

Appendix 1: Placement 1 – key professional learning

We recommend that you print this document out to inform your professional learning meetings

Week	Professional Learning Activity	✓
1/2/3 Induction w/b: 25/9	Mentor/ PCM to prepare a programme of induction to the school, to ensure student teacher is aware of protocol regarding safeguarding issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.	
	Student teacher to share completed Safeguarding PLA 3 and audit (appendices of PLA handbook).	
	Mentor/PCM and student teacher to exchange e-mail address/ school phone number or any other necessary contact details.	
	Student teacher to give the mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated: student teacher to email Link Tutor and copy mentor/PCM in as an introduction.	
	Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.	
	Mentor to make available medium term planning for core and non-core subjects that the student teacher will be teaching.	
	Student teacher to ask the mentor how they can support in any particular group activities; work with all the children in small groups, getting to know their names as soon as possible. Sketch table plans with children's names.	
	Mentor/ PCM to introduce student teacher to other colleagues, such as SENco, subject & Key Stage coordinators, teaching assistants, and administrators. (A list of names of key staff would be useful).	
	Mentor to review the School Experience Handbook guidance and check the key information sent including the Tracking Progress document.	
	Student teacher to review the School Experience Handbook.	
	Student teacher to share the Initial Needs Analysis (on PebblePad) with mentor.	
	Student teacher should have set up school experience files; now begin to collect information on the school, the neighbourhood and class (refer to the guide on keeping your files which may be hard or electronic copies). Ensure there is a printed copy of the Tracking Progress document at the front of your File 2. If saving electronically, please still have a hard copy of this document in class ready for you use in discussions with mentor, PCM or Link Tutor.	
	Student teacher to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meetings, team planning meeting dates etc.	
	Student teacher to obtain a group list of pupils and any pupil groupings (where appropriate).	
Student teacher to check if any pupils in the class have an Educational Healthcare Plan (EHCP); any Individual Intervention Plans or pupils who receive additional support from a TA/LSA; pupils with SEND; details of pupils with EAL; pupils with specific medical conditions and which children have been identified as more able. Please request copies of any intervention plans: these will remain confidential and are needed for purposes of effective planning, teaching and assessment.		
Student teacher to discuss the Education Studies 2 (ED5618 PPA assignment) with the mentor, and together decide on an appropriate pupil to use for this work (Further guidance is available in the ED5618 Module Study Guide).		
3 w/b 9/10	Student teacher to complete first WPLR ; using the initial needs analysis and the Tracking Progress document reflect on experiences during the induction period. Complete the WPLR and share with mentor. If the mentor has access to PebblePad personal login now, mentor to confirm the WPLR by ticking the relevant box. If not, student to share via their login; mentor can tick as soon as they have access.	
4/5	Student teacher to start teaching a whole class activity which may be for	

w/b 16/10 Introduction to teaching	PART of a lesson (e.g. mental starter, word/ sentence level activity, plenary to a core subject lesson).	
	Mentor and student teacher, from Week 4 , have weekly meeting. Prior to the meeting, the mentor will conduct one informal observation of PART of a lesson. Student should complete their section of the WPLR on PebblePad so it is ready to share with mentor. Student teacher and mentor complete Weekly Professional Learning Record (WPLR) on PebblePad.	
	Mentor, from Week 5 , conducts one formal lesson observation (even if this is just part of a lesson for this first formal observation) and completes Lesson Dialogue Record. This, together with informal observations over the week, can inform the WPLR. Student teacher ensures they have evaluated their lesson on the plan before uploading with the LDR to PebblePad each week.	
	Student teacher and mentor review and discuss the Professional Learning Activity Schedule together (see PLA Handbook.)	
	Mentor reviews student's School Experience files; either the hard or electronic copies. If mentor cannot see files this may prompt a Support and Intervention Stage 1.	
	Student teacher to collect data for the PPA ED5618 in line with requirements.	
	Student teacher to complete GPE PLA 9 which relates to planning.	
	Student teacher begins to undertake small-scale, whole class work (e.g. taking the register or reading to the whole class) for a limited time under the guidance of the mentor.	
	Student teacher to obtain dates for parents' evenings and request possibilities for involvement; student teacher to use the checklist for Working with Parents and Carers (PLA Handbook Appendices) to keep a record and aid planning for addressing.	
	Student teacher and mentor to discuss assessment procedures and student teacher to arrange meeting with assessment coordinator.	
Student teacher to request to see where resources are located in the school to support their teaching; also, explore ICT resources.		
READING WEEK/HALF TERM – dates may vary		
6/7 w/b 6/11	Going forward timetable weightings to be followed with these weekly activities:	
	Student teacher and mentor to review and discuss the Professional Learning Activity Schedule together.	
	Student teacher and mentor to discuss and agree which lessons to be taught the following week. It is good to vary these opportunities but please be aware that students will have had most input on the core subjects at university with some sessions on PE and humanities.	
	Mentor reviews School Experience files.	
	Mentor conducts one formal lesson observation, annotates lesson plan and completes Lesson Dialogue Record. Student teacher ensures they have evaluated their lesson on the annotated plan before uploading with the LDR to PebblePad each week.	
	Mentor and student teacher have weekly meeting; they use the Tracking Progress document to aid discussion. Student teacher and mentor complete Weekly Professional Learning Record (WPLR), based on formal lesson observation, other informal observations and progress in the core areas of the tracking progress document, on PebblePad.	
	Student teacher to populate subject knowledge tabs including Numeracy Challenge and record experiences on the non-core subject tab (this may be based on observations initially).	
	Student teacher to collect data for the PPA (ED5618) in line with requirements.	
	Additional activities:	
	Student teacher to complete PLA 11 ; read the school SEND and Inclusion policy; meet the SENco; discuss their role, SEND within school, support available, home-school liaison and other support services involved. Specifically discuss the children with SEND within the class – make notes.	
Student teacher to complete PLA 15 ; get involved in any school activities that are supporting Anti-Bullying Week.		
8/9 w/b 20/11	Weekly activities, plus:	
	Student teacher to carry out PLA10 and arrange to meet the EAL coordinator (or whoever leads on this area)	
	Student teacher to plan, with the support of your mentor, a PSHE lesson.	
	Student teacher to set up opportunities to observe the teaching of phonics and early maths	

	skills.	
	Student teacher to set up meetings for observations of other class teachers in the school. This maybe particularly beneficial in the teaching of SSP and any grammar work being done with year 5/ 6 pupils in particular.	
	Mentor and student teacher to arrange for PCM to carry out joint observation if not already carried out.	
10 w/b 4/12	Weekly activities, plus: Student Teacher to look on school website to see the information they publish around pupil premium. Discuss pupil premium with mentor – what considerations need to be made for pupil premium children in the class? What support/interventions are in place? Student teacher and mentor to look at pupil progress and data; look at school tracking system. Consider what types of data are kept; what is the most useful and how does the data inform planning, teaching and reporting?	
11 w/b 11/12	Weekly activities, plus: Student teacher to ensure that they have gathered all of the necessary information for the PPA child in readiness for ED5618. Mentor and student teacher to complete Interim Placement assessment on Tracking Progress on PebblePad: on track/not on track. This must be completed by Friday 15 th December unless discussed with Link Tutor and Personal Tutor. Student teacher to ensure subject knowledge area and non-core curriculum record is up to date; identify any subject areas that have not yet been taught and discuss with mentor to ensure every subject is covered.	
	Student teacher may begin to plan whole lessons independently; initially this may be just 1 or 2 lessons per week.	
12 w/b 1/1/24	Weekly activities, plus: Student teacher to hand in ED5618 on 3rd Jan and attend University for presentation on 8 th or 9 th Jan as required.	
13 w/b 8/1	Weekly activities plus: Presentation for ED5618 on campus at designated time (TBC) on either 8th or 9th Jan; in school when not presenting	
14 w/b 15/1	Weekly activities	
15 w/b 22/1	Weekly activities, plus: Student teacher may start to draft the Professional Learning Action Plan on PebblePad.	
16 w/b 29/1	Weekly activities, plus: Student teacher to complete the Professional Learning Action Plan on PebblePad Student teacher and mentor to complete the End of Placement 1 Assessment on Tracking Progress on PebblePad: on track/not on track and reflections. This must be completed by end of Friday 2nd February. Student teacher and mentor to set targets for Placement 2 Student teacher and mentor to check all assessor fields are completed: including the Non-Core Curriculum Record; attendance record; Link Tutor checklist uploaded and section completed.	

Timetable Weighting Placement One

Weeks in Phase One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (eg PLAs, assessment, small groups, individuals, observing others)	% on preparation (out of class)
1-3	0 %	75%	25%
4-5	0 -25%	75%	25%
6-8	25%	50%	25%
9-11	40%	40%	20%
12-16	60%	20%	20%

Timetables should include a slot for the mentor and student to hold a **Weekly Professional Learning Meeting in an appropriate private space**. The timetable weighting is indicative, and can be adjusted in negotiation with the Link Tutor if needed to meet individualised needs. The PCM, the mentor and the student teacher will decide how to distribute the teaching. The distribution will depend on the school's circumstances, and what is considered to work best for the student and the mentor.