



BEd Year 1
School Experience
Block A
November 2020

**Notes of Guidance for Student Teachers,
School and University Mentors, and Class
Teachers**

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Contents

Each set of Notes of Guidance for the Primary Programmes School Experience Placements have many common aspects, and some specific, distinctive phase related distinctive features. The Notes of Guidance and the associated proformas are available to be downloaded from the POPPI website <https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi>. Student teachers may also access this through Moodle. The documentation developed by the Primary Partnership to support school experience placements is referred to in its entirety as the Primary Partnership Portfolio

Section One

Standard information for all placements regarding:

Data protection

Safeguarding checks

Safeguarding and Ethics Understanding

Student Welfare during placement

Leave of absence during School Experience placement

Supervision

Section 2

Notes of Guidance and documentation for the Block A school experience placement.

Year 1 Placement Block	Dates of Placement (All in same school and class)
Block A	16 th November 2020 to 27 th November 2020
Block B	22 nd February 2021 to 5 th March 2021
Block C	17 th May 2021 to 28 th May 2021

SECTION 1

Our vision for Primary ITE

“A longstanding collaborative Partnership which provides unique, high quality evidence based learning opportunities and a diverse practice-led student experience ensuring that the University of Plymouth ITE graduates are employers’ first choice teachers who enrich children’s lives”

The Partnership aims to:

Foster and strengthen our school based primary Partnership to ensure our work is relevant and rooted in current, innovative practice;

Develop student teachers who have the capacity to become outstanding practitioners who are aware of, and impact on, the national, regional and local education priorities;

Enhance our students’ experience, skills, understanding and employability by providing a specialist curriculum pathway;

Encourage student teachers who are research active and who are able to help shape future education policy, practice and leadership;

Prepare Plymouth graduates to be resilient for life as a primary school teacher and have regard for their own wellbeing and that of the children they teach;

Guide our graduates into their first jobs and to support them effectively through their NQT year and beyond;

Introduction

All student teachers will have attended a briefing meeting on campus prior to placement commencing. They are required to contact the placement school to introduce themselves. An on-line briefing meeting will take place which should be attended by the class teacher (s) who will be supporting the student teachers in this placement.

The following information indicates to our Partnership that all necessary statutory requirements are addressed and adhered to prior to and during the school experience placement.

Data Protection

The confidentiality of our student teachers is respected and measures are taken in order to prevent any unauthorised disclosure during the course of their studies at the Institute of Education, University of Plymouth. All personal information will be treated strictly in terms of the new General Data Protection Register (GDPR) which became law on 25th May 2018.

Our school Partners must be aware of this requirement and refer to the school experience team should they be contacted by a relative, friend or external body. The standard response, should such an enquiry be made, would be that the school is unable to make any comment about the student teacher and to provide the contact details of the school experience team.

Student teachers are told that:

‘We will not normally release data about you to your parents, Partner or other relative or an external enquirer under any circumstances without having received your specific written consent.’

Further details are available on the University of Plymouth website. The specific written consent referred to here, must be sent in the first instance to a member of the academic team and copied to the Programme Leader in order that the student teacher’s permission is clearly communicated.

(For further information on GDPR and data protection, please visit the Information Commissioner’s Office website (<https://ico.org.uk/for-the-public/>)

Safeguarding checks statement

The University of Plymouth, as an ITE provider, ensures that all students enrolled on an ITE programme have had the necessary safeguarding checks performed as part of the recruitment process and as a condition of entry to the programme. This is in compliance with the Department for Education's [statutory guidance](#). This means that prior to students commencing placement, an enhanced DBS check, Prohibition Order check and the Child Care Disqualification check (both individual and household) has been completed. In addition to this each student is required to read and declare reading the '[Keeping Children Safe in Education \(Part 1\)](#)' document.

With regards to the excerpt below from the statutory guidance, information about the outcomes of each student's checks are available when a placement provider is allocated a student and the partnership agreement signed within the [Placement Communication Portal \(PCP\)](#) online system. **Students are therefore not required to show their DBS certificate or provide any other form of checks information.**

'Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this information in their single central record, but they are not required to do so.'

Further details are available in the [University of Plymouth's Student Trainee Teacher Background Checks](#) document including reference to the checks that are undertaken for staff and University Mentors.

Safeguarding and Ethics Understanding, and student teacher welfare during placement

It is a requirement of each placement that student teachers have a clear understanding of the Safeguarding and Ethics requirements and procedures in the school in which they are working. There is a requirement that the student teacher meets the designated safeguarding officer and is given clear verbal instructions as to the expectations and guidelines on these matters. A proforma recording that this discussion has taken place has to be signed by both the student and the DSO and must be kept in the student's Onedrive folder.

At this point the student teachers must be advised as to the procedures for reporting any matter that they feel personally anxious about to someone they feel comfortable with or through the University Mentor who can act as an advocate. Any problems and issues should

be addressed early in order to resolve the problem quickly. Student teachers should be advised where they find information about whistle blowing procedures.

Student teachers should be advised that the University Security team provide a 24 hour a day for 365 days of the year service should they require advice and support

Security Emergency Number – 01752 583333

Leave of Absence during School Experience Placement

The health and well-being of student teachers is paramount, and they should take care to remain well and appropriately rested during school experience placements. Inevitably, a small percentage of student teachers will succumb to minor ailments when on placement which may require 24/48 hours rest and absence from school. Other leave requires greater consideration, and is not necessarily granted.

Illness during school experience

Student teachers who become ill during school experience must personally inform the school by telephone before the start of the school day, on the day that they become ill. They also need to inform the university by contacting the Placements and Partnership Team, Tel: 01752 585324 or iteplacements@plymouth.ac.uk. They should also inform their University Mentor/ if they are due to meet on that day. If the illness persists a doctor's note may be required.

Absence as a result of accidental injury or hospitalisation

Student teachers who cannot attend the school experience placement due to unexpected accidental injury or hospitalisation must personally inform the school on the day of their absence before the start of the day, and they should also inform both the Placements and Partnership team and their University Mentor as above. A letter from the doctor or hospital may be required.

Absence due to Covid-19 restrictions and laws

[See England NHS guidelines and University guidelines](#)

Requesting leave of absence during school experience placements

Any request for leave of absence during a school experience placement must be gained from the Headteacher in the first instance, who will judge whether or not it is appropriate in line with school policy that is applied to all other members of the school staff. If the request is granted the student teacher will then seek further verification from the Programme Leader by completing a Leave of Absence form. This will be considered and may or may not be granted.

It is appropriate to seek Leave of Absence for:

- planned hospital visits/appointments;
- school visits and interviews for first teaching posts;
- the funeral of a close family member.

It is not appropriate to seek Leave of Absence for:

- an interview unrelated to securing a first teaching post i.e. a holiday job;
- an interview relating to a post within the university i.e. hall of residence manager;
- the funeral of a person who is not a close relative (each school will have specific guidance on this);
- attending a wedding;
- traveling to a wedding abroad or at a distance;
- childcare issues.

Please note: As part of the Primary Partnership Agreement schools have the right to ask a student to leave for a range of reasons which includes if they have concerns that the progress of the pupils in the school is being hampered by poor attendance or disruption caused by unnecessary or unauthorised absence.

Supervision during school experience placement

For this placement in school for student teachers on the BEd Programme they will be supported in school by the class teacher with whom they are placed. An on-line briefing will be arranged for class teacher's supporting student teachers. The student teachers will be supported during their placement by their Professional Tutor.

Additional support and guidance

The campus based School Experience academic team supports student teachers, schools and mentors. In addition they will communicate with all partners and may visit the placement when additional support or guidance is required, or to carry out quality assurance checks. Students also have access to their Professional Tutor who can offer guidance and advice. The ITE Placements and Partnership team are part of the Professional Services team who will ensure that all enquiries are dealt with and reach the appropriate academic team member.

The University Mentor

The University Mentor is member of a highly skilled professional team who bring a wealth of experience to Primary Partnership. Many of them do not have any campus-based responsibilities. The team meet every term in order to carry out CPD, receive updates from the university, participate in moderation activities, and contribute to Partnership development and quality assurance checks. They also carry out peer appraisal activities and

receive individual feedback from placement evaluations. (UMs are allocated in Year 2 and Year 3 of the BEd – Professional Tutors act as the mentor for Year 1)

The School Mentor

In PLP (Partnership-led partnership) schools there is a named School Mentor who has been trained to work with Plymouth University Primary ITE students. The School Mentor is required to attend refresher training on a 3 yearly cycle to ensure that they are familiar with Plymouth systems and procedures as well as updating mentoring skills based on the National Standards for mentors in ITE. The School Mentor is responsible for carrying out a weekly wellbeing and progress meeting with the student teacher and checking with the class teacher that all is well. Further information can be found in the online Mentor Handbook.

<https://www.plymouth.ac.uk/student-life/your-studies/academic-services/placements-and-workbased-learning/poppi>

The School Mentor is also responsible for carrying out an observation, discussing targets, conducting a learning conversation with the student teachers. They are also responsible for issuing any intervention that may be required during the placement to support the student teacher and should complete the end of placement report form in e-PAD for Year 2 and 3 in consultation with the class teacher and student teacher. In Year 1 the report is completed by the CT (Block A proforma is provided in this document) - Professional Tutors act as the Mentor in Year 1

Please note: where a school has a trained mentor but feels that the person does not have capacity at any particular point they may change their partnership status online through the ARC login and the university mentor will play a greater role in supervision. This can happen at any point in the year or for any particular placement.

The Class Teacher

The class teacher provides the day to day support for the student teacher and models high quality teaching and learning opportunities to facilitate pupil progress. The class teacher will also provide daily and weekly feedback, guidance and support thus enabling the student teacher to flourish. Many class teachers are also University of Plymouth ITE Primary trained mentors or graduates and have an in depth understanding of the requirements of the Programmes. The class teacher can access further information and guidelines in the online document . For Year 1 students in Block A the end of placement report is completed by the class teacher.(proforma is included in this document)

SECTION 2

BEd Primary and Early Years, Year 1

Block A School Experience Placement 2020 - 2021

Date	Detail	Partner-Led Partnership Schools	University-Led Partnership School
Prior to placement commencing	Placement briefing meetings for student teachers on campus. If placement is at a distance and students teachers have to live away from campus they must have secured accommodation and informed the ITE Placements team. They must also complete a travel bursary, contact their placement school. They will also have a personal preparation meeting with their professional tutor on campus.	ITE Placements will contact the school to notify of an online partnership briefing meeting (this will be recorded if not convenient) Online Briefing and Recording Available	ITE Placements will contact the school to notify of an online partnership briefing meeting (this will be recorded if not convenient) Online Briefing and Recording Available
Week 1 w/c 16 th November 2020	School experience begins	The student teacher meets with the class teacher to discuss and agree the timetable for the 2-week placement based on the framework contained in Section 2 of the Notes of Guidance.	The student teacher meets with the class teacher to discuss and agree the timetable for the 2-week placement based on the framework contained in Section 2 of the Notes of Guidance
Week 2 w/c 23 rd November 2020	School experience continues		
W/c 30 th November 2020 OR W/c 7 th December 2020	Debrief session in small grouping with Professional Tutor to talk about and reflect upon standards	Completed on Campus by Professional Tutor	

Quality Assurance Record BEd (Primary and EY) School Experience

Block A 2020

A focused observation proforma (downloaded from Moodle or POPPI should be used by student teachers)

Day/week	Focused observation subject/completed	Focused observation discussed with
16 th November		
17 th November		
18 th November		
19 th November		
20 th November		
Single child observation during week 1		
23 rd November		
24 th November		
25 th November		
26 th November		
27 th November		
Single child observation during week 2		

Plymouth Institute of Education, Primary Partnership
Safeguarding and Ethics Understanding for School Experience

Prior to each school experience placement all student teachers will have re-familiarised themselves with DfE publication 'Keeping children safe in education, Statutory guidance for schools and colleges, September 2020.' This will have been checked with each individual by their Professional Tutor.

Student teachers must ensure that they have a clear understanding of the processes involved in safeguarding and ethics procedure and practice in the school in which they are placed. They must have a conversation with the School Mentor, Headteacher, or Designated Safeguarding Officer so that there will be no lack of clarity over all matters of safeguarding and ethics for the duration of the school experience.

All student teachers will make this a first priority when taking part in any School Experience. All Partnership Schools have a responsibility to ensure that this has been carried out on the student teacher's first day in school.

Please tick and sign to confirm:

Have the school's Safeguarding Policy and Procedures been clearly shared with the student teacher?

Yes No

Has the student teacher been given a copy of the policy and accompanying documentation?

Yes No

Does the student teacher have clear understanding on ethical matters as set out by the school's governing body?

Yes No

Does the student teacher have this uploaded to the shared area of e-PAD?

Yes No

Does the student teacher have a clear understanding on all matters pertaining to the Health and Safety of all members of the school community in relation to fire procedures and evacuation of the building and whistle blowing?

Yes No

Does the student have a document in their e-PAD with evacuation guidance and fire procedures?

Yes No

Has the student teacher confirmed that they are familiar with 'Keeping children safe in education document'?

Yes No

Safeguarding, ethical conduct, fire and evacuation procedures and whistle blowing have all been discussed, and there is written guidance in the student's file as indicated above:

Student teacher:Date:.....

School Mentor /Headteacher/Designated Safeguarding Officer:

(This document should be uploaded to OneDrive)

Introduction

This placement provides a supportive learning situation with 2 student teachers working together with a class teacher in a practical and informative way.

Student teachers working in KS1 classes may be required to work with reception age children. Where this is the case it is essential that student teachers read the Early Years Guidance for all placements available on the DLE.

Each student teachers will be expected to:

1. Come to the Block A with an understanding of One Drive and the Teacher's standards (2012) and spoken to their Professional Tutor on campus in order to organize and manage the placement efficiently.
2. Carry out a **focused observation of good teaching** being modelled, on a daily basis (via the proforma from moodle which is then uploaded to OneDrive shared with Professional Tutor). These observations will be mainly of the class teacher or on occasion the teaching assistant. They will negotiate and agree in advance with the class teacher which elements of the day should be observed. They will use a standard form for this to record their observations. It is envisaged that the first 2 days observations will be around classroom procedures such as start and end of day procedures, general classroom management, transitions between sessions or moving around the school.
3. Carry out an **observation of 2 children** (1 in each of the 2-week placement) using the **observation form** provided. This should be uploaded to One Drive in a folder.
4. Under the guidance of the class teacher engage in opportunities to support teaching learning in the classroom with individuals and small groups, or whole class activities such as reading stories, taking the register.
5. Each pair of student teachers should plan an activity for a group of children which they must share in advance with the class teacher. This may take place towards the end of the first week or in the second week of placement. Student teachers should use the **Planning Framework** provided.
6. Use the standard proforma to record all other **School Based Learning** opportunities that they engage with during the 2 weeks in school such as attending meetings and assemblies, supporting playground duty, supporting any extracurricular activity or whole school events.
7. Each student teacher in this paired placement should conduct **Learning Conversations** with their student partner on a daily basis, and on a weekly basis with the class teacher (more often if practicable). Discussions should be centred on their own and the children's learning. They should frame the recording of these conversations on the form provided and upload to One Drive.

8. Each student teacher should **reflect on their practice** and the development of their understanding of the learning that they have observed and the practice that they have seen modelled on their **Weekly Reflections** proforma and store within One Drive.

During the first two-week placement, students are also required to engage in the following learning opportunities. Evidence of these activities should be recorded and stored in their OneDrive folder.

- Carry out two focussed observations of positive behaviour management in your class and a class in an alternative key stage where possible. Consider what positive behaviour management looks like in the classroom, what visual cues are being used, how effective it is. Have and record a professional learning conversation with the CT and TA about the range of strategies being used and why this works. This can be linked to teaching standards 7 and 1.
- Observe and reflect on an early maths lesson. Consider the following: Are the school following a scheme? What resources are being used? What strategies does the class teacher use? Can you relate this to any learning theories and how does it relate to your studies at University? How are the children grouped? Why? How does the teacher match tasks to the children's age and development? How are misconceptions being addressed? This could be linked to teaching standards 3e, 5a, 5d, 3a.
- Observe and reflect on a guided/shared reading activity and then attempt a shared/guided reading (this could be with one child or a small group). How are books chosen? What strategies does the class teacher use? What types of questions are being asked? Why do you think this is? How are mispronunciations addressed? This could be linked to teaching standards 3c,3d.
- Observe how CTs manage transitions within the classroom and the school (including transitions to and from break/lunch/assemblies/ at the beginning and end of the school day). What strategies do they use to ensure transitions are smooth? How is behaviour managed? How does the Class Teacher ensure that children remain safe and that hygiene measures are being followed? How are school 'bubbles' managed?

General Expectations

When working with a student teacher partner it is essential that each communicates clearly with each other and with the class teacher. The role should be mutually supportive.

The student teachers are required to have and record learning conversations on a daily basis as a means of reflecting on the practice that they have observed and been part of. They can use the written evidence of these conversations to support further or extended conversations with the class teacher.

The student teachers should engage in all classroom activities, at the direction of and with guidance from the class teacher, in order to gain a broad working knowledge of:

- The 3 R's of the behavior curriculum – Routines, Responses and Relationships;
- The teaching of core and broader curriculum subjects whether taught discretely or within a cross curricular mode;
- The modelling of good and outstanding practice;
- Whole school activities and procedures such as assemblies, lunch time procedures, playground duty;
- The school approach to marking and assessment;
- The school approach to working with parents and families;

Evidence from the above, and the daily focused observation should be recorded on the appropriate proforma and saved onto OneDrive.

The 3 R's of the Behaviour Curriculum – Routines, Responses and Relationships

Student teachers are expected to develop their knowledge and understanding of the impact of well-designed and consistently implemented behaviour policies and strategies. They will have input through campus based learning and throughout each school experience placement. They will build their knowledge of effective behaviour management on a range of strategies that they observe, see modelled and practice. They will receive feedback on their own engagement with each schools behaviour policy and strategies to support reflective practice throughout the placement and make clear links between effective behaviour strategies and their impact on children's learning.

Reflection on Practice

The Self Review: Assessment for Learning document is a valuable aide memoire for student teachers at all stages of their professional development in order to support their own, continuous learning. It can be found on Moodle and POPPI in the proforma section. Student teachers should use it as a guide in order to assist in critical reflection on episodes of teaching and learning, and in particular to ensure that feedback to pupils is robust.

Role requirements in a paired placement

During this first placement, and each setting, all student teachers need to begin to develop an awareness of the Teachers' Standards. They should be considering elements of Stage 5 of the Professional Profiling Grid and matching to their practice, their experiences and observations during placement.

The student teacher should:

- Demonstrate the ability to accept responsibility;
- Make clear to, and agree with your partner and the class teacher what your individual roles in the classroom and during activities will be;

- Discuss proposed actions and show sensitivity to the views of others;
- Consider all practical implications of what you have planned in your weekly activity;
- Reflect professionally and sensitively on the results of your planned activities and the general observations that you have made;
- Be willing to contribute to share the tasks and work co-operatively;
- Be responsive to the instructions of the class teacher;
- Demonstrate the ability to follow tasks through to completion;
- Demonstrate initiative when dealing with the unexpected;
- Give constructive feedback to your partner through Learning Conversations;
- Comment objectively on the success of the work undertaken with the student partner;

Assessment of the placement

A satisfactory placement will be evidenced by:

1. The student teachers' ability to reflect and learn from their time in school
2. Evidence of their learning and progress within One Drive
3. A short report to highlight key features of the placement and the student teachers' ability to engage with these.

Task Checklist for Block A

- Daily focused observation by student teacher
- Single child observation week1
- Single child observation week 2
- Carry out 2 focused observations of positive behaviour management in your class and an alternative key stage if possible
- Observe and reflect on an early maths lesson
- Observe and reflect on a shared/guided reading activity and attempt a shared /guided reading activity with one child or a small group
- Observe how class teachers manage transitions within the classroom and the school
- Under guidance of the CT support teaching and learning in the class with individuals, groups and whole class activities such as reading a story

- In pairs plan an activity, using the planning framework, for a group of children to be taught at the end of week 1 or in week 2 (this must be shared with the CT in advance)
- Record all School Based Learning on the SBT sheet
- Daily conversations with student partner (Learning Conversation Record)- uploaded to One Drive
- At least a weekly conversation with CT (this should be recorded and uploaded to One Drive)
- Complete Weekly Review and Reflection proforma and upload to One Drive
- Engage in all classroom activities to gain knowledge and understanding of:-
 - 3 R's of behaviour curriculum – routines, responses, relationships
 - Teaching of core and broader curriculum subjects
 - Modelling of good or outstanding practice
 - Whole school activities and procedures – assembly, duties, meetings etc
 - School approach to marking and assessment
 - School approach to working with parents and families
- Complete Self Review as a guide to critical reflection
- Begin to develop an awareness of the Teaching Standards considering elements of Stage 5 on the Professional Profiling Grid and match this to your practice, experiences and observations during this placement

Learning Conversation Record

BEd Year 1, Block A School Experience

In order to begin to support your understanding of the Teachers' Standards, please discuss with your student partner and record in a professional manner what you know or believe to be the learning that has taken place.

Prompts and questions	Which Teachers' Standard does this link to in term of developing your own understanding
What was the learning intention or objective? What previous learning did the children have?	
What learning has taken place?	
How do you know?	
What subject areas were taught or referred to in this episode of teaching?	
What teaching strategy and resources were used?	

<p>What do you know now about children's learning that you didn't know before, or that has been confirmed?</p>	
<p>What was the role of the teacher and other adults?</p>	
<p>How was the learning environment organised?</p>	
<p>What was the impact of the environment on the children's learning, did they all engage?</p>	
<p>What do you think the next steps may be?</p>	

Student teacher name:

Class size: Year group:

Date:

Planning framework for BEd 1, Block A school experience

Discuss your ideas with the class teacher and your student teacher partner;

Teach the planned activity;

Annotate your plan, discuss and review with your student teacher partner.

What do you want the children to learn?

Why do you want them to learn this?

What previous learning do they need to have?

What will be your role?

What will the children do?

How will you make sure all the children are actively involved in the learning?

How long will it take and how will you organise the time?

What resources do you need?

What will other adults in the class do?

How will you know that they have learnt what you intended?

Additional notes/comments:

BEEd Year 1 Block A School Experience

School Based Training Opportunities

Student teachers should use this proforma to record all opportunities outside of the classroom that you have been able to engage with during the school experience e.g. school assemblies, staff meetings, playground duties.

<p>Week 1</p> <p>w/c 16th November 2020</p>	
<p>Week 2</p> <p>w/c 23rd November 2020</p>	

Observation of teaching

This form should be used to record an agreed observation of a class teacher or TA by a student teacher, and when completed be shared with them. Its purpose is to allow the student teacher to observe and reflect high quality teaching taking place in small windows of time.

Curriculum area/focus:	
Year group:	Number of children:
3 key observations:	
<u>Teaching method</u>	
<u>Organisation</u>	
<u>Learning styles</u>	
Key points for reflection and discussion:	
Signed by student teacher: _____	
Signed by person being observed: _____	
Date: _____	

Observation of children's learning

Use this form to focus on children's learning. Observe a short episode of learning taking place and record what you see. Use this to consider how it may influence your practice. E.g.

How does child A respond to sitting on the carpet during the introduction to the lesson?

How is child B's learning affected when working in a small group?

Key Questions	Notes
What was the planned learning?	
What was the impact on the learner and how do you know?	
How might this influence your practice?	

Weekly Review and Reflection

Date week commencing: _____

Identify at least 3 key learning events for this week:

What was your impact on children's learning?

How do you know?

Where is the evidence?

Student teacher name: _____ **Signature:** _____

BEd Year 1 Block A - School Experience

Report for BEd 1 Block A placement (to be completed by the class teacher)

Name of student teacher: _____

Please give brief comments on the following for each individual student teacher:

Personal and Professional Conduct:

Promoting good progress and outcomes by pupils through engagement with teaching and learning in the classroom:

Planning and leading an episode of learning:

Engagement with whole school opportunities:

Promoting a safe learning environment:

Awareness of health and safety and safeguarding issues:

Signature of class teacher: _____ Date: _____

OneDrive Requirements for Block A

OneDrive should be shared with your Professional Tutor and should contain the following documentation:

Record sheets provided in the Primary Partnership Portfolio

1. A copy of the Safeguarding and Ethics Form signed by the school and the student teacher; *
2. A copy of the Notes of Guidance for the current school experience; *
3. The Quality Assurance Record and checklists for the current school experience; *
4. Professional Profiling & Evidence Sheets

General information about the school

6. The name, email address, postal address, telephone number; *
7. The type, size and context of the school; *
8. Name of the Headteacher and members of staff; *
9. Appropriate extracts from school policies and guidelines as specifies in the Notes of Guidance for each particular school experience placement or a signed indication that they have been read and understood; *

Information about the class

10. A class list for the purposes of planning and progress; *
11. Details of class groupings and relevant information provided by the class teacher concerning EAL, pupil premium, special educational needs and other individual needs; *
12. Individual pupil targets and class/cohort targets; *
13. A general weekly timetable; *

Planning overview

14. Details of the class teacher's overview for the year, if available, and medium term plans for student teachers working on KS1 and KS2. Details of the student teachers contributions to medium term plans during school experience in later stages of the Programmes. *
15. The week's timetable indicating the student teacher's teaching commitment and training opportunities; *
16. The week's planning for maths and English; *
17. Other daily planning and records of pupil progress in Keeping Track records; *

Weekly Folders

Daily observations by student teacher
Daily learning conversations with student partner
Weekly learning conversation with CT
Weekly Review and Reflection proforma
Lesson plan framework completed for taught activities
Single child observation
SBT sheet

Practical Resource File

This is a practical file that the students can keep their day to day requirements within – this is not assessed and should also conform to GDPR expectations.