BEGINNING Placements

For

Student teacher

(Early Years and Primary Programmes)

Beginning Placement context:

For all student teachers on all ITE Programmes.

- Provide student teachers with their first school based experience and opportunity to support professional development since the start of their course.

- Where possible it is expected that students will stay in the same school / setting throughout and may be in pairs or small groups (up to 4 students)

- Gain experience of working across the school with different foci.

- Teach up to 50% of the time spent in schools - This will often be in the same class / with same group - to help the students develop an understanding of profiling and progression.

Academic Year 2019/20
Key Expectations (of Students) e.g. S4 = Standard 4

Students on this placement will be expected to:

- S4 Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate.
- S4 Develop plans that identify clear learning objectives, activities, assessment opportunities and organisation.
- S3 Demonstrate sound personal understanding of relevant areas of learning and a growing awareness of how these are taught.
- S6 Use a limited range of assessment opportunities to identify and inform feedback and planning (e.g. observation, marking and questioning).
- S1 Select and use resources and space effectively to support safe and active learning.
- S5 Become aware of, and take into account different abilities, backgrounds and needs.
- S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines.
- S2a, b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.
- S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes.

Placement Roles and Responsibilities

Student Teachers
- Ensure pre-placement contact with the Mentor and University Partnership Tutor (UPT)/ Partner Programme Lead (PPL); and to notify UPT / PPL of any concerns.
- Maintain a professional demeanour and appearance.
- Sustain a timely cycle of: planning, preparation, teaching and evaluation.
- Develop appropriate and constructive relationships with learners and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Engagement in reflection on professional development, tracking pupil progress and target setting.
- To maintain a Placement File and complete the weekly review in the Student Progress Assessment Record (SPAR) directly linked to the teacher standard grid.
- To profile 3 children (see Profiling Guidance)

Schools, Mentors and Class Teachers [CT]
- To provide an appropriate setting and context for the student to develop the necessary experience including:
  - An effective welcome / induction opportunity
  - Guidance and materials to inform the student’s preparation, teaching and contribution to children’s learning and welfare.
  - Opportunity, feedback and guidance to support and engage the student in reflection, target setting
- To undertake weekly tutorials and review sessions focused on Trainee’s impact on pupil progress
- To ensure that at least 2 formal observations of teaching and learning occur over the phase (weekly if a student is flagged as CFC)
- Monitor Student’s files and completion of Student Progress Assessment (SPAR)
- To complete the assessment requirements as set out in the relevant Assessment Schedule below.
- To raise any formal “Cause for Concern in keeping with the guidance (See Guidance for Students who are a "Cause for Concern”)
- To liaise with the assigned University Partnership Tutor (UPT) / Partner Programme Lead (PPL)

University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances
- Ensure pre-placement contact with student teacher. Provide contact details.
- Make early contact with the Mentor to support the start of the placement as appropriate.
- Respond to placement issues as required and support the formal process for dealing with a “Cause for Concern” if raised.
- Conduct QA visits to moderate grades
- Assist in the moderation of placement assessment.
- Ensure that all grades are collated in time for module assessment boards and are presented to PAD
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL).
1. **Student Progress Assessment Record [SPAR]**: This standalone booklet builds and retains a record of the student’s development throughout each placement. It contains:

   - **Placement Weekly Review** forms to stimulate and capture the student’s reflection on progress against the Assessment Criteria and informed by self-evaluation, feedback and tutorials. The process incorporates a systematic engagement in reviewing and setting targets.
   - **Trainee Development Targets Running Record:** for students to enter agreed (with Mentor) targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress. Register where the Mentor monitors attendance on placement.
   - **Common Framework Assessment Descriptors** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
   - **Key Assessment Point Grade Record** completed by the Mentor for capturing summative assessment.
   - **Placement Report Performa**
   - **Tracking Pupil Progress [TPP]**- Working with individuals and groups; This may be parts of lessons...; Specific focus on gathering/evaluation of pupil progress in week 2&4; Keep an ongoing reflective evaluation log; Annotate learning plans to show impact of teaching on progress.
   - **Link to Cumbria Teacher of Reading (CTOR)**- You will be teaching a sequence of 3 sessions-evaluate your impact on pupil progress.

The student is responsible for collating and completing this record (*See Below: “Completion and Return of Documentation”*)

2. **The Placement File**: From first contact (visit days) and throughout the placement each student is required to maintain a file which typically holds:

   - **Current SPAR**
   - **Sections as specified in pre placement checklist.**
   - **Placement Tasks** (where relevant).

_N.B. This collection of lesson observation feedback, weekly reviews and annotation of the assessment descriptors will monitor and track the student’s professional development and provide a regular assessment profile which will readily inform and build up the required summative assessment of the placement. Mentors and University Partnership Tutors / Partner Programme Lead are asked to keep a check on the student’s completion of these important documents._

All assessment placement forms (below) can be downloaded from the Partnership Website and completed in electronic format. Visit: [http://tiny.cc/UOCPartnershipPaperwork](http://tiny.cc/UOCPartnershipPaperwork)

All students have (hardcopy) Student Placement Assessment Record.

_Schools/settings should email completed Key Assessment Point Grade Record (KAPs) / end of Placement Reports to kaplancaster@cumbria.ac.uk (Lancaster students & SD) or kapcarlisle@cumbria.ac.uk (Carlisle students) kaplondon@cumbria.ac.uk (London students) and your UPT / PPL._
<table>
<thead>
<tr>
<th>Mentor</th>
<th>Destination</th>
<th>Due</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preplacement Checklist</td>
<td>1 copy to student*</td>
<td>1st week in school.</td>
<td></td>
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<tr>
<td>Observation Proforma [OP]</td>
<td>1 copy to student*</td>
<td>At least 2 over beginning phase</td>
<td></td>
</tr>
<tr>
<td>Key Assessment Point (KAP B) Grade Record – Beginning KAP</td>
<td>1 copy to Student* 1 copy to University &amp; UPT / PPL</td>
<td>End of Penultimate week of placement.</td>
<td></td>
</tr>
<tr>
<td>Cause for Concern Referral form (If Needed)</td>
<td>1 copy to Student* 1 copy to UPT / PPL 1 copy to PAd“campus”@cumbria.ac.uk</td>
<td>At any point that gives a student appropriate time to improve on targets set (usually flagged by mid-point)</td>
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<tr>
<td>Placement Report including KAP</td>
<td>Hard copy to be signed by Mentor and student and held in SPAR Email copy to University** Copy to UPT / PPL * To be held in SPAR **Email addresses: <a href="mailto:kaplancaster@cumbria.ac.uk">kaplancaster@cumbria.ac.uk</a> (Lancaster students) or SD <a href="mailto:kapcarlisle@cumbria.ac.uk">kapcarlisle@cumbria.ac.uk</a> (Carlisle students) <a href="mailto:kapLondon@cumbria.ac.uk">kapLondon@cumbria.ac.uk</a> (London students)</td>
<td>With KAP grades</td>
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</tbody>
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**To make a complete record of all assessment, feedback and reflections in the SPAR**  
**Retain a copy for presentation on future placements**  
**Make a copy to be discussed and submitted to your Personal tutor at your post placement tutorial**  
**Carry out a placement evaluation as specified on back page of SPAR**

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**All Beginning Placements: Each student will**

- Demonstrate a professional approach to appearance, behaviour, timekeeping and attendance.
- Arrive at least 30 minutes before the start of the school/setting day. Allow time for completing relevant responsibilities at the end of the day (not to leave before 4.30pm unless circumstances are agreed with school).
- Follow the guidance set out in the Generic Placement Handbook for giving notice of absence.
- Be directly involved in teaching and learning support for up to 50% of the weekly timetable.
- Allocate the remaining time to observing teaching; familiarisation with school organisation / routines; planning and preparation and evaluation of progress.
- Observe the teaching of Systematic Synthetic Phonics and Guided Reading.
- Be observed (with feedback) teaching Phonics and Guided Reading.
- Undertake small scale Professional Development Activities (PDA) set by tutors: to be shared and discussed with the Mentor at the beginning of the placement.
- Maintain a reflective log of pupil progress targets and annotate session plans.
<table>
<thead>
<tr>
<th>Week</th>
<th>Student’s Role</th>
<th>Mentors Role</th>
<th>Class Teacher’s Role</th>
<th>UPT / PPL’s Role</th>
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</thead>
</table>
| Week 1     | • Observe lessons / sessions taught by the Class Teacher and discuss pedagogy, management and professional issues.  
• Work with a small group and reflect on their learning  
• Observe the wider life of the setting e.g. playtimes  
• Discuss and prepare your Professional Development Activities (PDA)  
• Assist with teacher planned activities  
• Read a story to a group Or class  
• Where possible, supervise a group working independently on teacher-led activities.  
• Gain an understanding of the children and their learning.  
• Email your UPT/PPL to Provide an update. | • Ensure student(s) have the necessary information to prepare for their placement.  
• Explain school GDPR guidance regarding storage of information and pupil records/names  
• Weekly Tutorial, individually, pairs or group as applicable.  
• **No formal observation required for this experience** | • Arrange suitable opportunity to work with children.  
• Disseminate necessary information.  
• Support trainee in settling into a professional role.  
• Provide opportunities for the student(s) to observe your teaching and to work with children (including opportunities to gain experience and confidence in supporting reading development -phonics and group reading) | • Assist / visit as necessary in response to issues that arise.  
• Make telephone contact with the Mentor/Setting during the placement.  
• QA a sample of schools. |
| Week 2     | **As week 1**  
• Support teacher planned group activities.  
• Read whole class story  
• Observe your class teacher-notice behaviour management, pedagogy, professional issues | | | |
| Week 3     | **As week 1&2** | | | |
| Q4 students only | | | | |
| Week 3     | **As week 1&2** | | | |
### UNDERGRADUATE KAPB PHASE AND ALL POSTGRADUATE

<table>
<thead>
<tr>
<th>Week</th>
<th>Student’s Role</th>
<th>Mentors</th>
<th>ClassTeacher’s</th>
<th>UPT/PPL’s</th>
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<tbody>
<tr>
<td><strong>Visit week (3 days only for PGCE)</strong></td>
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<td>Give contact details and advice/support to all as required.  &lt;br&gt; Assist/visit as necessary in response to issues that arise.</td>
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<td></td>
<td>• Share your SPAR with Mentor/CT  &lt;br&gt; • Prepare and maintain a placement file.  &lt;br&gt; • Ensure you gather the information to support your placement preparation  &lt;br&gt; • Collect class data see TPP guidance  &lt;br&gt; • Identify 3 profile children including 1 pupil premium child where possible. Refer to guidance in SPAR  &lt;br&gt; • Identify your placement teaching timetable and content including PPA time  &lt;br&gt; • Observe lessons/sessions taught by the CT and discuss pedagogy, behaviour management and organisation. (Utilise “observing a colleague profoma found in SPAR)  &lt;br&gt; • Support learning in a TA role as directed by the CT  &lt;br&gt; • Discuss and prepare your Professional Development Activities (PDA) e.g. profiling and any university school based set assignments  &lt;br&gt; • Email your UPT/PPL. Provide an update.</td>
<td>• Ensure student(s) have the information necessary to prepare for their placement.  &lt;br&gt; • Ensure Pre-placement Checklist is complete and sign. If not email UPT/PPL to discuss.</td>
<td>• Arrange suitable opportunity to work with children.  &lt;br&gt; • Disseminate necessary information to aid initial planning.  &lt;br&gt; • Discuss initial planning ideas  &lt;br&gt; • Support trainee in settling into a professional role.</td>
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<td><strong>Week 1</strong></td>
<td>• Plan and teach a variety of activities to support learning in a range of curriculum areas.  &lt;br&gt; • Be directly involved in teaching and learning for up to 50% of the timetable. Balance of student’s own planning/following teacher plans  &lt;br&gt; • Work with a small group and collect evidence of their learning. (See Tracking Pupil Progress [TPP] guidance)  &lt;br&gt; • Develop your awareness and possible involvement in the wider life of the school.  &lt;br&gt; • Observe at least 1 SSP/Guided reading lesson.  &lt;br&gt; • Maintain Placement File.  &lt;br&gt; • Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets.</td>
<td>Undertake 2 observations during this placement.  &lt;br&gt; Provide copy of your OP for student’s SPAR  &lt;br&gt; Provide weekly tutorial on key issues: Ongoing progress; Pupil Progress and impact of trainee’s teaching  &lt;br&gt; Teaching of phonics and Guided Reading; Review student’s file and completion of the SPAR. Contact UPT if any concerns arise. Raise CFC where necessary.</td>
<td>Provide opportunities for the student(s) to observe your teaching and to work with children (including opportunities to gain experience and confidence in supporting reading development -phonics and group reading)</td>
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<td></td>
<td>(From Week 2)</td>
<td>Ensure QA contact is conducted and logged.  &lt;br&gt; Review SPAR and file &amp; discuss progress.  &lt;br&gt; Keep in touch and respond as necessary</td>
<td>Support KAP assessment as necessary</td>
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<td>Week 2</td>
<td>As week 1</td>
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<td>• Plan and teach daily activities to support literacy or numeracy and Foundation subjects e.g. Topic/theme- some whole class teaching, as appropriate.</td>
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<td>• Plan and teach 3 sequential SSP &amp; guided reading sessions and receive feedback (CTR booklet)</td>
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<td>Give feedback on teaching of phonics and Guided Reading during the placement. Complete CFC referral form where necessary.</td>
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<tr>
<td>As week 1</td>
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<tr>
<td>• Provide opportunity for developing experience in teaching and learning, including some whole class teaching.</td>
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<thead>
<tr>
<th>Week 3</th>
<th>As week 2</th>
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<tbody>
<tr>
<td>Focus weekly meeting on analysis of pupil progress. <em>(See Tracking Pupil Progress [TPP] guidance)</em></td>
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<tr>
<td>• What was it about your teaching that impacted on this progress?</td>
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<tr>
<td>• How do you know?</td>
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<tr>
<td>PG students: Discuss and complete Beginning KAP B Grades / End of Placement report. PG student and Mentor to sign.</td>
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<tr>
<td>Email copy of report including grades to University &amp; UPT / PPL</td>
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<tr>
<td>As week 2</td>
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<thead>
<tr>
<th>Week 4/5/6/7</th>
<th>As week 3,4,5</th>
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<tr>
<td>Plan and teach daily activities to support literacy and numeracy including some whole class teaching.</td>
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<tr>
<td>Discuss and complete Beginning KAP Grades / End of Placement report. <em>(Undergrad students)</em> student and Mentor to sign. Email copy of report including grades to University &amp; UPT / PPL</td>
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<tr>
<td>As week 3</td>
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<tr>
<td>Liaise as appropriate to inform and support completion of the KAP/End of Placement report</td>
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