

This document should be completed as an ongoing process throughout the block practice and must be available in school at all times in the Teaching File

UGP2 2022 - 2023

***Information for schools and trainees***

9th January 2023 – 10th February 2023

Professional Practice Handbook

Primary Undergraduate Year 2



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# 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 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 2nd Year Trainee 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 |
| Benjamin Knight | UG2 Year Leader | [benjamin3.knight@uwe.ac.uk](mailto:benjamin3.knight@uwe.ac.uk) |
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| Karan Vickers-Hulse  Julie Buckland | Associate Heads of Department for ITE | 0117 328 4137 [karan.vickers-hulse@uwe.ac.uk](mailto:karan.vickers-hulse@uwe.ac.uk)  0117 328 7112 [julie2.buckland@uwe.ac.uk](mailto:julie2.buckland@uwe.ac.uk) |
| Professional Practice Office | Primary Partnership | 0117 328 4143 [partnership@uwe.ac.uk](mailto: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. We consulted with partners regarding changes to assessment and the platforms used for recording evidence.

## **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:

* 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 & Professional Development**

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 2nd year Professional Practice allows you to **engage** and **embed** skills developed in your 1st yearwith the profession and build confidence and competency.

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 |

# UGP2 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: |  |

# Procedures for UGP2 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 email a copy of this page to their UWE tutor when known.
2. UGP2 for 2022/23 is five weeks long. For the first week, trainees are expected to observe, assist and complete tasks as outlined in sections 13 of this document. Trainees will be expected to participate in teaching in the final 4 weeks of placement as demonstrated in section 13.
3. At the end of each placement week the trainee should record the days completed in school this week on the chart on page 13 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:
5. Engage with a schedule for observation of teaching and learning (Wks 1-5), as directed by the mentor. Record and reflect observations of the mentor teaching on UWE proformas.
6. Support the mentor to create resources for lessons and displays. Reflect on the efficacy of these to support teaching and learning.
7. 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.
8. Under direction of the mentor, engage in a graduated schedule of direct, team and part-lesson teaching, including 1:1; group and whole-class sessions.
9. Collate weekly class timetables for observations, participation, and direct teaching in order to track increasing workload.
10. Reflect upon all teaching strategies, interactions, and assessment using the 2022-23 UWE Lesson Plan form (this should be used for **all** taught lessons)
11. Work alongside the teacher in creation and resourcing of medium-term units of work relating to the school’s intended curriculum.
12. Reflect upon a weekly formal lesson observation feedback, provided by the mentor.
13. Reflect upon informal lesson observation feedback, provided by the mentor.
14. Reflect upon examples of pupils’ classwork where teaching has had an impact on the quality of pupils’ learning.
15. In consultation with the mentor, the trainee will undertake complementary training and record in the UWE form. This may include focused discussions and interviews with 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 to the trainees’ ability to conduct a self-directed review of successes and areas for development. This evidence will inform the Weekly Trainee and Target Setting form which will be shared with the mentor and UWE Tutor.

1. Weekly Review Form. 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.
2. The trainee will ‘map’ each new set of SMART targets against the UWE Progress Matrix.
3. The trainee will reference a wide variety of evidence to substantiate both review and target setting, as described above.
4. The trainee will complete a personal reflection on their professional development on the placement to date. We have produced a separate PD sessions document. Use this to signpost trainees to support areas in which they need to improve. PD sessions do not have to be full sit-down sessions. They can be directed work, anecdotal discussions or formal discussions with members of staff.
5. 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 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 taught by the trainee must be planned using the [UWE Primary and Secondary ITE Lesson Plan blank (DOC).](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xzn38rspd6rrZnc?historyId=pmURtfifzO) These are to be kept by the trainee on file.

Weekly formal observations of teaching will be recorded on a shared [Lesson Observation, Feedback and Reflection (DOC)](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xzn38rspd6rrZnc?historyId=pmURtfifzO) by the mentor, and added to by the trainee.

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 through the UWE Progress Matrix. This professional dialogue will include supporting the trainee to manage their increasing workload and to develop positive relationships with colleagues, pupils and the school community.
2. **Each fortnight,** ina scheduled **fortnightly meeting**:

* The classroom mentor will record details of the following meeting through the trainees’s workbook.
* The classroom mentor will summarise the evidence presented by the trainee to support progress against the UWE Progress Matrix. At the end of the 2nd week (and subsequently after every 2 weeks), the mentor will compete a fortnightly review of the trainee’s progress. This is a *short summary* of the preceding two weeks. It is devised within a formal meeting between the mentor and trainee.
* The classroom mentor will make an evaluative YES/NO judgement on progress through the UWE Progress Matrix.
* 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. **End of Placement.** The classroom mentor will complete a trainee end of placement report, based on the aggregated and cumulative fortnightly reviews.

# UWE Tutor contact & visits

All trainees will be assigned a UWE Tutor who will be their primary contact at UWE. Our highly experienced 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. The UWE tutor will monitor weekly reports from trainees, and fortnightly reports from mentors. Communication from UWE Tutors should be responded to in a timely manner.

* The 1st ‘visit’ will be during Week 1/2 and will be a remote check-in on TEAMS to check all is well with the placement and will be a brief discussion between trainee, classroom mentor and UWE tutor.
* 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 4/5, unless required sooner than that.This visit is a vital opportunity to quality assure the trainee’s response to mentoring. The UWE tutor will observe the lesson in this visit. 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

# Record of Attendance for UGP2

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) | Agreed by Mentor |
| Week 1  w/c 9th January |  |  |  |  |  |  |  |
| Week 2  w/c 16th January |  |  |  |  |  |  |  |
| Week 3  w/c 23rd January |  |  |  |  |  |  |  |
| Week 4  w/c 30th January |  |  |  |  |  |  |  |
| Week 5  w/c 6th February |  |  |  |  |  |  |  |
|  |  |  |  |  | Total Days |  |  |

**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](mailto:ITEAbsences@uwe.ac.uk) copying in [Alistair.Law@uwe.ac.uk](mailto: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.**

# UGP2 Professional Practice 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 and during block school experience** | **Initial and date** |
| The trainee has contacted the school and introduced themselves. |  |
| The trainee has ensured that the school has received their DBS number. |  |
| The trainee has shared their access plan with the Senior Mentor and Mentor (if applicable). |  |
| The trainee has received a copy of the school’s induction guidance for new members of staff / trainees (if available). |  |
| The senior mentor and mentor have undertaken the online UWE mentor training. |  |
| The trainee has read the school’s Safeguarding Policy / Child Protection policy and has had an introduction to it from the school. |  |
| The trainee is aware of and has met with the members of staff with key roles in the school e.g.: safeguarding lead, child protection lead. |  |
| The trainee knows the Health and Safety policy and practices for their school e.g.: fire drill, sick child etc. |  |
| 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 and understands key school policies such as, behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee has an agreed timetable for their teaching responsibilities which is reviewed and planned each week. |  |
| The trainee is using the UWE Lesson Plan format for all sessions taught, including 1:1 or group work, or part-lessons. |  |
| All teaching activities are recorded and evaluated as part of the trainee’s collection of evidence. |  |
| 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 has shared their targets from any available previous reports with their mentor to support future planning for progression. |  |
| **MENTOR RESPONSIBILITIES DURING BLOCK PLACEMENT** |  |
| The mentor understands that they have a professional responsibility to formally observe the trainee **every week** (Wks 2-5). |  |
| The mentor understands that they have a professional responsibility to formally meet with the trainee each fortnight to review targets and progress (pupils’ and trainee’s) and set new targets for the following week. |  |
| 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 has a wide variety of professional development as set out in [UWE PD Sessions resources document](https://v3.pebblepad.co.uk/spa/#/public/gw56f9hxxH6xzftbrxp67cgygr?historyId=UFpBUW35ch) |  |

# Typical Weekly Activities to ensure ongoing progress in UG2.

**Each week, during block placement, the trainee will engage in a series of activities and reflections:**​

1. Engage with a schedule for observation of teaching and learning, as directed by the mentor. Record and **reflect** observations of the mentor teaching on UWE proformas​
2. Support the mentor to create resources for lessons and displays. **Reflect** on the efficacy of these to support teaching and learning. ​
3. 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.​
4. Under direction of the mentor, engage in a graduated schedule of direct, team and part-lesson teaching, including 1:1; group and whole-class sessions​
5. Collate weekly class timetables for observations, participation, and direct teaching in order to track increasing workload.​
6. **Reflect** upon all teaching strategies, interactions, and assessment using the UWE Lesson Plan form.​
7. Work alongside the teacher in creation and resourcing of medium-term units of work relating to the school’s intended curriculum.​
8. Reflect upon formal lesson observation feedback, provided by the mentor (where school opening allows). ​
9. Reflect upon informal lesson observation feedback, provided by the mentor (keep notes)​
10. Reflect upon examples of pupils’/students’ classwork where teaching has had an impact on the quality of learning. ​
11. In consultation with the mentor, the trainee will undertake complementary training and record in the UWE form. This may include focused discussions and interviews with subject/assessment/pastoral leads; observations of other teaching; review of subject knowledge resources, etc. ​

# Weekly Overview & Teaching Expectations

The general progression is as shown on the left, but this can be achieved in different forms and in the first 2 weeks doesn’t have to be whole class teaching every day. It could be achieved through a mixture of whole class teaching team teaching, or creativity within the teaching timetable (whole morning, whole day sessions).

7-8 lessons

5-6 lessons

3-4 lessons

1-2 lessons

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Trainee Responsibility | Trainee Teacher Focus | Mentor Observation / Support | Tasks to be completed (see Professional Practice Log). Minimum expectation |
| Week 1  w/c 9th Jan | 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) | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding  Give opportunities for trainees to take over elements of classroom practice. | Introduction to school  Placement checklist (previous page)  Weekly review  English: Task 1  Task 2  Maths: Task 1  Task 2  Science: Task 1  Task 2  Foundation Subjects: Task 1 |
| Week 2  w/c 16th Jan | Observe mentor teacher  Assists mentor teacher and assists with small groups  **10% teaching**  Deliver mentor / school / own planned lessons (1-2 lessons this week) | 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 discussion  Ask specific questions to determine trainee understanding  Give opportunities for trainees to take over elements of classroom practice.  **Weekly formal observation and Fortnightly meeting 1.** | Weekly review  Ongoing:  English: Task 2  Task 3  Maths: Task 2  Task 3  Science: Task 1  Task 2  Foundation Subjects: Task 2  Mentor Feedback form |
| Week 3  w/c 23rd Jan | Observe mentor teacher  Assists mentor teacher and assists with small groups  **20% teaching** (rough guidance) (3-4 lessons this week) | Observe:   * As above * Subject knowledge strategies * Resources used   Teach:  Using planned lessons, teach whole lessons  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for 2-3 lessons  Assessment, evaluation, and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding  Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation** | Weekly review  Ongoing:  English: Task 2  Task 3  Maths: Task 2  Task 3  Science: Task 1  Task 2  Foundation Subjects: Task 2 |
| Week 4  w/c 30th Jan | Observe mentor teacher  Assists mentor teacher and assists with small groups  **30% teaching** (rough guidance) (5-6) lessons this week) | Observe:   * As above   Teach:  Using planned lessons, teach whole lessons  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for 3-4 lessons  Assessment, evaluation, and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding  Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation.**  **Fortnightly meeting.** | Weekly review  Ongoing:  English: Task 2  Task 3  Maths: Task 2  Task 3  Science: Task 1  Task 2  Foundation Subjects: Task 2  Mentor Feedback form |
| Week 5  w/c 6th Feb | Observe mentor teacher  Assists mentor teacher and assists with small groups  **40% teaching** (rough guidance) (7-8 lessons this week) | Observe:   * As above   Teach:  Using planned lessons, teach whole lessons  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for 3-4 lessons  Assessment, evaluation, and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding  Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation and end of placement report** | Weekly review  Ongoing:  English: Task 2  Task 3  Maths: Task 2  Task 3  Science: Task 1  Task 2  Foundation Subjects: Task 2  Mentor End of Placement form |

1. **Mentor Support and Expectations**

During the initial 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, with a bespoke schedule for how this will increase towards 40% (7-8 lessons a week by Week 5). They should also be supported to start planning their own lessons based on the school’s existing plans. Sessions at UWE will support them to do this.

During the second week, mentors will be expected to conduct a formal observation which is followed by a target setting meeting (later in the week). The latter should be led by the trainee who is encouraged to be proactive in terms of taking responsibility for their training

**Trainees perform best when:**

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

(Vickers-Hulse 2021)

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 regularly 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. Your Senior Mentor will formally observe you at least once during each practice placement.

# UGP2 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. There will be professional development to be delivered at a school level to trainees outlined in the professional development document. These tasks are designed to be completed alongside **any** directed tasks assigned to you by the Senior Mentor or Mentor.

The *teaching* tasks below are to be *included* in your weekly teaching allocation and not on top of it.

|  |  |  |
| --- | --- | --- |
| **English Task #** |  | Notes |
| 1 | Revisit your systematic synthetic phonics training – conduct a focused observation on a phonics session and, **if appropriate,** arrange to plan, teach and assess a sequence of sessions. (e.g. if in KS2, observe a phonics lesson in KS1/EYFS or a revision in Year 3/4) | Wk1 |
| 2 | Conduct a focused observation on the teaching of writing and note how writing is deconstructed, modelled, scaffolded and explored. Speak to the teacher after the observation to gain a deeper understanding of how they teach writing. | Wk1-5 |
| 3 | Plan, teach and assess a small group or whole class sequence of writing lessons - can be across the curriculum. | Wk2-5 ongoing |

|  |  |  |
| --- | --- | --- |
| **Maths Task #** |  | Notes |
| 1 | Watch a mastery maths lesson and conduct a focused observation, making links to your learning from centre-based sessions. | Wk1 |
| 2 | Speak to the maths subject leader about how maths is organised within the school (blocked learning, sets, schemes, intervention etc.). | Wk1-5 |
| 3 | Plan, teach and assess a sequence of maths sessions on calculation (or other area of mathematics depending on where in the curriculum the class is) – reflect on your use of language, representation, and numerical example choices. | Wk2-5 ongoing |

|  |  |  |
| --- | --- | --- |
| **Science Task #** |  |  |
| 1 | Look closely at the science scheme of work and consider how it is constructed to demonstrate progression. If possible, teach a science session or sequence of sessions. | Wk1-5 |
| 2 | Speak to the science subject leader about how science is organised within the school. | Wk1-5 ongoing |

|  |  |  |
| --- | --- | --- |
| **Foundation Task #** |  | Notes |
| 1 | Look at how foundation subjects are taught in the school – are they taught discretely, in blocks, in a cross curricular way? Make notes and reflect on how the way the subjects are taught supports children’s learning and development. | Wk1-5 |
| 2 | Plan, teach and assess a sequence of sessions for one of the foundation subjects. If possible, incorporate a cross-curricular aspect in line with your learning at the centre about cross curricular models and approaches. | Wk2-5 ongoing |

**As well as teaching the core subjects it is important that you have the opportunity to teach foundation subjects too.**

**You must look for opportunities to teach the subjects below, covering as many different subjects as possible.**

**Space has been left for you to add any additional subjects that you may plan, teach, and evaluate.**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Sessions Taught (areas covered)** | **Comments** |
| Art and design |  |  |
| Music |  |  |
| PE |  |  |
| RE |  |  |
| History |  |  |
| Geography |  |  |
| ICT |  |  |
| MfL |  |  |
| Design technology |  |  |
| PSHE |  |  |
|  |  |  |
|  |  |  |

1. **Evidence**

**Types of evidence to support progression (weekly reviews, fortnightly reviews, end of placement reports.**

Graphical user interface, application

Description automatically generated

**Evidence 1:** Formal Lesson Observation, Feedback and Reflection form.

**Evidence 2:** Informal lesson observation feedback. These are your own notes. Keep a reflective journal.

**Evidence 3:** Examples of daily lesson planning & evaluation. This form is available to download on the UWE Partnership portal. Use it for ALL lessons (1:1, group and whole-class). Even if you are provided with planning from your mentor, transcribe and adapt it to this form. Be precise in you self-evaluation against the learning objective.

**Evidence 4:** Complementary Training Plan. This is a log of anything you do outside of teaching and assessing, in agreement with your mentor. Discuss with your mentor the few different activities your could undertake each week for your professional development. It may include:

* Observation of a lesson (guidance is available on the UWE Partnership documents portal). This may be limited by the access due to Covid bubble restrictions.
* Consultation / Interview with a curriculum leader, e.g. maths, English, science, any foundation subject; SENDCo; Assessment Lead; Family Support
* Self-directed subject knowledge and relevant academic study (after school hours).
* Attendance at school training / INSET.

**Evidence 5:** Pupil/student classwork: photographed / photocopied examples of pupils’ work. Annotate this to unpick pupil’s barriers to understanding or application of skills.

**Collecting Evidence:**

Your progress through this block placement is determined by the impact you will have on pupils’ learning as result of your increasing knowledge & skills of teaching, learning, assessment, and the curriculum. Throughout your block placement you are expected to gather and **reflect** on evidence to demonstrate your progress.

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

# Teaching Files

Trainees should have two files of evidence that are accessible at all times whilst on placement.

Professional Teaching File

Clearly organized

The Teaching File is everything school-focussed/facing

Weekly timetables

Daily planning and evaluation, medium- and long-term planning

Seating plans; differentiated groups

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

Professional Development Portfolio

Weekly review and target setting forms

Fortnightly mentor reviews

The Professional Development File is focussed on trainees’ progress.

Formal lesson observation feedback and reflections

Informal lesson observation feedback and reflection (notes)

Photocopied sample of children’s classwork

Complementary training: e.g. observation of other teachers, consultations with subject leaders, school training

Subject knowledge audits

Thus evidence should be collated in an online OneDrive that can be shared with mentors / UWE Tutors as needed. Trainees may want to keep a personal paper file as well. The evidence from this OneDrive will be uploaded into the trainee’s online workbook.

# Appendix 1: UWE UG2 Progress Matrix

The UG2 placement is about **engaging** with teaching and **embedding** and developing skills and practice.

We would

not expect

to see large

amount of

**secure**

practice

though

it may be

beginning

in UG2.

**Appendix 2: UG2 Yearly Overview.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Weeks | Maths 2 | English 2 | Cross-Curricular | Inclusive T&L | Becoming a researcher |
| 11 - 14 | What is mathematics in school?  What is Mastery?  What kind of mathematics teacher am I going to be?  What underpins progression in calculation?  Strategies for addition, subtraction, multiplication & division | Intro to English Year 2 - Moving forward and the teaching of writing  Book clubs and subject knowledge sessions. | Introductory Lecture – What are the cross curricular models?  Introduction to cross-curricular planning.  Guest Lecturer x3 – TBC  1st subject pair sessions – how to use cross-curricular models in the subject pairs, reflections on placements. Introducing cross-curricular theory. | Introduction to the module lecture which includes information on the Equalities Act. Everyone needs a Champion and Creative Approaches to Teaching.  Identity and Core beliefs.  Fundamental British Values.  Interventions: Exclusions vs Inclusion.  Deprivation/ Social Differences.  Understanding Challenging Behaviour.  Assessment information Seminar. |  |
| 15 - 16 | Half Term / Reading Week | | | | |
| 17 - 22 | Strategies for addition, subtraction, multiplication & division  Preparing to teach mathematics in school | Introducing the teaching of writing  Creating writer’s toolkit and contextualised grammar  Teaching  Shared writing  Planning to teach writing in English lessons  Exploring English planning resources  Phonics | Guest Lecturer x 1  Assessment lecture.  2nd subject pair sessions – practical guidance and planning approaches to cross-curricular learning.  3rd subject pair sessions – Time with tutors to create plans for assignment in groups.  Group tutorials.  Assessment due Week 25 | SEND Code of practice and the role of the SENCO.  Children with SEND.  What does it mean to be Neurodiverse?  Classroom strategies for Neurodiversity.  Learners with EAL.  Assessment Lecture. |  |
| 23 - 25 | Christmas Break | | | | |
| 26 - 30 | **School Placement** | | | | |
| 31 - 32 | Half Term / Reading Week | | | | |
| 33 – 37 | Fractions, decimals & proportions – representations & calculations | Boosting Reading @ Primary Training (BR@P) and placement induction  Exploring dyslexia and exploring vocabulary development.  Introducing the assignment and considering how to assess and analyse a child’s reading.  Fluency and comprehension  Considering contextual factors  Planning your presentation |  | Reflections and forming positive relationships.  Decolonising the Curriculum.  LGBTQ+ and pedagogy.  Intersectionality, unconscious bias, and microaggressions.  Anti-racist practice in Education. |  |
| 38 - 39 | Easter Break | | | | |
| 40 – 45 |  |  |  | Assessment in week 41. | What is research?  Epistemology & research paradigms  Research methodology  Case study design  Action research design  Interviews  Focus groups  Questionnaires |
| 46 | Half Term | | | | |
| 47 – 48 | **Alternative Placement** | | | | |