EXTENDING Placements

For

Student Teacher

(Early Years QTS and Primary QTS Programmes)

Extending Placements:

For all student teachers on all ITE Programmes.

- Build on the experience gained on Beginning and Developing Placements.
- Provide the final school/setting-based experience of the Student’s Programme.
- Lead to the award of Qualified Teacher Status for students who are able to meet all elements of the Professional Teacher Standards and have successfully completed the associated academic study.
- Students show competence in the plan, teach, assess, reflect cycle; teaching up to 70% of curriculum time.
- Teaching whole class, focus groups or individuals where necessary.
- These placements are individual places.
- Have common expectations and requirements for all Programmes.

Academic Year 2019/20
Key Expectations (of Students) e.g. S1 = Standard 1

Building on the required outcomes of previous placements, students will be expected to:

- **S1** Demonstrate a clear ability to motivate and engage all learners in planned and impromptu learning opportunities (in and out of the classroom context) which are well matched to the learner’s understanding and interests; that challenge ideas, contribute to discussion and teamwork and secure progress.

- **S4, S5** Develop and update clear and carefully differentiated plans based on on-going assessment of the learners’ needs, interests and progress and which closely connect activities, objectives and outcomes.

- **S3** Demonstrate well developed and researched subject knowledge to inform pedagogy and learning across the curriculum which are increasingly innovative and creative.

- **S6** Draw on wide ranging assessment opportunities that are closely linked to the learning objectives, actively engage learners in developing their awareness of learning and next steps and which contributes to the school’s systems for tracking and recording pupil progress.

- **S1, S4** Identify, introduce and manage resources and space which inspire and facilitate learning and are closely matched to the intended learning objectives.

- **S5** Recognise barriers to learning and apply both policy and good professional practice to support the needs and progress of all learners.

- **S1, S7** To model and secure good behaviour, appropriate values and an interest in learning (in and beyond the classroom) and to ensure that all matters regarding behaviour and safety are addressed and/or referred immediately to a member of staff with appropriate experience and responsibility.

- **S2a,b, S4d, S8d** Engage in systematic self and collaborative reflection which informs professional development, the contribution of others and the progress of learners. Promote pupil progress over time through effective data and evidence gathering and analysis. Ensure this is underpinned by reflection, professional development and acknowledgment of the way you facilitate the work of others.

- **S8** Demonstrate a clear ability to work collaboratively and effectively with colleagues, parents / carers and other professionals: recognising personal responsibilities / capabilities and opportunities to innovate and use initiative in supporting pupils’ learning and welfare.

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**Prior Experience**

- **3 Year Undergraduate Programmes** will have completed up to 13 weeks of assessed experience in schools/settings undertaken in forms of experiences and teaching blocks; in different Key Stages / age phases.

- **4 Year Undergraduate Programmes** will have completed up to 18 weeks of assessed experience in school / settings undertaken in forms of experiences and teaching blocks; in different Key Stages / age phases.

- All **PgCE students** will have completed up to 10 weeks of assessed experience in schools / settings in 2 or more blocks in different key stages / age phases where possible.

- In most cases, **PgCE and undergraduate cohorts** include students who have worked as unqualified teachers overseas and others who have been volunteer / salaried Teaching Assistants. Some have had careers in other Children’s Services. They will have also had school embedded learning as part of their course programme; and experiences in supporting school key agendas.
### StudentTeachers

- Ensure pre-placement contact with the Mentor and University Partnership Tutor (UPT)/ Partner Programme Lead (PPL).
- Maintain a professional demeanour and appearance.
- Sustain a timely cycle of: planning, preparation, evaluation & reflection. Building to teaching 70% of curriculum time; and sustaining this.
- 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 progress and target setting.
- To maintain a Placement File and Complete the weekly review in the School / Setting Placement Assessment Record (SPAR), directly linked to the teacher standard grid.
- To maintain a class and individual profiling folder; within which you should gather data on your class’s progress over time, analysis of that data and annotated evidence which demonstrates the impact that your teaching has had on the class over the period of your placement as well as profile 3 pupils in depth. (see Pupil 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 ensure that at least 4 formal observations take place plus one with a focus on the teaching of SSP and early reading
- To undertake a weekly tutorial and review session with the student. On Extending Placements 3 of these will focus on pupil progress analysis. Refer to TPP guidance.
- 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. 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)
- To raise any formal “Cause for Concern” in keeping with the guidance.
- To identify any student likely to only achieve a grade 3 scores against teacher standards (KAP) by the end of the placement and utilise a support Action Plan to help move them to “Good or Better”.
- To liaise with the assigned University Partnership Tutor / Partner Programme Lead

### 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. Support formal process for dealing with “Cause for Concern” if raised.
- Undertake a QA visit / observation & moderate placement assessment.
- Ensure grades are collected in time for the module assessment boards and are presented to KAP email.
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL).
<table>
<thead>
<tr>
<th>Placement Offers, Allocations, Students</th>
<th>Lancaster and Carlisle Based Students Including School Direct</th>
<th>London Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Unit</td>
<td>University of Cumbria</td>
<td>Placement Unit</td>
</tr>
<tr>
<td></td>
<td>Bowerham Road, Lancaster, LA1 3JD</td>
<td>University of Cumbria East</td>
</tr>
<tr>
<td></td>
<td>Tel: 01524 385697</td>
<td>India Dock Road</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a></td>
<td>London</td>
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<td></td>
<td></td>
<td>E14 6JE</td>
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<tr>
<td></td>
<td></td>
<td>Tel: 0207 517 4804</td>
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<tr>
<td></td>
<td></td>
<td>Email:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:partnershiplondon@cumbria.ac.uk">partnershiplondon@cumbria.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return Reports &amp; KAP Grade Forms</th>
<th>Lancaster Students &amp; SD</th>
<th>Carlisle Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy to PPL or UPT</td>
<td><a href="mailto:kaplancaster@cumbria.ac.uk">kaplancaster@cumbria.ac.uk</a></td>
<td><a href="mailto:kapcarlisle@cumbria.ac.uk">kapcarlisle@cumbria.ac.uk</a></td>
</tr>
<tr>
<td>Written enquiries to the respective campus c/o</td>
<td>Written enquiries to the respective campus c/o</td>
<td>Programme Administration</td>
</tr>
</tbody>
</table>

### PLACEMENT DEVELOPMENT AND DOCUMENTATION

#### 1. Student Progress Assessment Record [SPAR]
This standalone booklet builds and retains a record of the student’s development throughout their programme. It contains:

- **Observation Proforma** for the Mentors observations and feedback
- **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 targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress.
- **Common Framework Assessment Descriptors** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- **Key Assessment Point Grade Record: Placement Report Proforma** completed by the Mentor for capturing summative assessment.

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**
- **Previous SPARs (Beginning & Developing)**
- **Section your folder as in pre placement checklist & Generic handbook**
- **Placement tasks (if any)**

You will also need a separate folder for your Class Profile to monitor, track, assess and record the progress of the children in your class.

**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 Leads are asked to keep a check on the student’s completion of these important documents.**
Completion and Return of Placement Documentation

All assessment placement forms (below) can be downloaded from the Partnership Website and should be 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) and end of Placement Reports to:

Lancaster based student: [kaplancerer@cumbria.ac.uk](mailto:kaplancerer@cumbria.ac.uk)
Carlisle based students: [kapcarlisle@cumbria.ac.uk](mailto:kapcarlisle@cumbria.ac.uk)
London based students: [kaplondon@cumbria.ac.uk](mailto:kaplondon@cumbria.ac.uk)

### Assessment Schedule

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Destination</th>
<th>Due</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-placement Checklist</td>
<td>1 copy to student*&lt;br&gt; Notify UPT /PPL where necessary.</td>
<td>First few days</td>
<td>To make a complete record of all assessment, feedback and reflections in the SPAR</td>
</tr>
<tr>
<td>Observation Proforma [OP]</td>
<td>1 copy to student*</td>
<td>At least 4 observations over the Extending phase</td>
<td>Retain a copy for presentation on future placements</td>
</tr>
<tr>
<td>Cause for Concern Referral form (ONLY STUDENTS EXHIBITING CFC)</td>
<td>1 copy to student*&lt;br&gt; 1 copy to UPT /PPL&lt;br&gt; 1 copy emailed to&lt;br&gt; PAd“campus”@cumbria.ac.uk</td>
<td>At any point that gives the student appropriate time to improve on targets set (usually flagged by mid-point of placement)</td>
<td>Make a copy to be discussed and submitted to your PAT at your post placement tutorial / Base Day</td>
</tr>
<tr>
<td>Moving to “Good or Better” Action Plan/s</td>
<td>This 'Improvement Plan’ should be written in conjunction with the UPT/PPL, Mentor and student, and should focus upon the required improvements needed by the student to accelerate progress towards becoming good or better judged against the common framework grading matrix. The Moving to ‘Good or Better’ improvement planning sheet should be used for this process. Although it is possible that not all trainees will be ‘Good or Better’ in all aspects of the teachers’ standards it is the aim of the partnership that trainees are good or better (grade 2 or above) in the majority of the 8 teachers’ standards.</td>
<td>A student would normally be identified as early as possible; ideally by mid-point in the placement.</td>
<td>Carry out placement evaluation and final Programme Exit survey as specified on back page of SPAR</td>
</tr>
<tr>
<td>End of Placement Report: Extending KAP E Grade Record</td>
<td>1 copy to student*&lt;br&gt; 1 copy emailed to UPT / PPL&lt;br&gt; 1 copy emailed to KAP**&lt;br&gt;<em>To be held in SPAR&lt;br&gt;</em>* Email Addresses</td>
<td>End of penultimate week</td>
<td></td>
</tr>
</tbody>
</table>

The Standard descriptors are to be used to assess the outcome grade for the trainee at relevant stages using a ‘best fit’ approach. However, all descriptors **must be graded 3 or higher by the conclusion of the training** programme for the recommendation of the award of QTS and evidence against the descriptors commensurate with the grade must be provided at each assessed stage.
All Extending Placements:

Each student should:

• 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 building up to and sustaining 70% 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 one in a minimum sequence of 3 Phonics & Guided Reading sessions.
• Undertake small scale Professional Development Activities (PDA) set by tutors: to be shared and discussed with the Mentor on visits days / at the beginning of the placement.
• Develop a Class Profile evidencing pupil progress overtime.
• Ensure all lesson plans and class trackers are annotated in terms of your teaching and the children’s learning is clearly linked to future plans.
• Maintain a reflective log throughout the placement focusing on your teaching and the children’s learning. Use the ‘model’ in your SPAR of support all reflections.

Q3 only – two week orientation placement- October

<table>
<thead>
<tr>
<th>Time</th>
<th>Student’s Role</th>
<th>Mentor’s Role</th>
<th>Class Teacher’s Role</th>
<th>UPT/PPL Role</th>
</tr>
</thead>
</table>
| Throughout the 2 weeks | During this orientation phase seek to experience as many of the following aspects as possible.  
  • Meet with a mentor at least twice  
  • Gain some understanding of the school/setting ethos and classroom exemplification at that stage/phase  
  • Gain some knowledge and understanding of key stage/phase planning requirements (particularly focus on how sequences of learning are planned for)  
  • Gain some awareness of key stage/phase specific progress data tracking and analysis  
  • Gain some awareness and understanding of school/setting marking and feedback process  
  • Gain some knowledge of school/setting safeguarding processes \ Check school GDPR guidelines on pupil info /names etc and storage of |
|                     | Ensure the student has the necessary information and opportunities to support this placement.  
  Meet twice with the student to reflect and support.  
  \NB There is no paperwork requirement for this 2 week placement | Arrange suitable opportunities to fulfil requirements listed under student’s role.  
Disseminate necessary information | Make contact with the mentor/setting during the placement  
Assist/visit as necessary in response to issues that may arise.  
QA a sample of schools |
documentation – Cloud/Dropbox/encrypted USB – and adhere to school guidelines

- Gain some knowledge of key stage/phase curriculum breadth and depth
- Complete two weekly reflections (not weekly review proformas) using the circular model found in your SPAR as an aide memoire

We recommend that you:

- Lead a sequence of learning
- Co-plan with class teacher an area of strength
- Gain experience in a weaker subject area eg by observing
- Focus on reading
- Phonics input
- Focus on a subject strength linked to a later research project

You may also wish to build on this 2 week introduction by extending visits throughout the year.

<table>
<thead>
<tr>
<th>Time</th>
<th>Student’s Role</th>
<th>Mentor’s Role</th>
<th>Class Teacher’s Role</th>
<th>UPT / PPL’s Role</th>
</tr>
</thead>
</table>
| Before placement| • Audit of subject experience in previous placements, including topics taught
• Meet with Personal tutor & set initial targets                                                         | • Brief colleagues on placement.              | • Consider placement set-up implications for student, class, yourself.              | • Give contact details and advice/support to all as required.                     |
<table>
<thead>
<tr>
<th>Visit/Prep week (Week 1)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare and maintain a placement file.</td>
<td>• Discuss targets from student's previous observations and reports.</td>
<td>• Arrange suitable opportunity to work with children.</td>
</tr>
<tr>
<td>• Share your previous &amp; current SPAR with Mentor/CT</td>
<td>• Ensure student(s) have the information necessary to prepare for the placement.</td>
<td>• Disseminate necessary information to aid initial planning.</td>
</tr>
<tr>
<td>• Ensure you gather the information to support your placement preparation including the school’s / setting’s medium term plans policies and resources.</td>
<td>• Identify your placement teaching timetable and content including PPA entitlement (same as NQT) and specific non contact activity such as observing a colleague, partner teaching etc.</td>
<td>• Discuss initial planning ideas</td>
</tr>
<tr>
<td>• Identify your placement teaching timetable and content including PPA entitlement (same as NQT) and specific non contact activity such as observing a colleague, partner teaching etc.</td>
<td>• Check school GDPR guidelines on pupil info /names etc and storage of documentation – Cloud/Dropbox/encrypted USB – and adhere to school guidelines</td>
<td>• Support trainee in settling into a professional role.</td>
</tr>
<tr>
<td>• Share any school based assignments/research set for placement-negotiate time for these (Prof Devt.activities)</td>
<td>• Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation. Utilise ‘observing a colleague’ proforma in a focused way.</td>
<td>• Liaise with Mentor as appropriate</td>
</tr>
<tr>
<td>• Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation. Utilise ‘observing a colleague’ proforma in a focused way.</td>
<td>• Create a Class Profile file to use throughout placement to record evidence of pupil progress in all subjects taught. Gather baseline data.</td>
<td>• Provide class data to trainee</td>
</tr>
<tr>
<td>• Create a Class Profile file to use throughout placement to record evidence of pupil progress in all subjects taught. Gather baseline data.</td>
<td>• Choose and begin to gather evidence on your 3 pupil profile children including 1 Pupil Premium child where possible</td>
<td>• Induct trainee into progress tracking systems.</td>
</tr>
<tr>
<td>• Choose and begin to gather evidence on your 3 pupil profile children including 1 Pupil Premium child where possible</td>
<td>• Engage with Part 2 of Standards eg, register whole class,</td>
<td>• Assist / visit as necessary in response to issues that arise.</td>
</tr>
<tr>
<td>• Engage with Part 2 of Standards eg, register whole class,</td>
<td>• Email your UPT / PPL. Provide an update</td>
<td></td>
</tr>
<tr>
<td>• Email your UPT / PPL. Provide an update</td>
<td>• Observe routines</td>
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</tr>
<tr>
<td>By end of visit days</td>
<td>Week 2</td>
<td>Week 3</td>
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<tr>
<td>-----------------------</td>
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</tbody>
</table>
| • Ensure you have copies of any medium term planning if available. Update as required.  
• Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation.  
• Support learning in a TA role as directed by the CT  
• Share and agree your plans for your lessons / activities for first week.  
• Collect evidence re children’s ability to support planning, pupil progress and assessment. Discuss the ways that school measures pupil progress  
• Establish class records for assessment. (tracking)  
• Complete preparation checklist  
• Complete weekly review to discuss with mentor.  
• Find out who is the named Child Protection contact in the school | • Work with small groups and whole class teaching up to 50% teaching and learning contact time  
• Use variety of formative assessment strategies to assess the pupil learning  
• Ensure this is recorded on your tracking documentation  
• Negotiate how you will assume whole teacher role.  
• plan, prepare and teach observed lesson as applicable.  
• Complete weekly review and discuss in your tutorial/weekly review meeting with your mentor. Once targets are agreed add these to your running record. Review reflectively any targets already met. | • Ensure you are fulfilling placement requirements  
• Utilise non contact time wisely to include observing colleagues, discussion with subject leads, PPA, researching subject knowledge...  
• Teach your specialist subject where appropriate  
• Maintain class records using your tracking system (see TPP for guidance). Utilise | • Pupil progress is focus of weekly review meeting. Student should be able to show a range of evidence to support this.  
• Check student file  
• Agree targets for student to work on and check previous ones have been reviewed successfully on student developmental running record. | • Continue to support as outlined above | Make an early visit especially if concerns/issues arise |
| • Give contact details  
• Share previous placement report and observations.  
• Meet to review weekly review and support student in finalising targets for start of this placement  
• Share school assessment system.  
• Discuss tracking of pupil progress/format with student  
• Sign Pre-Placement Checklist in the SPAR if complete or discuss any outstanding areas.  
• Liaise with UPT/PPL if there are concerns | • At least 4 observations to be made over the 8 weeks. Provide copy of observation for Students SPAR  
In addition: 1 phonics and 1 guided reading observation to be completed directly onto the appropriate grid. | Weekly review/tutorial to discuss pupil and student progress, student wellbeing and to agree student’s targets. Monitor student file at regular intervals throughout the placement. Discuss progress/concerns as appropriate with UPT/PPL and raise a CFC if necessary following guidance. |
| • Support student in settling into teacher role  
• Provide opportunities to work with children  
• Provide opportunities to carry out required as tasks.  
• Discuss initial planning ideas  
• Share medium term plans and ideas if MTP not in place  
• Give contact details  
• Arrange with student to receive first plans as outlined in pre placement checklist giving time for you to suggest amendments as appropriate.  
• Negotiate times for teaching timetable including opportunities to observe good practice and PPA  
• Give informal feedback when the opportunities arise  
• Liaise with mentor | As visit week +  
• Help student to reflect on practice  
• Discuss ways in which student will assume class teacher role | Make early contact to arrange visit schedule and respond to any matters arising. |

<p>| Make a QA visit to undertake a joint observation with the mentor. | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
</tr>
</thead>
</table>
| **Week 5** | **Move towards 70% teaching and learning contact time**  
  - Check if there is a need for a focused pupil progress review  
  - Continue to build pupil profiles (do not copy lots of pieces of work – what you keep as evidence should be meaningful)  
  - Maintain tracking as in previous weeks  
  - As in previous weeks  
  - Check whether student has observed taught phonics and Guided reading to date.  
  - If Cause for Concern (CFC) or Good to better (G2B) in place an observation is necessary each week.  
  - Is the student having opportunity to observe other teachers and/or partner teach to support their own progress?  
  - As in previous weeks  
  - Can you broker opportunities for partner teaching with your student?  
  - Can you support in TA role?  
  - Liaise with mentor and UPT/PPL in supporting student and setting targets for improvement  
  - Liaise where these arise and inform/seek support from appropriate colleagues eg personal tutor, cohort leader, programme leader. Ensure all paperwork has also been sent to the above and relevant |
| **Liaise with mentor and UPT/PPL to support as in weeks 2 and 3 particularly by giving informal feedback, checking planning and suggesting any amendments before the lesson, including student in wider opportunities** | **Ensure full liaison with cohort leaders and personal tutors in the event of a CFC or G2B.** |

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**This information to support next steps in learning**  
- Ensure all planning includes the non negotiables and most of the additional elements (see TPP guidance)  
- Annotate plans reflectively and indicate links to impact on pupils (highlight) in order to plan next steps in learning.  
- Follow guidance given for TPP with reference to completion of periodic Pupil progress review for analysis with mentor in focused weekly review meeting. *(this will recur at intervals throughout the placement and may coincide with the end of units of work)*  
- **Meet with student for weekly review meeting, discussing targets and student weekly review**  
  - refer to Common Framework (standards) as basis for discussion of targets.(ongoing)  
  - Schedule joint observation as appropriate  
  - Liaise with class teacher  
  - Arrange for subject leader to complete appropriate observation  
  - Liaise with UPT/PPL if concerns or issues arise.  
  - **Continue to support as in weeks 2 and 3 particularly by giving informal feedback, checking planning and suggesting any amendments before the lesson, including student in wider opportunities**  
  - **Ensure full liaison with cohort leaders and personal tutors in the event of a CFC or G2B.**

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**Confirm any cases of formal Causes for Concern in liaison with UPT/PPL ensuring you hold a tutorial and targets have been set.**

This module can be failed if a student fails to meet minimum requirement (Grade 3) in any Teaching Standard. Additionally, highlight any student likely to only achieve a Grade 3 outcome by the end of Placement and instigate support via a “Moving from...” plan.
| Week 6 | Continue at 70% teaching and learning contact time.  
Continue with assessment, tracking and pupil profiling.  
Perhaps you can be introduced to the school electronic tracking system if this has not already happened  
Continue to use non-contact time wisely, this will include your PPA time  
Check for any gaps in your curriculum coverage (proforma in SPAR). Discuss any gaps with your mentor and class teacher. Ensure you have the opportunity to teach PE as a priority  
Seek support from your mentor for job applications and preparation for interviews.  
Ensure you plan to meet remaining targets | Support as for previous weeks  
In addition:  
• Plan to introduce student to electronic tracking system  
• Support purposeful use of non contact time  
• Support any job applications as an when they arise | Support as for previous weeks  
In addition:  
• Support any gaps the student may have in their curriculum coverage | Schedule a QA moderation visit for some time towards the end of placement. |
|---|---|---|---|
| Week 7 | Sustain your level of teaching and learning contact time.  
Ensure that you are in teacher role by performing beginning and end of day routines as well as teaching  
Time to review, plan ahead, review records and fully engage with Common Framework (Standard’s Grid) if you haven’t been doing this as an ongoing task | Continue as above  
• Actively encourage verbal reflection when meeting with student or giving feedback | Continue as above to support student and to liaise with mentor | Maintain contact if G2B or CFC in place |
| Week 8 | Sustain your level of teaching & learning contact time. You may increase, with approval of Mentor, to an absolute max of 80% (80% not necessary for QTS pass) | As for previous weeks | As for previous weeks |  

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
</table>
| • Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement (as in guidance).  
• Share completed progress tracking records with CT  
• Identify areas of strength and development for CEDP with Mentor  
• Discus your End of Placement Report :KAP E Grade Record with your Mentor.  
• Check with TPP guidance to see if you need a periodic pupil progress review  
• Meet with external examiner if applicable | • Enjoy your last week of teaching!  
• Teach for external examiner if required.  
• Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for CEDP  
  • Ensure that all progress record are handed over to class teacher and all resources returned before you leave. | • Review student’s file and completion of pupil profiles reports, class profile records and SPAR  
  • Discuss and complete the End of Placement Report including Extending KAP Grades and targets for development using Common Framework as a basis on which to judge evidence  
  • Student and Mentor to discuss and sign a hard copy for file  
  • Student to include report in file for post placement tutorial with personal tutor.  
  • Mentor to email copy of End of Placement Report to University KAP“campus”, UPT / PPL and student  
  • Meet external where applicable. | • Continue to support as in previous weeks  
• Liaise with mentor in writing of end of placement report and final grades.  
• Common Framework should be used as the basis for this discussion and assessment. | • Cohort Leaders will inform schools to be visited by external examiners.  
• UPT/PPL’ must moderate end of placement reports including grades during 2nd QA visit.  
• Collate all pass/fails to submit to KAP/Pad  
• Ensure final reports are submitted on time |
| | • Tutorial review student’s file and completion of the SPAR and confirm targets  
• Many thanks for your continued support and commitment to the trainees programme. | • Ensure they pass on copies of records and assessments made on placement  
• Many thanks for your support and commitment to the trainees programme. | • Ensure all requirements are met. |