |  |

# Monitoring and Reporting Expectations

**Fortnightly Trainee Review and Target Setting (completed after Weeks 2 & 4)**

Trainees have been set broad targets which will develop across the entire 4-week placement. At the very beginning of the placement, trainees will meet with their mentor and formulate actions that will help them work towards these targets, using the weekly timetable.

At the end of Week 2 & 4, trainees will review their progress independently, then share with their mentor in a formal meeting. Please ensure there is an agreed time for this fortnightly meeting.

**Fortnightly Mentor Review (completed after Weeks 2 & 4)**

This is a follow-up to the Trainee Review and Target-Setting. This is a short fortnightly summary, completed by your school mentor. The focus of this is **personal and professional conduct**, as well as how they **take advice and feedback** on contributions to school life.

**End of Placement Professional Conversation**

In the last two weeks of placement or soon after, the trainee and their UWE Tutor conduct a ‘professional conversation’. This will be a 20-30 minute discussion. Trainees should use the proforma in [Appendix 2](#_Appendix_2_–) to make notes in readiness for this conversation. This is where the trainee will be expected to elaborate on examples of their active contribution to school life.

1. **Collecting Evidence**

Trainee progress through this block placement is governed by active participation and contribution to planning, preparation, teaching, and assessment (marking). The quality of this is determined by the impact trainees have on pupils’ learning as result of increasing knowledge of learning and the curriculum, & skills. Throughout the block placement, trainees are expected to gather and **reflect** on evidence\* to demonstrate progress. *Trainees are advised to keep and* ***observation and reflective journal to do this.*** *It will not be ‘checked’ – instead, use this to inform fortnightly reviews.*

**‘Reflection-in-action’** and **‘reflection-on-action’** are developmental processes. They involve questioning and self-evaluation.

# Weekly overview and expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Trainee Responsibility | Trainee Teacher Focus | Mentor Observation / Support | Tasks to be completed (see Professional Practice Log). **Minimum expectation** |
| Week 1w/c 27.2 or w/c 17.4 | Observe mentor teacher (assist mentor as requested) | Observe:* Classroom management (rules, procedures, transitions, cues)
* Lesson planning and setting of objectives
* Strategies used by mentor
* Assessment & evaluation procedures

Assist:Begin to take part in elements of classroom practice (taking the register, small groups, assisting with transitions) | Short daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understandingGive opportunities for trainees to take over elements of classroom practice. | Introduction to school[ ] Placement checklist (previous page) [ ] English Tasks [ ] Maths Tasks [ ] Science Tasks [ ] Lesson Evaluations [ ]   | **Minimum expectation** |
| 1x maths lesson1x English lesson1x science lesson1 x foundation subjects lesson |
| Week 2w/c 6.3 or w/c 24.4 | Observe mentor teacherAssists mentor teacher and assists with small groups**Consider beginning to teach your whole class lessons** | Observe:* Classroom management (rules, procedures, transitions, cues)
* Lesson planning and setting of objectives
* Strategies used by mentor
* Assessment & evaluation procedures

Teach (whole class):Using planned lessons, team teach part or whole lesson | Brief daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understandingGive opportunities for trainees to take over elements of classroom practice.**Fortnightly Meeting 1.** | Ongoing:English Tasks [ ] Maths Tasks [ ] Science Tasks [ ] Lesson Evaluations [ ]  **Fortnightly Trainee review 1 form** [ ] **Fortnightly Mentor review 1 form** [ ]  |
| Week 3w/c 13.3 or w/c 1.5 | Observe mentor teacherAssists mentor teacher and assists with small groups**If not already teach your whole class lessons** | Observe:* Classroom management (rules, procedures, transitions, cues)
* Lesson planning and setting of objectives
* Strategies used by mentor
* Assessment & evaluation procedures

Teach (whole class):Using planned lessons, team teach part or whole lesson | Brief daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understandingGive opportunities for trainees to take over elements of classroom practice. | Ongoing:English Tasks [ ] Maths Tasks [ ] Science Tasks [ ] Lesson Evaluations [ ]  Fortnightly Trainee review form [ ] Fortnightly Mentor review form [ ]  |
| Week 4w/c 20.5 or w/c 8.5 | Observe mentor teacherAssists mentor teacher and assists with small groups**Continue teaching your whole class lessons** | Observe:* Classroom management (rules, procedures, transitions, cues)
* Lesson planning and setting of objectives
* Strategies used by mentor
* Assessment & evaluation procedures

Teach (whole class):Using planned lessons, team teach part or whole lesson | Brief daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understandingGive opportunities for trainees to take over elements of classroom practice.**Fortnightly Meeting 2.** | Ongoing:English Tasks [ ] Maths Tasks [ ] Science Tasks [ ] Lesson Evaluations [ ]  **Fortnightly Trainee review 2 form** [ ] **Fortnightly Mentor review 2 form** [ ] Professional Conversation [ ]   |

# UGP1B Placement Tasks

This section links UWE based Professional Development foci with specific school or setting based tasks that **trainees will be expected to carry out and complete** to consolidate and enhance their knowledge of teaching and learning. These tasks are to support a progression through the placement and support the teaching component. These tasks are designed to be completed alongside **any** directed tasks assigned to you by the Class Mentor or Senior Mentor.

|  |
| --- |
| **English Tasks** |
| The focus this year has been on the teaching of reading: reading for pleasure; language development and SSP. The focus for the rest of year 1, will be reading comprehension. Your first placement focused on SSP, developing positive attitudes for reading and language development. In this placement please:* **Observe the teaching of reading comprehension. Is it taught in small groups or as a whole class?**
* **Focus on the teacher’s use of questions. What types of questions are used and why is each type of question used?**
* **How does the teacher ask children to explain their thinking as part of reading comprehension (part of metacognition)?**

Once you have observed reading comprehension (small group or whole class) - **Plan and teach a reading comprehension lesson that is appropriate to the age group you are teaching. This could be a small group or whole class.** Our focus shifts to the teaching of writing in Year 2 of your programme. **Observe the different ways your teacher teachers all aspects of writing:** * **Planning, drafting, writing and editing of a range of writing for different purposes and audiences**
* **The teaching of spelling**
* **The teaching of grammar to support effective writing**

**Make notes on approaches your teacher uses including**: * The modelling of writing (shared or live writing)
* How the teacher shows what they are thinking as they make decisions about the writing they are modelling (metacognition)
* How the teacher uses questions
* The starting points and stimulus for writing
* How writing in other parts of the curriculum is managed and how links are made to what has been taught about writing.

**Look at the range of children’s books in the class and/or school library. Use the Goodreads App to log any books your read over the course of the placement, books children read to you or that the class teacher reads aloud.** The professional conversation evidence.You already have (and need to have available for your professional conversation) 1. Your phonics micro-teach feedback and plan.
2. Your English SK audit and action plan (think about how you have seen this SK in practice in the classroom as part of your observations of the teaching of writing).

**In addition from this placement you will need:**1. Your plan and feedback from your reading comprehension lesson.
2. Your notes on questioning in both the comprehension and writing lessons you have observed. Be ready to talk about how this helped you plan your comprehension lesson.
3. You may be asked to show your Goodreads app entries.
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| **Maths Tasks** |
| Much of our focus this year has been on the ‘Big Ideas’ behind teaching maths. We have considered the range of ‘Special Teacher Knowledge’; including but also going beyond subject knowledge that teachers need to have in place when planning and teaching maths. Placement is a time for you to see this in action!To gain an understanding of maths across the school:-* **Read the school’s maths policy. What is their overall approach/ethos for teaching and learning in maths?**
* **Does the school use a scheme for maths? How is this used? Do the teachers follow it or adapt it for their own planning?**
* **How are the children grouped for maths?**
* **Do the children have positive dispositions towards maths? How do the teachers try to build positive dispositions?**
* **What mathematical resources are available in school?**

**Please observe the teaching and learning within maths lessons and make notes on the following:-*** Which representations are used? Why have these been chosen?
* How does the teacher use talk within maths lesson to assess understanding and to support learning?
* How does the teacher build in opportunities for problem solving and reasoning to lessons?
* How does the teacher deal with misconceptions and mistakes?
* Which mathematical examples does the teacher choose to work with? Why have these been chosen?
* How does the teacher use questioning?

**As part of your assessment for your maths module you will also need to:-** * **Complete a ‘Do the Maths’ pre-plan for the number topic that you will teach in your activity/lesson.**
* **Plan and teach a maths lesson or activity that is appropriate to the age group you are teaching. This could be a small group or whole class and should have a focus on any aspect of number.**
* **Complete a reflection about the teaching and learning that happened in your activity/ lesson.**

**Our focus shifts to the teaching of calculation in Year 2 of your programme.** * **Observe the different ways your teacher teachers all aspects of calculation:**
* **Read the school’s calculation policy. Which models and strategies do they use? Have a look at the progression in calculation and particularly at the way that mental skills are introduced and lead to informal and formal written calculations.**
* **Look at the National Curriculum, what has been covered before leading up to this point, what will come after?**
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| **Science Tasks** |
| * Have a discussion with the Class Teacher about how science is timetabled in your school, and the underpinning rationale for this decision.
* Look at the National Curriculum for an upcoming science ‘unit’: familiarise yourself with what the children will be learning, and work on your SK for this.
* From your teacher’s planned science lesson, take one activity and plan for small group. Plan your questions will support or assess understanding, and how you will go about the teaching episode.
* Teach a whole-class science lesson from your or your teacher’s plans (adapt as needed)
 |

1. **Mentor Support**

During the first week school mentors are asked to ensure that the trainee is welcomed into the school; given access to relevant school systems; and made familiar with routines, expectations including COVID-19, H&S measures. Trainees should be given the opportunity to get to know pupils and colleagues and to be active participants in activities such as reading with individuals and supporting groups.

We have asked trainees to spend significant time during the first week of this placement working with small groups in order for them to start to develop planning and assessment skills which will become transferable to whole class teaching. It would also be helpful for the trainees to have experience of teaching **short** parts of lessons at your discretion – a plenary or introduction for example.

Once they – and you – are confident, they should start to teach some whole class sessions using existing planning (or developed as a partnership). The trainee needs to teach the specified 4 lessons across the placement.

**Trainees perform best when:**

* They feel valued.
* They have a professional buddy.
* They have a supportive and well-trained mentor.

 (Vickers-Hulse 2021)

After the first week, mentors should have an informal meeting with the trainee to discuss the week. Fortnightly formal meetings should happen during week 2 and 4 along with the completion of the Fortnightly Mentor Review Form.

Further guidance can be found in the table above.

## **The Role of the Senior Mentor**

Most of your time in placement will be working with your Classroom Mentor, who will guide you through the placement, providing support needed for your progression. This is overseen by the Senior Mentor who is responsible for your overall progress and development when in practice and will be a part of your end of placement report. The Classroom & Senior Mentors will meet with you at the Professional Development (PD) sessions they will set up and / or run. These sessions are essential to your development and will cover broad themes common to all subject specialisms such as SEND for example.

1. **Teaching Files**

Trainees should have two files of evidence that are always accessible whilst on placement.

 **Professional Teaching File**

Clearly organized

The Teaching File is everything school-focussed/facing

Weekly timetables

All lesson plans (daily, weekly, medium / long term); Lesson evaluations

Photocopied sample of children’s classwork

Seating plans; differentiated groups

Key policies, e.g. Covid-19 risk assessment; behaviour management; safeguarding & child protection; marking

**Professional Development Portfolio**

* + Trainee Profile
	+ Professional Practice Reports (end of practice and fortnightly)

The Professional Development File is focussed on trainees’ progress.

* + Assignment Feedback Sheets
	+ Professional Review and Target Setting Documents
	+ Summaries of Key Reports, Documents and Government Policy
	+ Maths Evidence
	+ Science Evidence
	+ English Evidence
	+ Lesson Plans and Subject Reflections
	+ Phonics and Early Reading
	+ Safeguarding, PREVENT and DBS
	+ Equality, Diversity, and Inclusivity

# Text  Description automatically generated with medium confidenceAppendix 1 – Lesson Evaluation Form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date:**  |  | **Year group/class:**  |  | **No. of pupils/students:**  |  | **Time/Duration:**  |  |

|  |
| --- |
| **Evaluation of pupils’/students’ learning.**  |
| **What progress did pupils make against *Learning Objectives* and *Success criteria*?** Include any relevant aspects of **literacy, numeracy, digital** and **thinking skills**. **Refer to groups of pupils/students and/or individuals (by initials)** |
| **Evaluation of your own Teaching** |
| **What went well?** | **Why?** |
|  |  |
| **Even better if** | **Why?** |
|  |  |
|  |
| **Where next?** |
| **Targets for pupils’/students’ learning** | **What key actions will you take?** |

# Appendix 2 – Professional Conversation Proforma

Trainees to use this proforma to make notes to assist the conversation. UWE Tutor will complete final version and send to trainee after the placement.

**UG1 Professional Conversation.**

Trainees to prepare using questions below.

**Student Name:**

**School:**

**Year Group:**

**Senior Mentor:**

**UWE Tutor:**

|  |  |
| --- | --- |
| **UWE Tutor Questions**  | **Summary of professional conversation** |
| * Tell me what you understand about the planning and preparation of a lesson and sequence of lessons?
* How have you engaged with the maths placement tasks?
* How have you engaged with the English placement tasks?
 |  |
| * How have you developed your teaching delivery?
* Tell me more about how you have built a rapport with children?
* How have you begun to develop ‘assertive authority’?
 |  |
| * How do you know that children are making progress? What sort of evidence might you be looking for as a teacher?
 |  |
| * How have you supported children’s wellbeing, including the most vulnerable?
* From your observations, how has the pandemic affected children’s wellbeing?
 |  |
| * What have you learnt about yourself as ‘the teacher’? What does ‘being professional’ mean to you?
* How have you been proactive and adaptable to the needs of the children and your mentor?
 |  |

# Appendix 3 – UG1 Year Curriculum Overview

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Professional Development/ Learners, Learning & Teaching (L = lecture/S = seminar)** | **Maths** | **English** | **Science** | **Foundation Exploring the Curriculum** |
| Weeks10-14 | Week 10: **Starting block**. Intro lecture, campus-based activities, and trip to M-ShedWeek 11 – LLT Introductory Lecture Week 12 – Self Awareness, Ownership & Responsibility (L) + P-group introductions (S)Week 13 – Child Development assignment brief (L) + support for reading academic papers (S)Week 14 – Child Development (L) + further academic paper support (S). | Maths doesn’t hurt! Positive maths experiencesEquivalence, transformation, pattern and countingRepresentationsAudits and action plans | Intro to English- reading journeysBook ClubsReading for Pleasure & reading aloudHow children learn to readTeaching systematic synthetic phonics (SSP) | • What is Science? Experiencing EY & Primary Science• Skills & Enquiry types• Attitudes & Beliefs about Science: Impact on T&L• Subject Knowledge• Where does Science ‘fit’ in the Early Years?• Outdoor Learning• EYFS Documentation & EY practice (Sam W)W10 – SK Workshops (Compulsory)W14 - SK Workshops | WK 10 Module introduction lecture WK 10 Bristol Field trip |
| Week 15  | Study week | Study week | Study week | Study week | Study week |
| Week 16 |  |  | SSP workshops and micro-teachWord Aware training  |  |  |
| Weeks 17-18 | **Block A Placement** |
| Weeks19-22 | Week 19 – Professional Identity (L) + how to develop critical thinking (S)Week 20 – Citizenship (L) + learning about your cultural identity (S)Week 21 – Group tutorials for Child Development presentation.Week 22 – Child Development presentations. | Representations, CPA, and bar modellingProblem solving, reasoning, and generalisingKey concepts in additionStrategies- countingKey concepts in subtractionStrategies- partitioning | Early reading: The literate environment, diversity in children’s literature, inclusive practiceAssignment lecture/ seminar x 2 | • Primary Science Documentation• Developing Science SkillsW21 – SK Workshops | History, Geography and Religious Education |
| Weeks23-25 | Study weeks | Study weeks | Study weeks | Study weeks | Study weeks |
| Weeks26-29 | Week 26 - Exploring Teacher Identity and a look at the teaching standards (L) + planning a world book day (S)Week 27 - Motivation +mindset as a learner (L) + Quiz and carousel discussions to discuss autonomy as a learner (S).Week 28 - Transition to HE (L) + Origami +video analysis of a lesson to discuss self-efficacy (S). | Key concepts in multiplicationStrategies- rounding and adjustingKey concepts in divisionStrategies- known factsAssessment information Introduction to ‘Do the Maths’‘Do the Maths’ readings‘Do the Maths’ planningPlanning a maths lesson | Assignment submission week 26Subject knowledge sessions Placement preparationSK audit | • Examination of planning formats & approaches • Starting Points for Learning in Science• Planning #1: Planning for Teaching & Learning in Science• Planning #2: Introduction to assessment & progression• Intro to assessing conceptual understanding• Intro to assessing science skills / enquiry• Planning #3: Paired MicroteachW26 – Assignment Prep LecW27 – SK WorkshopsW29 – SK Workshops | Design and Technology, Art, and Music |
| Weeks 30-32 | Study weeksHand In Component B – LLT. | Study weeks | Study weeks **Hand in component A – audit and action plan Friday 10th Feb** | Study weeks**Week 30: Assessment essay** | Study weeks |
| Weeks33-36 | **Block B placement first half of cohort** |
| Weeks33-36 for second half of cohort | Week 35 - Preparation for Year 2 Inclusive Teaching & Learning module (L)Week 36 – Parents as partners (L) |  | Reading comprehension Effective questioning for comprehension  |  | Physical Education, Computing and Languages |
| Week 37 |  |
| Weeks 38-39 | Study weeks | Study weeks | Study weeks | Study weeks | Study weeks |
| Weeks 40-43 | **Block B placement second half of cohort** |
| Weeks40-43 for first half of cohort | Week 42 - Preparation for Year 2 Inclusive Teaching & Learning module (L)Week 43 – Parents as partners (L) | **Week 42: Assessment for ‘dark purple placement group’ Professional conversation** | Reading comprehension Effective questioning for comprehension |  | **Week 40: Assessment for ‘dark purple placement group’ presentation**Physical Education, Computing and Languages |
| Week 45 |  |  | Moving on to Year 2 and moving on to writingUKLA shortlisting floorbook half day |  | **Week 45: Assessment for ‘dark purple placement group’ presentation** |
| Week 46 | Study week | Study week | Study week | Study week | Study week |
| Weeks 47 - 48 | Opportunity to further extend placement (if needed)  | **Week 47: Assessment for ‘light purple placement group’ Professional conversation** |  |  |  |