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**Primary PGCE (QTS)**

**School-Experience Expectations and Directed Tasks**

**Stage 3**

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# Primary PGCE Expectations and School-based Tasks

**Curriculum Intent**

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| **Partnership Values: Aspiration. Collaboration. Leadership.**   * Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching. * Collaboration across the Partnership to meet local and regional needs. * Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders. |

**Introduction**

This booklet provides an overview of the expectations for School Experience and will act as the link between content delivered at the centre and professional practice in school. At this stage of training, the focus is on **deepening professional knowledge and refining teaching practice,** with a particular emphasis on **inclusive teaching and supporting pupils with Special Educational Needs and Disabilities (SEND).**

Whilst the Trainee will be expected to take the lead in organising their own professional learning, we ask that School Mentors, class teachers and Lead Mentors engage in the process through the facilitation of observations and dialogue, ensuring access to relevant resources and monitoring engagement with the tasks and supporting reflections.

**The Big Questions at Stage 3**

In the sections that follow, each week is framed around a Big Question, designed to encourage Trainees to think critically and deeply about a specific aspect of the Initial Teacher Education (ITE) curriculum. These questions serve as a springboard for reflection, discussion, and professional growth, helping Trainees to consolidate their learning and refine their teaching practice as they progress towards Qualified Teacher Status (QTS).

In addition to structured tasks, each week includes a set of targeted questions for Trainees to ask expert colleagues, such as their class teacher, teaching assistant, or School Mentor. These questions are designed to help Trainees gain deeper insights into the nuances of professional practice, particularly in relation to inclusive teaching and supporting pupils with SEND. Rather than a prescriptive checklist, these questions serve as a flexible resource. Trainees are encouraged to select and prioritise the questions that are most relevant to their context and professional development needs, using them to guide reflective discussions and enhance their understanding of effective teaching practice**.**

**How to Use this Booklet**

The content of the booklet provides:

* an overview of the domain that will be addressed during the specific week of training,
* the big question,
* a key reading,
* expectations for Trainees, class teachers and School Mentors and
* a series of school-based tasks and targeted questions.

The content will be supported by an accompanying Curriculum Connections video that will review expectations and provide a summary of the evidence that underpins training. These will also pick up on anything additional that will need to be addressed during that week.

# Evidence Checklist: Stage 3

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| **W/C** | **Competency** | **Required Documentation One Drive:**  **Trainee Task** | **Required Documentation to be Uploaded or Completed on Abyasa: Trainee Task** | **Required Documentation for Abyasa: School Mentor Task** |
| **By 28 April** | **Curriculum and Subject** | Development Record | * Contextual information |  |
| **28 April** | **Planning and Teaching** | Development Record  Planning  Tracking Progress  SEND Focus tasks | * Social media and Safeguarding Checks. * SEND Strengths and Needs Framework * Weekly Observation of Trainee and related planning. |  |
| **5 May** | **Behaviour Management** | Development Record  Planning  Tracking Progress | * Initial Impressions Check * Weekly Observation of Trainee and related planning | Initial Impressions Check |
| **12 May** | **Behaviour Management**  **(Key Review Point 1)** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. | ROPD 1 |
| **Half Term** | | | | |
| **26 May** | **Adaptive Teaching** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. |  |
| **2 June** | **Adaptive Teaching** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. |  |
| **9 June** | **Assessment**  **(Key Review Point 2)** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. | ROPD 2 |
| **16 June** | **Assessment** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. |  |
| **23 June** | **Professional Behaviours** | Development Record  Planning  Tracking Progress | * Weekly Observation of Trainee and related planning. * **School Experience Evaluation** | * Assessment Report * School Experience Evaluation |
| **7 July** | **Professional Behaviours** | Development Record  Planning  Tracking Progress | * Development Record * All weekly observations and related plans * ROPDs x 2 |  |

## Overview of School Experience: Stage 3

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| **Refining & Embedding**   * Enhancement and evaluation of practice, with a focus upon the transition to the Early Career Framework (ECF). * One week of centre-based training, which has been designed to refine and embed understanding of subject and age-phase pedagogy. * Ten weeks of school experience which will be facilitated by expert colleagues in one of our partnership schools. * For **six weeks** of the placement, you will be teaching at an **Early Career Teacher (ECT) level**, with an **80% teaching commitment**.   **A PE focussed CPD Day for all Trainees will take place on: Tuesday 6 May** | |
| **Curriculum Coverage** | * At Stage 3, Trainees are expected to engage with learning across all curriculum areas. * If subjects are being led by other colleagues, such as sports coaches or language specialists, we ask that the Trainee either co-teaches with them or observes their practice. They should also have the opportunity to ask them questions about curriculum and pedagogy. |
| **Planning** | * To begin with, planning should be completed with the class teacher but as the placement continues, the Trainee should develop independence in planning across all subject areas. * Trainees should use the school’s sequences of learning/weekly planning for all subjects. At any time where the requirements for planning are not being maintained, Trainees will be required to revert to writing individual lesson plans. * If the school does not have a weekly planning proforma or one for a sequence of learning, Trainees will be expected to use the one on the LTU website. * It is best practice that Trainees should plan using the individual lesson pro-forma when being observed. |
| **Pupil Progress** | * Recording pupil progress as often as possible, whilst being realistic with workload, can help to feed into planning over time which will lead to better outcomes for all. With the support of your class teacher and drawing upon the experiences you had during stages 1 and 2, you should find your own system of recording progress during this placement. * Building from their experience in Stage 2, Trainees should take growing responsibility for monitoring the progress of the whole class using the assessment processes that are in use in their school or setting. * If there is not a tracking grid in place, Trainees can use the proforma from Stage 2. * Trainees should gather baseline data when they start their SBT and track pupils’ progress using formative strategies throughout this Stage. * They will be expected to build upon their understanding of summative assessment. |
| **Systematic Synthetic phonics and Early Reading** | * All Trainees on all programmes are **required** to plan and teach phonics (SSP) at each stage of training. * If Trainees are placed in Key Stage 2, they should teach phonics to groups of pupils (as part of an intervention programme) or to a small group outside their age phase. In this case, Trainees should teach phonics across at least 2 weeks of that SBT. * **Trainees on all programmes should have a formal observation of their teaching of SSP for each block of School Experience.** |
| **PPA**  ***Planning, Preparation and Assessment*** | * Trainees are entitled to one half day per week of PPA, **where possible with the class teacher**. This could be divided into shorter sessions across the week. * Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week. |
| **CPD**  ***Continual Professional Development time*** | * Trainees are entitled to one half day per week. CPD time should be in addition to training provided from School Direct partners and should be focussed upon completion of school-based tasks. * Trainees should not use CPD time as additional PPA hours. * Trainees should also observe teaching and learning in the key stages where they are not completing School Experience. |

# To be completed prior to 28 April

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| **Curriculum and Subject** |
| **The Big Question** |
| **What do I need to know to be successful in my final School Experience?** |
| **Overview** |
| As you enter Stage 3 of your training, this final phase is designed to consolidate your learning, refine your teaching practice, and prepare you for the transition into your Early Career Teacher (ECT) role. This is your opportunity to apply your knowledge with greater independence, confidence, and professionalism.  To be successful you will need to meet all of the competencies which will:   * Demonstrate strong curriculum knowledge and the ability to adapt your teaching to meet the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND). * Plan and deliver high-quality, inclusive lessons, making effective use of scaffolding, adaptations, and formative assessment to maximise pupil progress. * Manage behaviour effectively, creating a safe, structured, and positive learning environment that supports engagement and well-being. * Work collaboratively with School Mentors, class teachers, teaching assistants, and SENDCos, drawing on their expertise to enhance your practice. * Reflect critically on your development, identifying strengths and areas for improvement, and using feedback to refine your teaching.   This stage of your training is about taking ownership of your professional learning, becoming more independent in the classroom, and developing the skills and confidence needed to thrive as an ECT. Use this time to ask questions, seek feedback, and engage fully in all aspects of school life, ensuring you leave your placement ready to make a lasting impact as a qualified teacher.  At the start of Stage 3, your priority is to gather as much information as possible about the context of your new class. On your designated induction day, take the opportunity to build a contextualised understanding of the individual needs of your pupils, particularly those with SEND. This will help you plan effectively and adapt your teaching to ensure all children can access learning. |
| **School Based Tasks** |
| ***For Trainees moving to a new school, please make sure that you are familiar with safeguarding procedures and policies. Ensure that you are aware from the first day in your school who the Designated Safeguarding Lead is and who you need to go to if you have any concerns.***  **Getting to know your new class:**   * Review the long-term planning that is available from the school website and ensure that you have copies of the relevant medium-term planning for this term. * Make sure that you are aware of all colleagues who will support you during your School Experience and what their role is. * Find out when staff meetings or CPD sessions are. Discuss with your class teacher/School Mentor which meetings you would benefit from attending. * Find out if there are any additional year group planning meetings that you can be a part of. You will be expected to attend and participate in these. * Find out about the playground duty rota for any break times and lunch times. Observe your class teacher as they undertake this duty. What does this involve? * What before school, lunchtime and after school clubs are offered? Will you have any opportunities to participate in these?   **Getting to know your children.**   * Complete the scaffold overleaf to collate key information about the children you will be working with. You could share this with your Lead Mentor as it provides the contextual information that will help them to support you during this period of School Experience. |

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| **Induction Tasks: Contextual Information about the Class or Setting** | |
| **Number of children in the class or setting** |  |

*This scaffold needs to be uploaded to Abyasa at the end of the week.*

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|  | Points to consider | Notes |
| **Race and Ethnicity** | * *What are the cultural and ethnic heritages of the children?* * *What resources from other places and cultures will you have access to?* * *Which festivals will be celebrated during this placement?* |  |
| **Linguistic Diversity** | * *How many children speak a language other than English at home?* * *What languages are used and celebrated?* |  |
| **Multilingual Learners** | * *Do you have any children who are new to English? What are their home languages?* * *Do you have children who are multilingual learners and who are at a more advanced stage of learning English? What are their needs?* |  |
| **Refugee/ Asylum seeker status** | * *How many children in the school/ classroom or setting come from Refugee or Asylum seeker backgrounds?* * *What do you know about the experiences of these children?* |  |
| **Children with an Education and Health Care Plan (EHCP)** | * *How many children in your class or setting have an EHCP?* * *What are their needs?* * *What additional support do these children receive?* |  |
| **Number of children with a recognised additional need (without ECHP plan)** | * *How many children in your class or setting have other additional needs?* * *What are their needs?* * *What additional support do these children receive?* |  |
| What are the implications of this information for this block of School Experience? Are there any areas you need to read up about? What support might you need? | | |

# Week Commencing: 28 April

**Domain Spotlight: Planning and Teaching**

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| **The Big Question** |
| **What are the most powerful strategies that I can use to support learning?** |
| **Overview** |
| Across all stages of the programme, you have learned, practiced, and refined a range of strategies to maximise learning. These have included: retrieval, modelling, scaffolding, questioning, narrating thought processes, making steps in learning memorable, and chunking lesson content into smaller blocks. Many of these approaches align with Barak Rosenshine’s (2012) Principles of Instruction, which emphasise the importance of explicit teaching, guided practice, and regular review to support long-term retention and deep understanding.  In these two weeks, you will be asked to look closely at the different strategies you use to support learning across the curriculum and reflect on why these might be so powerful. As you do so, consider how these strategies can be tailored to support pupils with Special Educational Needs and Disabilities (SEND).  For example:   * Scaffolding and chunking can provide additional structure and reduce cognitive overload for learners who need more time to process information. * Retrieval and regular review can help reinforce learning for pupils with working memory difficulties. * Explicit instruction and modelling are particularly beneficial for pupils who require more structured, step-by-step guidance to grasp new concepts. * Adaptive questioning techniques can ensure that all pupils are supported and challenged appropriately, taking into account their individual needs.   **Take some time this week to talk to your School Mentor about how you will record progress in the lessons that you teach. Outline the approaches that you will use in your Development Record.** |
| **Reading:** |
| * Hendrick, C. (2017). [Teachers: your guide to learning strategies that really work | Teacher Network | The Guardian](https://www.theguardian.com/teacher-network/2017/oct/27/teachers-your-guide-to-learning-strategies-that-really-work) * Mohammed, R. (2014). Characteristics of Effective Learning: creating and thinking critically   [Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage (eyfs.info)](https://eyfs.info/articles.html/teaching-and-learning/characteristics-of-effective-learning-creating-and-thinking-critically-r175/) |

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| **Week Commencing 28 April** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| * Complete the relevant School-based Tasks and reflection in your Development Record. * Store your weekly observation proforma in your Onedrive. * You should keep a record of progress of your class across all lessons that you teach.   **EYFS**   * You will be expected to plan, resource, lead and evaluate one adult led activity per day. This should be with the support of a member of your team and should be part of a sequence. * In addition, you should plan teach one lesson/ activity/ area of continuous provision from the wider curriculum. * You should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” in continuous provision. * You should focus your teaching upon either Communication and Language/Literacy or Mathematical Development. These should be a *sequence* in which allows you to build upon prior learning.   **Key Stages 1 and 2:**   * Plan and teach one lesson each day in ***either* English *or* maths**. These should be a *sequence* in which allows you to build upon prior learning. * In addition, with support as necessary, you should plan, resource and teach a minimum of one lesson from another subject area from across the curriculum. This should be planned as a sequence of learning. | * Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning. * Ensure that the Trainee has shared their OneDrive folder, and you have access to Abyasa. * Give Trainees access to the documentation, logins, resources and equipment they need for the placement. * Talk to them about their centre-based training * Support Trainees in developing a system for assessing and recording pupil learning.  Share in-school systems if appropriate. * Support Trainees with their reflections on practice. Review their Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning. * Agree the teaching timetable including CPD and PPA. |

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| **School Based Tasks** |
| **SEND Focus Task for the Start of this Placement**   * Choose a child with an emerging or identified SEND. This can include a child who is on the pathway or has already received a diagnosis. * Conduct an observation for up to 20 minutes focusing on the learning narrative, pupil strengths and areas of need. Use the strengths and needs prompts overleaf to guide you.   Once you have completed the observation, discuss with your class teacher how you interpreted the child’s learning and behaviour and consider how you will build on their strengths and adapt teaching to meet their areas of need.  **Targeted Questions**  Each week in this handbook includes a set of targeted questions designed to support and guide discussions with expert colleagues. These questions provide a framework for deepening your understanding of key aspects of teaching practice. Review them carefully and select the ones that are most relevant to your development, using them to engage in meaningful conversations that enhance your professional learning.  Record your responses in your Development Record.   * How can I track the progress of pupils? * How do you adapt your teaching strategies to support different learning needs in the classroom? * What role does scaffolding play in your lessons, and how do you decide when to remove support? * How do you integrate retrieval practice and spaced learning into your lessons to help Trainees retain knowledge? * What strategies do you use to adapt your instructions without overwhelming yourself or the children? * How do you make abstract or complex concepts more accessible and engaging for the children? * What does progress look like in the areas I am teaching? How are activities sequenced to promote progression, and how is assessment used to support this? |

**Strengths & Needs Framework Prompts**

*This scaffold needs to be uploaded to Abyasa at the end of the week.*

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| **Prompts for what to look for** | **Notes** |
| **Child’s “Voice”**   * What are their preferred forms of communication? * How do they express their needs? * How do you know they are engaged? * What are the signs of disengagement? * How do they like you to communicate with them? * What soothes them? * How do they let you know what they are thinking? |  |
| **Strengths & Interests**   * What are they good at? * What resources and objects do they use the most? How do they engage with resources? * What can they do independently? * Do they return to particular experiences, or repeat particular actions? * Do they initiate play? * Which areas do you commonly find them in, for example, areas of continuous provision including whether it is indoors or outdoors? * Who do they like to play alongside and with? * What movements do they like to make? * Who are their favourite people? |  |
| **Differences**   * When thinking of the behaviours which you might usually consider as delayed, in what way is this different from other children? |  |
| **Areas of Need**  What is the primary and secondary area of need, how is this manifested?   * Communication & Interaction * Social, Emotional &/or Mental Health * Cognition & Learning * Physical &/or Sensory     How might you support the areas of need? |  |

# Week Commencing: 5 May and 12 May

**Domain Spotlight: Behaviour Management**

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| **The Big Question** |
| To what extent is my classroom a predictable and secure environment for all learners? |
| **Overview** |
| Throughout the programme, you have already developed an understanding of the fundamental aspects of maintaining a safe and inclusive learning environment. You have explored how safeguarding, behaviour management, and classroom organisation contribute to pupil well-being and effective learning. You have also had the opportunity to observe experienced teachers, apply strategies in your own teaching, and reflect on their impact. This week, you will take a broader view, deepening your understanding of **what it means to create and sustain a safe learning environment.** You will consider not just physical safety but also emotional, psychological, and social safety, reflecting on how teachers can foster trust, confidence, and a positive classroom culture.  Key areas of focus will include:   * How a teacher’s communication and interactions influence the sense of safety in the classroom. * The importance of emotional regulation—for both pupils and teachers—in maintaining a calm and predictable environment. * How to respond effectively to incidents that challenge safety, whether they relate to behaviour, safeguarding, or well-being. * The wider school community’s role in ensuring a safe environment, including working with pastoral teams, parents, and external agencies.   By the end of this fortnight, you should feel more confident in recognising, maintaining, and advocating for a safe learning environment—both for your current placement and as you move into your early career as a teacher. |
| **Reading/Watching** |
| PSHE Association: [Handling complex issues safely in the PSHE classroom.pdf (hubspotusercontent-na1.net)](https://20248256.fs1.hubspotusercontent-na1.net/hubfs/20248256/Guidance/Documents/Handling%20complex%20issues%20safely%20in%20the%20PSHE%20classroom.pdf?hsCtaTracking=c2552fae-621f-4b9e-bb0e-3f8d0a57a351%7C3661ba81-9241-436d-8299-e2c468e27f75) |

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| **Week Commencing: 5 May** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School-based Tasks and reflection in your Development Record. You should complete the relevant forms on Abyasa. Store your weekly observation proforma in your OneDrive  **EYFS**   * Each day this week, you will be expected to build towards taking responsibility for either a whole morning or afternoon session each day. * This will include taking the lead in all transition activities and liaising with additional adults. * In addition, you should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” across all areas of the Early Years curriculum framework.   **Key Stage 1 and 2**   * You will build towards taking responsibility for the class for a complete morning or afternoon each day, with the support of your class teacher. * This will include taking the lead in all transition activities such a taking the children to assembly, out for break etc. and will liaise with additional adults that might be working with you in the classroom. * You need to plan for the lessons that you will be teaching and assess the impact of your learning on pupil progress. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma on the website. [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) * The Trainee will store these weekly observations in their OneDrive. * Written feedback and targets will be discussed with the Trainee in the weekly meeting with the School Mentor and will be recorded on the Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning/ resources. |

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| **Week Commencing 12 May** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| **EYFS**   * Each day this week, you will be expected to take responsibility for either a whole morning or afternoon session each day. * This will include taking the lead in all transition activities and liaising with additional adults. * In addition, you should engage in meaningful interactions that scaffold children’s learning and contribute to the recording of “teachable moments” across all areas of the Early Years curriculum framework.     **Key Stage 1 and 2**   * You will take responsibility for the class for a complete morning or afternoon each day, with the support of your class teacher. * This will include taking the lead in all transition activities such a taking the children to assembly, out for break etc. and will liaise with additional adults that might be working with you in the classroom. * You need to plan for the lessons that you will be teaching and assess the impact of your learning on pupil progress.   *Please note that after half term, you will be expected to teach for 80% of the week, equivalent to the responsibilities you will have as an Early Career teacher.* | **Key Review Point 1**   * The first ***formal observation*** completed by the School Mentor. This is recorded on the Record of Performance and Development form (available on the website) and uploaded to Abyasa by the School Mentor. * Weekly meeting with the School Mentor to include feedback from the formal observation. * Trainee to record feedback and reflect on outcomes using the Development Record. * Please ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have access to planning/ resources. * **The Lead Mentor *may* conduct their first compliance check this week.**       *The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct* |

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| **School-based Tasks** |
| * + - 1. **Questions to support discussions with expert colleagues:** * How can I ensure that safeguarding procedures are accessible and appropriate for children with SEND, especially those with communication difficulties? * What strategies can I use to create a classroom culture where pupils with SEND feel emotionally secure and confident to seek support? * How can I adapt my behaviour management approach to meet the needs of pupils with SEND while maintaining consistency and fairness? * What **proactive** strategies do you use to help pupils with SEND self-regulate their emotions and behaviour in the classroom? * How can I structure my classroom routines to provide predictability and reduce anxiety for pupils with SEND? * How can I structure daily routines and transitions to provide predictability and reduce anxiety for children with SEND in the EYFS? * **What de-escalation strategies work best when a pupil with SEND becomes distressed or overwhelmed?** * **How can I respond effectively to situations where a child with SEND struggles with social interactions or experiences peer conflict?** |

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| Week Commencing 19 May**: Standard HALF Term**  Please note that is your school has a two week half term you will be expected to engage with the tasks in this handbook and will follow the expectations for the week as outlined. |

# Week Commencing: 26 May and 2 June

**Domain Spotlight: Adaptive Teaching**

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| **The Big Question** |
| What does high quality planning and teaching for pupils with SEND look like? |
| **Overview** |
| Understanding and supporting children with Special Educational Needs and Disabilities (SEND) is a fundamental aspect of your role as a teacher, ensuring that all learners can access and thrive within the curriculum. In Stages 1 and 2, you have had the opportunity to work with children with a diverse range of needs and to engage with the theory and evidence that underpin effective inclusive practice. In this stage, you will build upon your learning to develop a deeper understanding of what you need to know as an Early Career Teacher to effectively support children with SEND. This includes exploring the strategies, adaptations, and interventions that can create an inclusive classroom, as well as understanding the legal and professional responsibilities that guide SEND provision. You will also consider the key sources of support available to you, including the role of the SENCO, external agencies, and specialist guidance, ensuring that you feel confident in advocating for and meeting the needs of all learners. |
| **Reading** |
| **NASEN Helping Everyone Achieve** [Home page | Nasen](https://nasen.org.uk/?gad_source=1&gclid=CjwKCAiAloavBhBOEiwAbtAJO3bwzqSkGiBYbknmROo3lRceSykxvtDrrAPudVPQjOt5t2F7K4PMwRoClHAQAvD_BwE) |

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| **Week Commencing 26 May** |  |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| **All Trainees:**  All Trainees will assume *growing* responsibility for teaching for 80% of the week, as if they were an ECT in the class or setting.  You will be expected to plan, resource and take leadership with growing independence making sure that all areas of the learning environment are well resourced and prepared for the children on a daily basis.  You will receive the equivalent of 1 day outside the classroom for PPA and CPD. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma on the website. [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) * The Trainee will store these weekly observations in their OneDrive. * PPA and CPD * Written feedback and targets will be discussed with the Trainee in the weekly meeting with the School Mentor and will be recorded on the Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning/ resources. |

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| **Week Commencing 2nd June** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| All Trainees will assume *growing* responsibility for teaching for 80% of the week, as if they were an ECT in the class or setting.  You will be expected to plan, resource and take leadership with growing independence making sure that all areas of the learning environment are well resourced and prepared for the children on a daily basis.  You will receive the equivalent of 1 day outside the classroom for PPA and CPD. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma on the website. [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) * The Trainee will store these weekly observations in their OneDrive. * Written feedback and targets will be discussed with the Trainee in the weekly meeting with the School Mentor and will be recorded on the Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning/ resources. * **The Lead Mentor *may* complete a compliance check this week.**     *The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance at this time.* |

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| **School-based Tasks** |
| * 1. **Questions to support conversations with expert colleagues.** * How can I foster social interaction and communication skills in young children with SEND, especially those who are non-verbal or have speech and language difficulties? * How can I recognise when a child may have an unidentified special educational need, and what steps should I take? * How can I ensure that activities in continuous provision are accessible and meaningful for children with SEND? * What are the most effective strategies you use to support children with SEND while maintaining high expectations for all? * How can I work effectively with Teaching Assistants to ensure they provide the right level of support without fostering dependence? * Which external agencies or specialists are available to support children with SEND, and how do I access their help when needed? * What strategies do you use to build the confidence and self-esteem of pupils with SEND? * What further training or resources would you recommend to help me improve my understanding and practice in SEND? |

# Week Commencing: 9 June and 16 June

**Domain Spotlight: Assessment**

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| **The Big Question** |
| How does assessment inform the way progress is communicated, particularly for pupils working outside age-related expectations? |
| **Overview** |
| Whilst you have developed your understanding of assessment throughout your training, it is equally important to consider how you communicate pupil progress effectively to parents and caregivers, particularly for children with Special Educational Needs and Disabilities (SEND). Over the next two weeks, you will use your CPD time to explore how assessment informs reporting, looking closely at how School Reports and Parents’ Evenings play a crucial role in sharing progress, identifying next steps, and fostering strong home-school partnerships. |
| **Reading** |
| Learning Ladders School Report Writing: 10 Top Tips and Expert Advice for 2022 [School Report Writing: 10 Top Tips and Expert Advice (learningladders.info)](https://www.learningladders.info/blog/school-report-writing/) |

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| **Week Commencing 9 June** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| All Trainees will assume growing responsibility for teaching as if they were an ECT in the class or setting.  You will be expected to plan, resource and take leadership with growing independence making sure that all areas of the learning environment are well resourced and prepared for the children on a daily basis. | **Key Review Point 2**   * The second ***observation*** completed by the School Mentor. This is recorded on the Record of Performance and Development form, which is on the LTU website. It is uploaded to Abyasa by the School Mentor. * Weekly meeting with the School Mentor to include feedback from the formal observation. * Trainee to record feedback and reflect on outcomes using the Development Record. * Please ensure that the Trainee is aware of what they will be expected to teach in the following week, ensure that they have access to planning/resources. * **The Lead Mentor *may* conduct a compliance check this week.** |

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| **Week Commencing 16 June** |  |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| All Trainees will take on the responsibilities of an **Early Career Teacher (ECT)** within their class or setting, demonstrating increasing independence in their teaching practice.  You will be expected to **plan, resource, and lead learning** with confidence, ensuring that all aspects of the learning environment are **well-prepared, engaging, and inclusive** for pupils each day. This includes **thoughtful lesson planning, effective resource management, and proactive leadership**, fostering a structured and supportive classroom that meets the needs of all learners. | Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning.   * The Class teacher/School Mentor will carry out a weekly observation this week, using the observation pro forma on the website. [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/) * The Trainee will store these weekly observations in their OneDrive. * Written feedback and targets will be discussed with the Trainee in the weekly meeting with the School Mentor and will be recorded on the Development Record. * Ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have access to planning/resources. * The Lead Mentor may complete a compliance check this week. |

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| **School-based Tasks** |
| **Questions to support discussions with expert colleagues:**   * How do you ensure that assessment information for pupils with SEND is meaningful and accurately reflects their progress, even if they are working outside age-related expectations? * What approaches do you use to report progress for children with SEND in a way that highlights strengths while also addressing areas for development? * How do you prepare for conversations with parents during Parents’ Evenings, especially when discussing progress for children with additional needs? * How do you manage conversations with parents who may have concerns about their child’s progress or disagree with assessment outcomes? * How do you ensure that School Reports provide a balanced and personalised reflection of a child’s progress, particularly for those with SEND? * What adaptations or additional information do you provide in reports for pupils with SEND, such as Individual Education Plans (IEPs) or EHCP reviews? * How can I involve parents and caregivers in setting achievable goals for their child, and how do you ensure they feel part of the process? * What are some effective ways to communicate progress between formal reporting points, ensuring ongoing dialogue with parents of children with SEND? * What advice do you have for building confidence in reporting progress to parents, particularly when discussing sensitive topics such as SEND or limited progress? |

# Weeks Commencing: 23 June and 7 July

**Domain Spotlight: Professional Behaviours**

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| **Big Question:** |
| **How has my understanding of what it means to be a teacher evolved throughout my initial teacher education, and what are my next steps in becoming an inclusive, reflective, and impactful practitioner?**  What are the strengths I will bring to my Early Career Training? |
| **Overview** |
| During these two weeks period, you will focus on how your **knowledge, skills, and professional identity** have developed since the start of the programme and consider how you will transition into an **Early Career Teacher (ECT) role** with confidence and readiness.  At the end of this stage, you will complete a **final assessment against the Teacher Standards**, demonstrating your readiness to move into the profession. This assessment will draw upon the evidence and experiences you have had and the competencies you have shown against both parts of the Teachers’ Standards. |
| **Reading** |
| **DfE (2021) The Teachers’ Standards** [Teachers’ Standards guidance](https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers__Standards_Dec_2021.pdf) Crown Copyright |

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| **Week commencing 23 June** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| All Trainees will take on the responsibilities of an **Early Career Teacher (ECT)** within their class or setting, demonstrating increasing independence in their teaching practice.  You will be expected to **plan, resource, and lead learning** with confidence, ensuring that all aspects of the learning environment are **well-prepared, engaging, and inclusive** for pupils each day. This includes **thoughtful lesson planning, effective resource management, and proactive leadership**, fostering a structured and supportive classroom that meets the needs of all learners.  Please complete the School Experience Evaluation.  Please ensure that the following documents have been uploaded to Abyasa:   * All weekly observations and related planning. * RoPDs x 2 (uploaded by School Mentor * Completed Development Record | **The Stage 3 Assessment Report is to be completed on Abyasa by the end of this week. Assessment will be against the Teachers Standards.**  Please note that School Mentor comments are used to inform the Trainee’s reference.   * Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources. * School Mentors need to arrange to meet with the Trainee to review evidence against each ofthe Teachers’ Standards and identify strengths and areas for development. * Please complete the School Experience Evaluation. * The Lead Mentor will review the Assessment Report, adding their testimonial.   *Please contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance at this time.* |

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| **Week Commencing 7 July** | |
| **Trainee Teaching Expectations** | **School Mentor/Class Teacher Expectations** |
| **Please note that unless informed otherwise, the final day of placement will be Thursday 10 July.**  All Trainees will take on the responsibilities of an Early Career Teacher (ECT) within their class or setting, demonstrating increasing independence in their teaching practice.  You will be expected to plan, resource, and lead learning with confidence, ensuring that all aspects of the learning environment are well-prepared, engaging, and inclusive for pupils each day. This includes thoughtful lesson planning, effective resource management, and proactive leadership, fostering a structured and supportive classroom that meets the needs of all learners. | Please ensure that the Trainee has completed all aspects of their School Experience and that their documentation on OneDrive and Abyasa is complete. |