



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.

2020/21 update

- **COVID-19: Student teachers are classed as 'Critical Workers' and should be deployed in schools as that of other staff.**

(This can be flexible across a school/setting)

As can be seen in the common framework and statements below, we are looking for our student teachers to be, at least, **Meeting Expected Teacher Standards exemplification by the end of their programme.**

This Journey allows for flexibility of a student to **map their experience and progress at each placement phase regardless of context or role.** A student could be supporting online home learning alongside a class/bubble teacher or co-teaching (teacher directed catch up) a subject / specialist area face to face with a class/bubble. There could of course be scope for a blend of the above. A student will also be identifying phase specific areas of CPD. Early on this may be specific school H&S and safeguarding policies/ procedures in which they are placed.

ALL our ITE students complete online safeguarding training before commencement of assessed placement experiences.

National ITT compliance criteria surrounding total numbers of days a student is physically on placement, numbers of schools to attend and Key-Stage / age phase interactions have continued to be relaxed moving into 2020/21 if the situation demands this. Giving providers and their partnerships flexibility in enabling student teachers to gain appropriate and necessary input and opportunities to address the teacher standards.

- **Flexibility based on Common Framework updates**
 - The standards need to be applied as appropriate to the **role, phase of training and context** within which the trainee is practising (placement).
 - Student teachers should demonstrate a **continued progression towards** the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
 - **A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.**
 - SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
 - They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. **(Best Fit)**
 - Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.

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)
- **Where support of a school / setting is temporarily not possible (inform your UPT) & complete the attached CPD activities**

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

UNTIL FURTHER NOTICE ALL QA VISITS WILL BE CONDUCTED 'VIRTUALLY' - Unless other arrangements are specifically requested by a school / setting; A risk assessment process will be needed in these cases.

- 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).

Placement Offers, Allocations, Students	Lancaster and Carlisle Students including School Direct		London Students
	Placement Unit University of Cumbria Bowerham Road Lancaster LA1 3JD Tel 01524 385697 Email educationplacements@cumbria.ac.uk		Placement Unit University of Cumbria East India Dock Road London E146JE Tel 0207 4804 Email partnershiplondon@cumbria.ac.uk
Return Reports	Lancaster Students & SD	Carlisle students	London Students (as above)
	kaplancaster@cumbria.ac.uk copy to PPL or UPT Written enquiries to Programme Administration (PAd)	kapcarlisle@cumbria.ac.uk Written enquiries to Programme Administration (PAd)	kaplondon@cumbria.ac.uk Written enquiries to the respective campus

- 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 Outcome 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: <https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/>

All students have (hardcopy) **Student Placement Assessment Record**.
Schools/settings should email completed Key Assessment Point Outcome 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.

Mentor	Destination	Due	Student
Preplacement Checklist	1 copy to student*	1 st week in school.	To make a complete record of all assessment, feedback and reflections in the SPAR
Observation Proforma [OP]	1 copy to student*	At least 2 over beginning phase	
Key Assessment Point (KAPB) Outcome Record – Beginning KAP	1 copy to Student* 1 copy to University & UPT / PPL	End of Penultimate week of placement.	
Cause for Concern Intervention Referral form (If Needed)	1 copy to Student* 1 copy to UPT / PPL 1 copy to PAd"campus"@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually flagged by mid-point)	
Placement Report * as above	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: kaplancaster@cumbria.ac.uk (Lancaster students) or SD kapcarlisle@cumbria.ac.uk (Carlisle students) kapLondon@cumbria.ac.uk (London students)		

All Beginning Placements: Each student will

- Adhere to school / setting Health and safety advice/ policies.
- Be flexible in the role and context in which they are placed (or virtually attached). Student teachers must have the opportunity to address teacher standards throughout a placement.
- 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.

UNDERGRADUATE 1st EXPERIENCES Q3 – 2 weeks/Q4 -3weeks

Week	Student's Role	Mentors Role	Class Teacher's Role	UPT / PPL's Role
Week 1	<ul style="list-style-type: none"> • 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. an update. 	<ul style="list-style-type: none"> • Ensure student(s) have the necessary information to prepare for their placement. • Explain school GDPR guidance regarding storage of information and pupil records/names 	<ul style="list-style-type: none"> ▪ Arrange suitable opportunity to work with children. ▪ Disseminate necessary information. ▪ Support trainee in settling into a professional role. 	<ul style="list-style-type: none"> ▪ Assist / visit as necessary in response to issues that arise. ▪ Make telephone/ MSTEAMS contact with the Mentor/Setting during the placement. ▪ QA a sample of schools.
Week 2	<p>As week 1</p> <ul style="list-style-type: none"> ▪ Support teacher planned group activities. ▪ Read whole class story ▪ Observe your class teacher-notice behaviour management, pedagogy, professional issues 	<ul style="list-style-type: none"> ▪ Weekly Tutorial, individually, pairs or group as applicable. • No formal observation required for this experience 	<ul style="list-style-type: none"> ▪ 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) 	
Week 3 Q4 students only	<ul style="list-style-type: none"> ▪ As week 1&2 	<ul style="list-style-type: none"> ▪ There is no end of placement report for this experiential placement. 		

UNDERGRADUATE KAPB PHASE AND ALL POSTGRADUATE

Week	Student's Role	Mentors	Class Teacher's	UPT/PPL's
<p>Visit week (3 days only for PGCE)</p>	<ul style="list-style-type: none"> • Share your SPAR with Mentor/CT • Prepare and maintain a placement file. • Ensure you gather the information to support your placement preparation • Collect class data see TPP guidance • Identify 3 profile children including 1 pupil premium child where possible. Refer to guidance in SPAR • Identify your placement teaching timetable and content including PPA time • Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation. (Utilise "observing a colleague "profoma found in SPAR • Support learning in a TA role as directed by the CT • Discuss and prepare your Professional Development Activities (PDA) e.g. profiling and any university school based set assignments ▪ Email your UPT / PPL. Provide an update. 	<ul style="list-style-type: none"> ▪ Ensure student(s) have the information necessary to prepare for their placement. ▪ Ensure Pre-placement Checklist is complete and sign. If not email UPT / PPL to discuss. 	<ul style="list-style-type: none"> ▪ Arrange suitable opportunity to work with children. ▪ Disseminate necessary information to aid initial planning. ▪ Discuss initial planning ideas ▪ Support trainee in settling into a professional role. 	<p>Give contact details and advice/ support to all as required.</p> <p>Assist / visit as necessary in response to issues that arise.</p> <p>(From Week 2)</p> <p>Ensure QA contact is conducted and logged.</p> <p>Review SPAR and file & discuss progress.</p> <p>Keep in touch and respond as necessary</p> <p>Support KAP assessment as necessary</p>
<p>Week 1</p>	<ul style="list-style-type: none"> ▪ Plan and teach a variety of activities to support learning in a range of curriculum areas. ▪ Be directly involved in teaching and learning for up to 50% of the timetable. Balance of student's own planning/following teacher plans ▪ Work with a small group and collect evidence of their learning. (See Tracking Pupil Progress [TPP] guidance) ▪ Develop your awareness and possible involvement in the wider life of the school. ▪ Observe at least 1 SSP / Guided reading lesson. ▪ Maintain Placement File. ▪ Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets. 	<p>Undertake 2 observations during this placement. provide copy of your OP for student's SPAR</p> <p>Provide weekly tutorial on key issues:</p> <p>Ongoing progress;</p> <p>Pupil Progress and impact of trainee's teaching</p> <p>Teaching of phonics and Guided Reading;</p> <p>Review student's file and completion of the SPAR.</p> <p>Contact UPT if any concerns arise. Raise CFC where necessary.</p>	<p>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)</p>	<p>Ensure QA contact is conducted and logged.</p> <p>Review SPAR and file & discuss progress.</p> <p>Keep in touch and respond as necessary</p> <p>Support KAP assessment as necessary</p>

Week 2		<p>As week 1</p> <ul style="list-style-type: none"> ▪ Plan and teach daily activities to support literacy <u>or</u> numeracy and Foundation subjects e.g. Topic/theme- some whole class teaching, as appropriate. ▪ Plan and teach 3 sequential SSP & guided reading sessions and receive feedback (CTR booklet) 	<p>Give feedback on teaching of phonics and Guided Reading during the placement</p> <p>Complete CFC referral form where necessary.</p>	<p>As week 1</p> <p>Provide opportunity for developing experience in teaching and learning, including some whole class teaching.</p>	
Week 3		<p>As week 2</p> <p>Focus weekly meeting on analysis of pupil progress. (See Tracking Pupil Progress [TPP] guidance)</p> <ul style="list-style-type: none"> • What was it about your teaching that impacted on this progress? ▪ How do you know? 	<p>PG students: Discuss and complete</p> <p>Beginning KAP B Outcomes / End of Placement report. PG student and Mentor to sign.</p> <p>Email copy of report to University & UPT / PPL</p>	<p>As week 2</p>	
Week 4/5/6/7		<p>As week 3,4,5</p> <p>Plan and teach daily activities to support literacy <u>and</u> numeracy including some whole class teaching.</p>	<p>Discuss and complete Beginning KAP Outcomes / End of Placement report. (Undergrad students) student and Mentor to sign</p> <p>Email copy of report to University & UPT / PPL</p>	<p>As week 3</p> <p>Liaise as appropriate to inform and support completion of the KAP/End of Placement report</p>	