**Placement 2 – key professional learning points**

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| **Week** | **Professional Learning Activity** | **Completed** |
| 1/2/3Inductionw/b 6/3 | **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 revisit and complete **Safeguarding PLA 3** and audit for this school(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-coresubjects 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 PLAP (on PebblePad) with mentor and discuss.  |  |
| **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 and mentor** to select **four focus pupils** to include one pupil with EAL and one with SEND. The student teacher will assess these pupils in greater depth across the three core subjects throughout the placement.  |  |
| **Student teacher** to ask the teacher how they can support in any particular group activities and to undertake small-scale, whole class work (e.g. taking the register or reading a whole class story; mental starter; word/sentence level grammar activity) for a limited time under the guidance of the mentor.  |  |
| **Student teacher** to discuss the Education Studies 3 module (ED5619, Curriculum Enhancement assignment) along with a suitable focus for the class with the mentor.  |  |
| 3 w/b 20/3 | **Student teacher** to complete **first WPLR**; using the **PLAP** 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.  |  |
| 4w/b27/3Formal observations start  | **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; student teachers have now had input in all subjects. Please vary which subject you choose for the weekly formal observations so the full range is covered over the placement.  |  |
| **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 and record experiences on the non-core subject tab  |  |
| **Additional activities:** |
| **Student teacher** to obtain dates for parents’ evenings plus homework schedules and request possibilities for involvement.  |  |
| **Student teacher and mentor** to discuss assessment procedures and student teacher to arrange meeting with assessment coordinator.  |  |
| **Mentor** to discuss expectations of standards of pupils’ work with student teacher. Marking should be in line with the school’s policy.  |  |
| **Student teacher** to observe a science lesson and set up observations of other class teachers within the school; if possible, to observe subject leads/coordinators.  |  |
| **Mentor and student teacher** to discuss ways of working with additional adults in the class.  |  |
| **Student teacher** to request to see where resources are located in the school to support their teaching; also, explore ICT resources |  |
| 5w/b17/4 | **Weekly activities, plus:** |
| **Student teacher**to attend University Day on 19th April |  |
| **Student teacher** to observe a PE lesson. Take note of class management, particularly re: health/safety and any individual needs |  |
| **Student teacher** to plan to observe all subject co-ordinators teach their subjects over the remainder of the placement ; make focussed notes and file in PLA File |  |
| **Student teacher** to conduct English Speaking/Listening observation – use pro-forma from English sessions |  |
| **Mentor and student teacher** to arrange for PCM to carry out joint observation if not already carried out.  |  |
| 6w/b24/4 | **Weekly activities, plus:** |
| **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 28th April unless discussed with Link Tutor and Personal Tutor.  |  |
| **Student teacher** to revisit checklist for Working with Parents and Carers (PLA Handbook appendices); add to records from Placement 1; find opportunities to report to parents (preferably about positive achievements); write a mock report, for 4 focus children, using the school template.  |  |
| **Student teacher** to plan to join in with upcoming KS1/2 SATs or other termly assessment preparations and marking where possible.  |  |
| **Student teacher** to plan/present a display with advice from mentor. |  |
| 7/8w/b1/5 | **Weekly activities, plus:** |
| **Student teacher** to be involved in KS1/2 SATs or other termly assessments where possible; student to be involved in marking, moderating and data input – at a minimum, for the 4 focus children. |  |
| 9w/b 15/5 | **Weekly activities, plus:** |
| **Student teacher** to hand in ED5619 on 15th May and attend University for presentation on 15th or 16th May as required. |  |
| ***Student teacher*** to teach a PE lesson if not already taught (**must** be under supervision of a class teacher.) |  |
| 10/11w/b 22/5 | **Weekly activities, plus:** |
| **Mentor and student teacher** may start to draft End of Placement Assessment on PebblePad; discuss possible targets for ECT Transition Plan. |  |
| 12w/b 12/6 | **Weekly activities, plus:** |
| **Student teacher** to complete the End of Placement Assessment reflections on PebblePad |  |
| **Student teacher and mentor** to complete the End of Placement 2 Assessment on Tracking Progress on PebblePad: met/not met for all Teachers’ Standards with reflections. This **must** be completed by end of Friday 16th June.  |  |
| **Student teacher and mentor** to set targets for ECT year. |  |
| **Student teacher and mentor to check all assessor fields are completed:** including Part 2 of the Teachers’ Standards; the Non-Core Curriculum Record; attendance record; Link Tutor checklist uploaded and section completed.  |  |
| **Student teacher** to check all required PebblePad fields are completed in readiness for the exit tutorial.  |  |

**Timetable Weighting Placement Two**

