PGCE Primary

School-Embedded Learning

DEVELOPING PHASE

2020/21
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You are now back onto school-embedded learning. You have made it through your beginning placement and are now looking to develop your practice.

The purpose of this developing phase of school embedded learning is two-fold;

1) To contextualise the next three weeks of learning from our PGPC9060 Pedagogy and Practice module
2) To start to work on your placement targets from beginning placement before moving to a new school context for your developing placement in January.

Schools at this time of year are exciting places to be in – you often have a Christmas play or celebration of some kind and there will be a lot of craft activities. It is a great opportunity to fill your teaching toolbox with ideas and activities to take into your first job. This time of year can also be a bit more unstructured in schools and so there is a good opportunity to continue to develop your knowledge of how children think and learn by talking to them and engaging with them.

Honestly, I'm just trying to do the best I can with every opportunity I'm given, and when I'm given the opportunities make the most of them.

Tim Tebow
PICTUREQUOTES.com
# Dates and Focus

<table>
<thead>
<tr>
<th>Dates</th>
<th>Focus linked to PGPC9060 centre-based session</th>
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</thead>
<tbody>
<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt;/26&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>PSHE – the area of study and as a tool for learning</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;/3&lt;sup&gt;rd&lt;/sup&gt; Dec</td>
<td>Adapt and Respond – SEND 1 - Exploring inclusive pedagogy – practical examples and ways to teach inclusively</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;/10&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>Working with other adults – parents and carers, teaching assistants, other professionals</td>
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**Reflections on what you ‘notice’**

Observing and noticing helps to develop learning. However, critical reflection and analysis of what you observe develops a deeper level of learning.

**Critical analysis**

- evaluates strengths and weaknesses
- makes reasoned judgements
- argues a case according to the evidence
- identifies why something will work best
- weighs up the importance of different components
- Evaluates the relevance of links between pieces of information and draws conclusions.

**One framework for reflection is the ‘What? So what? Now what?’ model:**

<table>
<thead>
<tr>
<th>What?</th>
<th>So what?</th>
<th>Now what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the description of the event and self-awareness level – questions start with ‘what’ (e.g. What happened? What did the teacher/pupil do? What was positive or negative about the experience?)</td>
<td>This is an analysis and evaluation of the event when we look deeper (e.g. So what is the importance of this? So what have I learnt about this?)</td>
<td>This is the level of synthesis where we consider courses of action and propose what we will do next (e.g. Now what could I do? Now what might be the implications for my future practice?)</td>
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</table>

These expectations are general and should be adhered to where possible in the context of your placement school. However if due to any reasons pertaining to COVID 19, any of what is written below is not possible, please act as directed by your school.

It is important that we are all clear about just what is expected of us for school embedded learning so we have set out below the respective roles of the student, the university and the schools. This has been agreed with the schools in advance and they will all have a copy of this booklet as a reminder.

**You** – you are a student but you are also a professional in training and so most important of all is that you act professionally at all times. In reality, what does this mean?

**Be there!**
Attendance is compulsory for all the SEL sessions at school. It will help you to make the links between what you learn at university and what you see in practice. Remember as well that the teacher may have planned for you to work with a group or do a specific task so being absent may disrupt other people. Part of your SEL experience involves observing and discussing with your peers so, again, you need to be there. Think too about the impression you create of yourself. Whilst this is not a formally assessed module in the sense that you receive a grade or write an essay, be under no illusions that you will be watched all the time by school staff, who will build a picture of you during your time there. Those impressions last and remember you may well be applying for a job next year in that area. Head teachers talk to each other!

Of course, there are times when absence is unavoidable. If you know **in advance** that you will be off (e.g. for a funeral) you need to speak to your personal tutor first, to make sure the absence is OK, then let your school know. You will also need to phone the university absence line

**01524 384510** in Lancaster,  
**01228 616351** in Carlisle,  
**0207 517 4800** in London  
And let them know.

If you have **no advanced warning** (if you are ill in the night, for instance) then you need to contact school first. Check with the school what their procedures are for reporting absence – usually it will be a phone call (NOT a text message) as early as possible. Most school offices are manned from 8.00am. If you don’t get through, KEEP TRYING. It will be answered eventually. Again, you will also need to let your personal tutor know and also phone the absence line.
EXPECTATIONS

Be early!
You will soon discover that many teachers are in very early to set up for the day’s teaching and will often stay late to do marking, assessments, attend meetings, run clubs etc. The documentation for your assessed placements stipulates that you must be at school at least half an hour before school starts and leave at least half an hour after the end of the school day. For your SEL experience, treat this as a minimum! Even though you won’t have as much setting up to do as for an assessed placement, you can always help the teacher to set up or use that time to look at documents, policies, children’s books etc. Again, this will be noticed, so don’t just be early, be busy. After school, nothing looks worse than the sight of a student racing the children and parents out of the car park to get home early! One of your discussion tasks will take place after school but, again, use some initiative. Help to tidy up, offer to mark books, help with assessments, put up displays, perhaps help out at an after school club. It all creates a good impression.

Dress and act professionally!
Remember, you are a professional so you need to look as though you are. Look at what the teachers wear as a rough guide and then use some common sense (anything very short, or low cut, or denim are invariably a bad idea, but don’t wear your best suit if you are going to do some painting in Reception! If you are involved in a PE lesson, you might want to get changed into something appropriate.)

Not only are you a professional, you are also a role model for the children. It is natural that they will be curious and want to get to know you. Some will inevitably “push the boundaries”. Be careful not to become too friendly with them (playing football with them in the playground for instance) or you could struggle to maintain their respect in the classroom. The maxim “Be friendly but don’t be their friend” is quite a useful one to remember.

Be aware!
A little emotional intelligence goes a long way in a primary school. There will be many occasions when you will want to speak to the class teacher or other staff about aspects of school life. Staff are invariably generous with their time and advice but...not usually at 8.55am when the children are about to come in, or when they desperately need to get some last minute resources ready or they are preparing for a staff meeting. So keep your eyes and ears open and choose your moment carefully. Similarly, if you are asking about sensitive areas (whether it be a safeguarding issue or an aspect of teaching that the teacher is less confident about) choose your words carefully. It can be easy to cause offence or imply criticism and, once done, it can be hard to win back someone’s confidence.

Remember you will be doing your beginning assessed placement in this school
**EXPECTATIONS**

**The school** – the school will make you feel welcome, will give you access to documentation that we have agreed with them, will allow you to watch them teach and to question them about aspects of their practice. They will probably also watch aspects of your emerging practice and give informal, constructive advice. But if you play your cards right, they will do far more than that. They will open a window into the world of teaching and give you lots and lots of help and advice that can only come from being in school all the time. This is one of the real strengths of the school embedded experience so do cultivate those relationships with the staff.

**The university** – Your Personal Tutor and your University Partnership Tutor will provide the link between the university and the school. This will be done both in pedagogical and practical terms:
- **Pedagogy** – we will provide input at the university that will introduce the themes that you will be exploring in school. We will set school-based tasks and evaluate them with you.
- **Practicalities** – tutors may come and visit you and support your learning. Logistically this might not always be possible, but this will allow us to support you through your time there, help you to make sense of what you see and deconstruct some of what you have observed. If we are in school with you, we may also facilitate discussions, observe some of your practice and provide feedback to you. We may even work with you to observe the practice of others, highlighting what to look for. We will ensure that the schools are aware of the tasks you need to carry out and we will “trouble shoot” any problems as and when they occur.

For any queries about SEL, please speak to your Personal Tutor or your University Partnership Tutor

The remainder of this booklet is given over to providing more detail about activities for each week. Each week’s activities has its own page followed by a relevant observational grid / knowledge organiser that you might find helpful to record your learning around each theme.
This week’s focus is PSHE (Personal, Social and Health Education). Your school may use a particular scheme for this. They may not. They may draw on Jigsaw’s resources which you have been directed to in our PGPC9060 session this week. They may have a separate PSHE lesson or they may do a little bit each day. However they do it, there is a great opportunity here to see how some of the PSHE tools and resources we have explored at in our session are used in school and to help develop children’s learning.

**Focused Observation**
If you have the opportunity, observe a PSHE lesson or even some PSHE type activity. Consider what learning the children are gaining from it and if the children are able to apply it to other areas of classroom and school life. Consider the approaches used – do the children sit in a circle? Are they writing? Is there any role-play? Are any ground rules set? How does the teacher hook the children in? Perhaps there is a story? Film? Props?

**Access/Reflection**
Have a look at the school’s PSHE policy. See if you can find out of the school has a PSHE leader and if there is a scheme of work or overview plan for the year for each year group. Reflect on whether the policy and practice matches what you saw. If you didn’t have the chance to see any – see if you can look at some plans or any schemes that are being used and find out how it is used by the teacher.

Reflect on whether there has been any other more covert PSHE work going on this week? If there has been any PSHE work that has been put in to respond to an issue arising in the class, how was this handled? Did it make a difference to dealing with the issue?

**Discussion**
At the end of the day compare with another student from your group. What were some of the differences and similarities between the approaches you experienced? Discuss some of the possible reasons. Be prepared to share your findings with a wider group and seek further opportunities to learn more about PSHE and how it can be utilised so differently in different schools.
This week’s theme builds on the work done earlier on lesson structure and focuses on aspects of SEND, responding to pupil need and within that the concept of differentiation and how this can affect learning and behaviour.

**Focused observation** – Decide on two focused lessons that you will observe on day 1. Focus on a couple of different children and during those lessons undertake several 10 minute observations of them over a day and write everything down they notice, everything the child does. An example of what this might look like is available on the next page in this booklet.

**Access/Reflection** – at the end of day 1 respond to the learning questions (page 16 of this booklet). Consider, how is differentiation planned for? How did the plan transfer to the lesson? Do the activities planned for take into account different learning styles? If so, how is this recorded? Did the children display specific, identifiable learning styles? Is there a difference between the core and foundation lesson? Discuss this with a student from another class. Ask the question: how do good planning and effective differentiation affect learning and behaviour? Observe how the teacher responds to children’s needs. How is their approach linked to what we understand by inclusive pedagogy?

**Application** – using the teacher’s plan, deliver a learning experience to a group of children on day 2 (it can be any part of the lesson). Ask your class teacher for some feedback. How can you use your feedback to set some targets for your beginning placement?

**Discussion** – speak to your teacher about the learning that took place. After school, add your own thoughts to this. Did your teacher spot things that you did not? How easy was it to follow someone else’s plan? How detailed was it? Was the work differentiated to the right level for the children? Did this enhance their learning? Did it affect their behaviour? Has today’s experience altered/strengthened your views? Try and have a conversation with the SENCO this week.

This week’s work will require a lot of organisation. Remember to negotiate with the teacher a suitable time to carry out set tasks. You may need to be flexible and do them on different days from those advised above. The rest of the time you will be supporting the teacher in their work.
10 minute observation example

11:00 - H sits with arms folded whilst teacher is talking.
H is now looking around his table.
"Come if you are experts on fractions." Teacher to class.
H makes head vigorously.
11:02 - H picks up pencil but wraps it around his head.
H is constantly holding up 'I need help card' with no thought. Teacher affirms his choice.
11:04 - Teacher gives out award points.
H (in another part of room) sits up in response.
11:05 - H is sitting next to a TA, he responds well when
TA instructs him intently.
11:06 - H is actively pointing at task sheet & speaking to TA.
He is twirling a whiteboard pen.
He is given a pencil.
Immediately he is flicking a whiteboard pen - he does not get the right apparatus.

11:07 - TA "H, have you a pencil?"
He reluctantly makes head - sits & is not active in getting resource - he picks a ruler around.

11:08 - H's neighbour helps him get started.
H writes two answers.
H rules out two answers.

11:09 - TA walks with the group in a whiteboard.
H ignores this and asks his partner for the answer. His partner helps.
H is flicking a ruler.
A ruler is not needed for the activity.
Questions to consider following 10 min observation

Following your observation can you now comment on the following?

General Wellbeing

- Was the child alert, happy and engaged?

Interaction

- Did the child
  - initiate any interaction with other children (verbal or non-verbal)
  - initiate any interaction with adults in the room (who?)
  - draw somebody else’s attention to an object of interest to him/her
  - take turns in a conversation (how many turns?)

Attention and Listening

- how long the child was able to maintain attention on the teaching
- how long was the child able to maintain attention on a written/reading task
- what, if anything, distracted him/her
- was the child able to refocus on the teaching/activity
- did the child pay attention to instructions given to the whole class?
- was the child able to listen to instructions while continuing with the task in hand?

Comprehension

If paying attention

- was the child able to follow instructions given by the teacher?
- how many instructions could the child respond to at a time?
- did he/she put their hand up to respond to questions?
- did they appear to watch/copy others?

Expression

- how long were the child’s utterances?
- was grammar and syntax appropriate for the child’s age?
- did they use a range of vocabulary?
- did they use relevant vocabulary from the lesson?
- did they use fillers such as “ummm” or “err” or replace words with “thingy” or “whatsit”?
- was speech clear to the teacher/their peers/you?
- did the child use gesture/facial expression/intonation appropriately?

Functioning in class

- was the child able to make choices?
- did they carry out activities they planned to do?
- did they know where appropriate equipment was kept?
- did they follow class routines?
- was the child able to sit still when appropriate?
- was the child able to move around the classroom without difficulty? Where was accessibility an issue?
- was the child able to use all the classroom equipment needed?
This week’s focus is on working with other adults in school. It includes a focus on how teachers develop positive working relationships with parents, teaching assistants and other professionals.

**Thinking about parents first of all** – the image below is a good way to think about how parents often engage with their child’s learning.

The desire is to get parental engagement not just involvement – so spend time observing your class teacher engage with parents and then discuss this diagram with them and what factors they think make for better engagement.

**Thinking about Teaching Assistants,**

The table below provides some good pointers for dos and do nots with Teaching Assistants.

**Table 1: Activities to avoid and encourage for TAs**

<table>
<thead>
<tr>
<th>Avoid</th>
<th>Encourage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritising task completion</td>
<td>Providing the right amount of support at the right time</td>
</tr>
<tr>
<td>Not allowing students enough thinking and</td>
<td>Students to be comfortable taking risks with their learning</td>
</tr>
<tr>
<td>response time</td>
<td>High use of closed questions</td>
</tr>
<tr>
<td>Repeating verbatim what the teacher says</td>
<td>Use of open Ended questions</td>
</tr>
<tr>
<td>High use of closed questions</td>
<td>Student retaining responsibility for their learning</td>
</tr>
<tr>
<td>Over promoting and spoon feeding</td>
<td>Giving the least amount of help first to support students’ ownership of the task</td>
</tr>
</tbody>
</table>

*Source: Adapted from Sharples & Webster (2018)*

Use the table on the next page to note your TAs work during a lesson and reflect on your findings alongside the table above.
<table>
<thead>
<tr>
<th>Stages of the lesson</th>
<th>Teaching Assistant work - notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the lesson</td>
<td>Has the Teaching Assistant been briefed as to the purpose and focus of the lesson, who they should work with and what assessment is required?</td>
</tr>
<tr>
<td>Whole class input</td>
<td>Who is the teaching Assistant working with and what is their main role? Learning? Managerial?</td>
</tr>
<tr>
<td>Independent work</td>
<td>Who is the Teaching Assistant working with and what is their main role? Learning? Managerial? How are they supporting the children in their work and learning?</td>
</tr>
<tr>
<td>Plenary</td>
<td>What is the Teaching Assistant’s role in this part of the lesson?</td>
</tr>
<tr>
<td>Post lesson</td>
<td>Is the Teaching Assistant asked for their reflections and assessments?</td>
</tr>
</tbody>
</table>

Please be sensitive and emotionally intelligent when carrying out this observation. If it is not appropriate to observe in this way then don’t.
TARGET DEVELOPMENT TRACKING

Use this to track your development against your beginning placement targets—preparing for developing placement. Your Personal Tutor will look at it with you prior to developing placement.

Appendix A – Target development

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<thead>
<tr>
<th>Target 1</th>
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<tbody>
<tr>
<td></td>
<td>Actions appropriate in SEL context</td>
<td>Progress made and evidence</td>
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<th>Target 2</th>
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<tbody>
<tr>
<td></td>
<td>Actions appropriate in SEL context</td>
<td>Progress made and evidence</td>
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<th>Target 3</th>
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<tr>
<td></td>
<td>Actions appropriate in SEL context</td>
<td>Progress made and evidence</td>
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