

**PRIMARY UG (QTS)**

**School Experience Expectations & Weekly Breakdown**

**Stage 1**

 **Early Years and Later Years**

**2024-2025**

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| **UG Stage 1** | **Induction week: w/c 17 March 2025****Training Dates: 31 March – 27 June 2025** |

**All documents and pro formas can be found at:**

[Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/)

**This document is primarily for Trainees, School Mentors, ITT Coordinators and Lead Mentors. It provides guidance on School Experience for Trainees on the Primary Undergraduate Programme. All information is subject to amends if DfE or Government policy changes during the academic year.**

**Primary UG Stage 1 School Experience Expectations and Directed Tasks**

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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.
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# **Introduction**

This booklet provides an overview of the expectations for both the School Mentor and the Trainee during School Experience. It has also been designed to provide a link between content delivered at the Centre (University and/or Delivery Partner) and practice in school.

Whilst the Trainee will be expected to take the lead in organising their own professional learning, we expect School Mentors and class teachers to be involved in the process. This will be through the facilitation of observations and dialogue; providing feedback and target setting; co-planning and evaluating; ensuring access to relevant resources and monitoring ongoing engagement with the big questions.

The Directed Tasks themselves are not meant to be box ticking exercises. They reflect the key knowledge that Trainees need to complete each specific stage of their training. The tasks relate closely to the entitlements of the Initial Teacher Training and Early Career Framework (ITTECF) and our Core Competencies.

This booklet provides pertinent information that relates to each week of School Experience. It includes:

* An overview of the Core Competency domain that will be addressed that week
* The Big Question
* A reading
* Expectations for Trainees, class teachers and School Mentors
* School Experience Directed Tasks

Each week will be supported by an accompanying Curriculum Connections video that will review expectations and pick up on anything additional that will need to be addressed. A checklist of what is expected to be completed each week and where it is to be filed can be found in the next section of this booklet.

We appreciate that schools work in different ways and if the tasks that we have identified do not fit your school’s way of working, or if you feel there are other tasks that you would prefer the Trainee to complete that link to that domain, please liaise with the relevant Lead Mentor.

The Big Questions have been framed to support the class teacher, School Mentor, and Trainee to think reflectively about the theme for that week. Trainees will record their response to this question in their Development Record.

#  **Evidence Checklist: Stage 1**

| **Date** | **Competency** | **Required Documentation OneDrive** | **Required Documentation to be Uploaded or Completed on ABYASA** | **Trainee teaching expectation*****All teaching and planning in UG STAGE 1 should be with guidance and support of the class teacher.*** |
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| **Induction and Orientation****Two days within WC 17.03.25** | **Professional Behaviours** | * Development Record
 | * Induction booklet about your Class or Setting
 | Begin to build positive relationships with the children and colleagues in your class or setting.Under the guidance of the teacher, support groups of learners and begin to note children’s progress.Find out about the needs of individual pupils. |
| **Week 1****31.03.25** | **Professional Behaviours** | * Development Record
* Directed Task - Structured observations of expert colleagues *(minimum of 4)*
 | * Induction booklet about your Class or Setting
* School Mentor and Trainee Initial Impressions Check
* Safeguarding and Social Media Confirmations
* School Mentor Weekly Observation
 | **Early Years Foundation Stage**Plan and teach one adult led activity this week, this could be in tandem with an expert colleague.**Key Stages 1 and 2:**Plan and teach one English (including phonics) or one maths session this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher. |
| **07.04.25** | Easter Holiday – please ensure discussions between the Trainee, class teacher and Mentor have taken place about teaching responsibilities following this school holiday. |
| **14.04.25** | Easter Holiday – please ensure discussions between the Trainee, class teacher and Mentor have taken place about teaching responsibilities following this school holiday. |
| **ITAP****21.04.25** | **Professional Behaviours** | * Completed ITAP Booklet
 | * Completed ITAP Booklet
 | **See separate ITAP document** |
| **ITAP****28.04.25** | **Professional Behaviours** | * Completed ITAP Booklet
 | * Completed ITAP Booklet
 | **See separate ITAP document** |
| **Week 2****05.05.25** | **Behaviour Management** | * Development Record
 | * Directed Task - Managing Behaviour Observation Scaffolds x 2
* **Record of Performance and Development 1**
 | **Early Years Foundation Stage**Plan and teach two adult led activities this week, this could be in tandem with an expert colleague.**Key Stages 1 and 2:**Plan and teach a minimum of one English (including phonics) and one maths session this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher. |
| **Week 3****12.05.25** | **Behaviour Management** | * Development Record
* Directed Task - Structured observations of expert colleagues *(minimum of 2)*
 | * School Mentor Weekly Observation
 | **Early Years Foundation Stage**Plan and teach three or four adult led activities this week, with growing confidence and independence.**Key Stages 1 and 2:**Plan and teach a minimum of two English (including phonics) and two maths sessions this week. This can include working with a small group or be part of a lesson. You should be moving towards delivering to a whole class with growing confidence and independence. |
| **Week 4****19.05.25** | **Planning and Teaching** | * Development Record
* Pupil Progress - Identify and begin tracking of 6 focus children
 | * Directed Task – Exploration/ Observation Scaffolds x 2
* **Record of Performance and Development 2**
 | **Early Years Foundation Stage**Plan and teach four adult led activities this week with growing confidence and independence.**Key Stages 1 and 2:**Plan and teach a minimum of two English (including phonics) and two maths sessions this week. This can include working with a small group or be part of a lesson. You should be moving towards delivering to a whole class with growing confidence and independence. |
| **26.05.25** | Half Term - please ensure discussions between the Trainee, class teacher and Mentor have taken place about teaching responsibilities following this school holiday. |
| **Week 5****02.06.25** | **Planning and Teaching** | * Development Record
* Pupil Progress – Continue the tracking of 6 focus children
 | * School Mentor Weekly Observation - *using unique planning observation scaffold for this week only*
 | **Early Years Foundation Stage**Plan and teach five adult led activities this week with growing confidence and independence.**Key Stages 1 and 2:**Plan and teach a minimum of two English (including phonics) and two maths sessions this week. This should be with the support of your class teacher.Support the teaching of PE and Science. |
| **Week 6****09.06.25** | **Adaptive and Inclusive Teaching** | * Development Record
* Pupil Progress – Continue the tracking of 6 focus children
 | * **Record of Performance and Development 3**
 | **Early Years Foundation Stage**Plan and teach three adult led activities this week within Communication and language and three adult led activities within Mathematical development.Support the teaching of Physical Development and Understanding the World.**Key Stages 1 and 2:**Plan and teach a minimum of three English (including phonics) sessions and three maths sessions and one other curriculum lesson this week.Support the teaching of PE and another subject within the curriculum. |
| **Week 7****16.06.25** | **Adaptive and Inclusive Teaching** | * Development Record completed
* Pupil Progress – Continue the tracking of 6 focus children
 | * School Mentor Weekly Observation
 | **Early Years Foundation Stage**Plan and teach four adult led activities this week within Communication and language and four adult led activities within Mathematical development.Plan and teach two activities from other wider areas of the curriculum.**Key Stages 1 and 2:**Plan and teach a minimum of four English (including phonics) sessions and four maths sessions.Plan and teach two activities from other wider areas of the curriculum. |
| **Week 8****23.06.25*****Final day is 26.06.25*** | **Assessment and Feedback** |  | * Completion of Assessment Report
* Completed Development Record
* Tracking of 6 focus children completed and discussed with school Mentor/ class teacher
* Completed planning templates for all observed lessons
* Completed direct tasks and evidence of completion of these
 | If possible due to the condensed week…**Early Years Foundation Stage**Plan and teach four adult led activities this week within Communication and language and four adult led activities within Mathematical development.Plan and teach two activities from other wider areas of the curriculum.**Key Stages 1 and 2:**Plan and teach a minimum of four English (including phonics) sessions and four maths sessions.Plan and teach two activities from other wider areas of the curriculum. |

# **Overview of School Experience: Stage 1**

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| **Key Information about this Stage**Stage 1 provides a guided and supported induction to classroom practice and the primary curriculum which will include: * Centre-based Training, which has been designed to provide a firm foundation for future professional practice.
* Eight weeks of School Experience, facilitated by expert colleagues in one of our Partnership schools.
* Two weeks of Intensive Training and Practice (ITAP), focusing on Planning and Teaching.
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| **Curriculum Coverage** | * The following subjects should be planned and taught:
* English/Literacy (including phonics in Foundation Stage and Key Stage 1)
* Maths
* Science/Understanding the World (EYFS)
* PE (supporting the class teacher or the coach delivering the sessions)/Physical Development (EYFS)

 Trainees should also observe teaching across the curriculum and gain experience of co-teaching as appropriate.  |
| **Planning** | * During Stage 1, the **Trainees should plan with the class teacher.** They will initially work with small groups of pupils, building up to teaching larger groups and then the whole class as appropriate.
* Trainees should use the University’s lesson planning pro forma for *all* subjects.
* If a published scheme is in use to support planning, Trainees are expected to make the planning their own by recasting relevant information onto the LTU planning pro forma.
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| **Pupil Progress** | * Trainees are required to engage in the formative assessment of a group of pupils in English and mathematics.
* At Stage 1 Trainees should be helped by their School Mentor to choose 6 pupils who have a range of abilities and needs.
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| **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, either as part of an intervention programme or to a small group outside their age phase. If this is the case, they should teach phonics for at least 2 weeks of this School Experience.
* All Trainees on all programmes should have a formal observation of their teaching of SSP for each stage of School Experience.
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| **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.
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| **CPD***Continual Professional Development* | * Trainees are entitled to one half day per week.
* This time should be ring-fenced for completing the tasks that are outlined in this booklet.
* CPD time should be in addition to training provided from Delivery Partners.
* Trainees should not use CPD time as additional PPA hours.
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**School Experience Expectations and Directed Tasks**

## **Domain Spotlight: Professional Behaviours (Orientation and Induction w/c 17.03.25)**

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| **The Big Question** |
| **What do you need to know to be a teaching professional?**  |
| **Overview**  |
| In the induction days that start this Stage of School Experience, you should use your time gaining as much information as you can about the class or setting you will be working in.  |
| **Reading:**  |
| Peacock, A. (nd). *Why Teachers Matter.* Early Career Hub. Accessible from [Why teachers matter: My College (chartered.college)](https://my.chartered.college/early-career-hub/why-teachers-matter/) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the Induction booklet about your Class or Setting and update your Development Record.You will be asked to: * Begin to build positive relationships with the children and colleagues in your class or setting.
* Under the guidance of the teacher, support groups of learners and begin to note children’s progress.
* Find out about the needs of individual pupils.
 | Watch the Curriculum Connections video for this week. * Ensure that the Trainee has shared their OneDrive folder and you have access to Abyasa Pro.
* Give Trainees access to the documentation they need for this School Experience.
* Talk to them about their Centre-based Training and how this can be utilised across their placement using their Development Record.
* Support Trainees with their reflections on practice.
* Ensure that the Trainee is aware of what they will be expected to teach as they begin School Experience and that they have access to planning.
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| **School Experience Directed Tasks** |
| **Safeguarding** * As a priority, ensure that you are familiar with the safeguarding policy of your school or setting.
* Find out what the role of the designated officer responsible for keeping children safe in education entails and how can they be contacted.
* Ensure that you know what to do if you were worried about the welfare of a child.
* Find out the routines at the beginning and end of the day to ensure that children enter and leave school safely.

**Getting to Know your School or Setting*** Review the information that is available about the school on their website. Consider what this tells you about the ethos and climate for learning that is created in that school or setting.
* If you are in a faith school setting, make sure that you are familiar with the curriculum for religious education. Make sure that you aware of how collective worship is part of the school day and the way that faith plays a part in all aspects of school life.
* 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 time. Observe your class teacher as they undertake this duty. What does this involve?

**Getting to Know your Children.** * Complete **Induction booklet** to collate key information about the children you will be working with. This should be saved in your OneDrive and uploaded to ABYASA when it is completed as it provides the contextual information that will help them to support you during this period of School Experience.
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**Week Commencing: 31.03.25**

## **Domain Spotlight: Professional Behaviours**

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| **The Big Question** |
| **How can you establish purposeful relationships with pupils?**  |
| **Overview**  |
| In sessions at LTU we have considered what it means to be a teaching professional and the behaviours that are associated with this. You have been introduced to the legislation that underpins the role and teacher and the duties that you must uphold as you work with children in the classroom. In your first full week in school, you will continue to form purposeful relationships with the children in your classroom or setting. You will begin to think about what know about them and their lives and how this knowledge can be valuable as you begin to support their learning.  |
| **Reading:**  |
| **EYFS:** James, F (2022) EEF blog: Supporting high-quality interactions in early years [EEF blog: Supporting high-quality interactions in early years | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years)**KS 1 and 2:** EEF (2021) Improving Behaviour in School: Summary of Recommendations [Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1721566117) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Ensure you have completed the Induction booklet about your Class or Setting and update your Development Record.You will be asked to: * Begin to build positive relationships with the children and colleagues in your class or setting.
* You are also expected to use the structured observation proforma to observe other members of staff in your class and across school. These observations should be focussed on your personal targets.

**Early Years Foundation Stage** * You will be expected to plan and teach one adult led activity this week, this could be in tandem with an expert colleague.
* You must present a detailed plan for this activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how your activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach one English (including phonics) or one maths session this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.
* During your contact time, you are expected to support your children with their learning.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * Ensure you have all the information that you need to support your Trainee this week.
* **Class teacher or School Mentor to carry out a weekly observation**
* Written feedback and targets should be discussed with the Trainee in the weekly meeting with the School Mentor.
* Trainee to record feedback and reflect on outcomes using the Development Record.
* 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.

**School Mentor and Trainee complete Initial Impressions Check (Check Point 1) this week.** |

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| **School Experience Directed Tasks** |
| Use the structured observation form to conduct observations of your class teacher and other members of staff in school. Y*ou are required to complete a minimum of four this week.* Please discuss with your school Mentor/ class teacher when would be appropriate for you to observe other members of staff and then organise this in a professional manner.* What would you like to observe?
* Why would you like to observe this?
* Who do I need to inform or ask about the observation?
* Have I collected all the resources I need for the observation?
* Is there time to talk to the teacher before and after the observation to add context?
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**Weeks Commencing: 21.04.25 and 28.04.25**

**Domain Spotlight: Professional Behaviours and Learning Behaviours (ITAP)**

**Please refer to the ITAP Handbook**

**Week Commencing: 05.05.25**

## **Domain Spotlight: Behaviour Management**

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| **The Big Question** |
| **What does learning look like in my classroom or setting?** |
| **Overview**  |
| This week you will focus on what behaviour for learning looks like in your setting or classroom. Drawing upon the content of SKAP sessions and the information you collected about the context of your class, you will observe expert colleagues in action. You will note how they create a positive climate for learning in their classroom or setting you are placed in and will have the opportunity to plan and deliver and receive feedback on small episodes of learning, practicing some of the skills that you have observed.  |
| **Reading**  |
| Cambridge International Education Brief (2023): Behaviour for Learning [Education Brief: Behaviour for Learning (cambridgeinternational.org)](https://www.cambridgeinternational.org/Images/692980-behaviour-for-learning.pdf) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| **Early Years Foundation Stage** * You will be expected to plan and teach two adult led activities this week, this could be in tandem with an expert colleague.
* You must present a detailed plan for this activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how your activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of one English (including phonics) and one maths session this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.
* During your contact time, you are expected to support your children with their learning.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * As part of the observation this week, complete the **Record of Performance and Development 1** and upload to Abyasa Pro.
* Conduct a weekly meeting to review the RoPD.
* Support the Trainee in reflecting using their Development Record.
* 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.
* **The Lead Mentor *may* conduct a IN PERSON 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.*  |

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| **School Experience Directed Tasks** |
| **Observation of Expert Colleagues*** Across the week, observe *a* ***minimum* of two lessons** delivered by an expert colleague. Use the Managing Behaviour Observation Scaffold overleaf to help you notice and reflect on what is happening in your classroom.
* *Please note that this is not an opportunity for you to critique their teaching, it is for you find out what informed their choices.*
* At the end of the week, upload your Managing Behaviour Observation Scaffold x 2 to Abyasa.

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| **Early Years Foundations Stage: Managing Behaviour for Learning** |
| Please share this with the colleague that you are observing before the lesson. You should complete two of these scaffolds this week in two different contexts. If appropriate, one of these can be outside of the classroom or setting you are placed in.  |
|  **From the Start** * How do the children arrive in the setting?
* How does the teacher settle them?
* Are there any routines in evidence?
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| **During Learning** * How does the teacher use their voice to set the tone for learning?
* How effectively does the teacher use their presence (non-verbal communication)?
* Is the activity broken into manageable and meaningful sections?
* Where are the adults positioned during continuous provision?
* How do they engage with children as they play?
* How are transitions between activities managed?
 |    |
| **Addressing disruptions*** Do children behave in ways that require the teacher to intervene to manage behaviour?
* What happens before this behaviour starts?  What does the teacher do? How do pupils respond?
* How intrusive/obtrusive was this intervention?
 |    |
| **At the end*** How is the end of the session signalled?
* How do pupils respond?
* How is the end of the session managed?
 |    |
| In reviewing the observations that you have made and answering the Big Question; you will need to consider the extent to which the teacher: * Made use of the school or setting's systems and processes.
* Gave manageable, specific and sequential instructions.
* Used consistent language and appropriate non-verbal signals for standard classroom directions.
* Used early and least-intrusive interventions as an initial response to low-level disruption.
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| **Key Stage 1 & 2: Managing Behaviour for Learning**  |
| Please share this with the colleague that you are observing before the lesson. You should complete two of these scaffolds this week in two different subjects. If appropriate, one of these can be outside of the classroom or setting you are placed in.  |
| **From the Start** * How do the children arrive in the classroom or setting?
* How does the teacher settle them?
* Are there any routines in evidence?
 |    |
| **During the lesson*** How does the teacher use their voice to set the tone for learning?
* How effectively does the teacher use their presence (non-verbal communication) to set the tone?
* How is the content of the lesson structured?
* How does the teacher check for understanding before a task?
* How are transitions between learning activities managed?
 |    |
| **Addressing disruptions*** Do children behave in ways that require the teacher to intervene to manage behaviour?
* What happens before this behaviour starts?  What does the teacher do? How do pupils respond?
* How intrusive/obtrusive was this intervention?
 |    |
| **At the end*** How is the end of the session signalled?
* How do pupils respond?
* Does the lesson end on time?
* How is the end of the lesson managed?
 |    |
| In reviewing the observations that you have made and answering the Big Question; you will need to consider the extent to which the teacher: * Made use of the school or setting's system of rewards and sanctions.
* Gave manageable, specific and sequential instructions.
* Checked pupils' understanding of instructions before a task begins.
* Used consistent language and appropriate non-verbal signals for standard classroom directions.
* Used early and least-intrusive interventions as an initial response to low-level disruption
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**Week Commencing: 12.05.25**

## **Domain Spotlight: Behaviour Management**

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| **The Big Question** |
| How are routines, relationships and rules used to manage behaviour across the curriculum?  |
| **Overview**  |
| This week we will build upon what you have learned last week about creating a positive climate for learning to focus upon the importance of rules, routines, and relationships in managing behaviour in your classroom or settings. You will have an opportunity to develop your confidence and competence as you lead learning in your classroom or setting.  |
| **Reading**  |
| Bennett, T. (2016). The Beginning Teachers’ Behaviour Management Toolkit  <https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf> |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| You are expected to use the structured observation proforma to observe other members of staff in your class and across school. These observations should be focussed on your personal targets. **Early Years Foundation Stage** * You will be expected to plan and teach four adult led activities this week, this could be in tandem with an expert colleague.
* You must present a detailed plan for this activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how your activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of two English (including phonics) and two maths sessions this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.
* During your contact time, you are expected to support your children with their learning.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this unit of learning.* Ensure you have all the information that you need to support your Trainee this week.
* **Class teacher or School Mentor to carry out a weekly observation**
* Written feedback and targets should be discussed with the Trainee in the weekly meeting with the School Mentor.
* Trainee to record feedback and reflect on outcomes using the Development Record.
* 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.
* **The Lead Mentor *may* conduct a IN PERSON 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.*  |

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| **School Experience Directed Tasks**  |
| **Understanding the Policy** * Managing behaviour in your school will be informed by the schools’ policy and it is important that as a teacher you are fully aware of the expectations of that policy.
* Make time to review the behaviour policy of your school or setting. Take some notes about what you feel to be the most important parts of this policy.
* How does this align with the principles and theory discussed within your CBT?  Reflect on this in your Development Record.

**Behaviour Management in Action** * Alongside your weekly targets, your class teacher/School Mentor should also focus on how you manage behaviour during their observation this week.
* Agree with them before the observation the strategies that you will be using, and they will help you understand how effective these have been in your lesson.
* In your review meeting, you should talk to your School Mentor about how you have actualised the policy of the school in your practice.
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**At the end of this week, please ensure that all documents that are listed on the checklist have been uploaded to Abyasa or are complete in your OneDrive folder.**

**Week Commencing 19.05.25**

## **Domain Spotlight: Planning and Teaching and Assessment**

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| **The Big Question** |
| **How do we know that learning is happening?**  |
| **Overview**  |
| This week we will ask you to focus upon what planning for learning looks like from the perspective of the expert colleagues you are working with in your school or setting.Although you will still be completing the LTU lesson planning pro forma at this stage of your training, whenyou become more adept at planning this requirement will be reduced but the thought process(metacognitive strategies) that underpins planning will become a part of who you are and what you doas a teacher. This week will help you recognise the thought that expert colleagues put into planning forlearning.Please note that the activities this week should not be used to criticise or assess the expert colleagueswith whom you are working. They should be used to support exploration and understanding and willprovide you with food for thought that will inform the way that you will plan in the future.  |
| **Reading/Watching**  |
| Rosenshine B (2012) [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](https://www.aft.org/sites/default/files/Rosenshine.pdf) ( accessed 07.08.23) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| **Early Years Foundation Stage** * You will be expected to plan and teach four adult led activities this week, this could be in tandem with an expert colleague.
* You must present a detailed plan for this activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how your activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of two English (including phonics) and two maths sessions this week. This can include working with a small group or be part of a lesson. This should be with the support of your class teacher.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.

During your contact time, you are expected to support your children with their learning. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * As part of the observation this week, complete the **Record of Performance and Development 2** and upload to Abyasa Pro.
* Conduct a weekly meeting to review the RoPD.
* Support the Trainee in reflecting using their Development Record with a focus on Rosenshine’s principles of Instruction. Utilise the Exploration and observation template for this.
* 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.

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.*  |

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| **School Experience Directed Tasks**  |
| **Deconstructing planning*** You will conduct a minimum of **two** *structured observations* of different lessons which should include English or maths and one from another subject area. These could be in different year groups if your School Mentor feels it be appropriate. Ensure these are uploaded to Abyasa when complete.
* Use the scaffold to structure your exploration and observations.
* Use the reading above to identify how planning includes the components of Rosenshine’s Principles of Instruction. Reflect on this in your Development Record.

**Identifying your Focus Children** * For each lesson/activity that you teach in Communication, Language/Literacy and Mathematical Development (EYFS) and English and Maths (KS 1 and 2), for the rest of you School Experience, track the progress of **6 focus children** within these subjects using the proformas overleaf.
* Work with your class teacher and Mentor to identify the 6 children you will be tracking the progress of.
* In the penultimate week of placement, you will be discussing with your Mentor the progress these children have made within those subjects. This will help your Mentor complete the “Assessment” core competency.
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**Exploration/Observation Scaffold *Please complete one for each observation conducted.***

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| **Date:**  |  |
| **Subject/ Area of learning**  |  |
| **Contextual Information** *(eg) what you know about prior learning, scheme information, class size and additional needs etc.*  |
| **Before the Lesson** * Look closely at the plan for the lesson that you are going to observe.
* What is expected that the children will be able to do by the end of the learning episode?
* Use your notes from sessions on Monday and Tuesday and identify how the plan includes the components of Rosenshine’s Principles of Instruction.
 |
| **Notes from the review of planning** |
| **Notes from the Observation of Expert Colleague Delivering a Learning Episode** * Before observing, reflect on the planning you have reviewed. What do you expect to see as you observe?
* Were these moments when the teacher moved away from their plan? Why was this?
* What misconceptions did you identify? How did the teacher address these?
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| **Notes from the Conversation After the Lesson with the Colleague that you Observed.**  |
| **Suggested questions for expert colleague after the session.** * How did you know what to include in the lesson?
* How did you plan or adapt this lesson? What resources did you use to help with planning?
* What information did you think were the most useful in helping you plan for this lesson?
* Following the lesson, what will your next steps be?
 |
| **Notes:**  |



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| **Stage 1 Tracking Pro-forma: Focus Children**  |
| **Subject: Communication and Language/ English**Use a separate grid for each subject  | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** |
| Partly Achieved | . | Mostly Achieved | / | Fully Achieved | x |  |  |  |  |  |  |
| **Date**  | **Learning Objectives/ Outcomes** |  |  |  |  |  |  |
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| **Stage 1 Tracking Pro-forma: Focus Children**  |
| **Subject: Mathematical Development/ Maths** Use a separate grid for each subject  | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** | **Initials** |
| Partly Achieved | . | Mostly Achieved | / | Fully Achieved | x |  |  |  |  |  |  |
| **Date**  |  **Learning Objectives/ Outcomes** |  |  |  |  |  |  |
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**Week Commencing 02.6.25**

## **Domain Spotlight: Planning and Teaching and Assessment**

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| **The Big Question** |
| **How do teachers plan in different subject areas?**  |
| **Overview**  |
| Using what you have learned about planning, you will plan lessons that include the core principles that were identified in the week beginning 19.5.25 as appropriate for the subject and age phase that you are teaching. You will have the opportunity to talk to an expert colleague (School Mentor/class teacher) about the choices that you made in your planning and receive feedback, and reflect upon, the strengths of your planning, how well prepared you felt and the impact that this had on learning.  |
| **Reading/Watching**  |
| **Garnett (2020) Cognitive Load Theory in the Primary Classroom:** [Cognitive load theory in the primary classroom (headteacher-update.com)](https://www.headteacher-update.com/best-practice-article/cognitive-load-theory-in-the-primary-classroom-pedagogy-teaching-resources/230953/) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| **Early Years Foundation Stage** * You will be expected to plan and teach five adult led activities this week, this could be in tandem with an expert colleague.
* You must present a detailed plan for each activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how the activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of two English (including phonics) sessions and two maths sessions. **You should be moving towards delivering to a whole class with growing confidence and independence.** This should still be with the support of your class teacher.
* Support the teaching of PE and Science.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.

During your contact time, you are expected to support your children with their learning.Ensure you are tracking the progress of your 6 focus children.  | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this week of learning. * Ensure you have all the information that you need to support your Trainee this week.
* **Class teacher or School Mentor to carry out a weekly observation using the Observation Scaffold for just this week.**

Throughout this week and within the Trainees planning, support them to identify where last week’s task can be found within their planning and teaching. Can the Trainee identify Rosenshines principles within their planning and teaching? *Use the scaffold overleaf to support.* **Please see School Experience Directed Task below for more information.*** Written feedback and targets should be discussed with the Trainee in the weekly meeting with the School Mentor.
* Trainee to record feedback and reflect on outcomes using the Development Record.
* 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.

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.*  |

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| **School Experience Directed Tasks**  |
| **Deconstructing planning*** Choose an individual lesson plan from this week and share this before the lesson with your School Mentor/class teacher for them to review.
* Teach the lesson associated with the plan.
* Allow the class teacher or School Mentor to use the below scaffold when observing you this week.
* Your class teacher/School Mentor should provide feedback on your planning, using the prompts on the Observation Scaffold.
* Reflect on this feedback in your Development Record and ensure you upload the below template as your weekly observation for just this week.
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| **Observation Scaffold for Class Teacher/School Mentor** |
| **Date:**  |
| **Curriculum/Subject Area:**  |
| **Feedback on planning before teaching**  |
| *You may wish to focus upon the following:* * *Appropriate subject knowledge is drawn on.*
* *Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks.*
* *A range of relevant strategies are used.*
* *Lesson objectives and outcomes are used appropriately.*
* *Lesson planning fits with the intent of the schemes of work for the specific age phase*
* *Planned activities are described appropriately and broadly match the objectives for the lesson.*
* *Resources are chosen to support lesson activities. These might be pre-existing or self-created.*
 |  |
| **Implementation of Planning in Teaching**  |
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| **Feedback to Trainee:**  |
| **Suggested questions for the class teacher/School Mentor to ask after the session.** * How did you know what to include in the lesson?
* How did you plan or adapt this lesson? What resources did you use to help with planning?
* What information did you think we the most useful in helping you plan for this lesson?
* Following the lesson, what will your next steps be?
 |
| **Next Steps: What will the Trainee need to work on next to develop their planning. Please refer to the Core Competencies**  |
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**Week Commencing 09.06.25**

## **Domain Spotlight: Assessment and Feedback**

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| **The Big Question** |
| **How do we know that learning is happening?**  |
| **Overview**  |
| You will be developing a growing understanding about how your class teacher plans with the needs of their children in mind. In this unit, you will focus specifically upon the principles of assessment and understand how teachers report progress and how they are accountable for attainment, progress and outcomes.  |
| **Reading/Watching**  |
| Earle, S. (2021) *Principles and Purposes of Assessment in the Classroom.* Impact [Principles and purposes of assessment in the classroom (chartered.college)](https://my.chartered.college/impact_article/principles-and-purposes-of-assessment-in-the-classroom/) |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record.Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.  **Early Years Foundation Stage** * You will be expected to plan and teach three adult led activities this week within Communication and language and three adult led activities within Mathematical development.
* You will be expected to support the teaching of Physical Development and Understanding the World
* You must present a detailed plan for each activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how the activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of three English (including phonics) sessions and three maths sessions and one other curriculum lesson this week.
* Support the teaching of PE and another subject within the curriculum.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.

During your contact time, you are expected to support your children with their learning. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Direct Tasks for this unit of learning.* As part of the observation this week, complete the **Record of Performance and Development 3** and upload to Abyasa Pro.
* Conduct a weekly meeting to review the RoPD.
* Support the Trainee in reflecting using their Development Record with a focus on Rosenshine’s principles of Instruction. Utilise the Exploration and observation template for this.
* 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.

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* ***LTU Lead Mentor may arrange Teams review meeting this week.*** |

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| **School Experience Directed Tasks**  |
| **Understanding Assessment** * Look at the assessment policy of your school or setting, what does this tell you about how the teacher is accountable for learning in their classroom or setting?
* Find out from your class teacher the data they must collect and pass on across the year. Where does this data go?
* You should also look outside English and maths to consider what assessment looks like across the curriculum or framework.
* Record what you have learned in your Development Record.

**Assessing your Focus Children** * Continue to track the progress of your 6 focus children using the template from last week.

**Understanding Statutory Assessment** * Talk to your class teacher about the Statutory Assessment that takes place in your school or setting.
* Look at your school’s progression document and see if you can identify the connections to statutory frameworks (Development Matters, Birth to 5 or the National Curriculum).
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**Week Commencing: 16.06.25**

## **Domain Spotlight: Assessment**

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| **The Big Question** |
| **What are the characteristics of effective feedback?** |
| **Overview**  |
| This week we will look closely at feedback and consider how expert colleagues respond to learning. Feedback takes many forms, it might include verbal responses in a teaching session, live marking during independent work or more traditional marking after the session has concluded. Whilst you will be expected to follow the marking feedback or assessment policy of your school or setting, this week you will be asked to consider the value of the different forms of feedback to enable you to make more meaningful choices in the future.  |
| **Reading**  |
| Downing, V. (2021) [Reimagining the ‘characteristics of effective teaching and learning’ as a framework for feedback in the Early Years (chartered.college)](https://my.chartered.college/impact_article/reimagining-the-characteristics-of-effective-teaching-and-learning-as-a-framework-for-feedback-in-the-early-years/)*This article provides an overview of effective feedback in the early years, but the content also has resonance for Key Stages 1 and 2.*  |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.  **Early Years Foundation Stage** * You will be expected to plan and teach four adult led activities this week within Communication and language and four adult led activities within Mathematical development.
* You will be expected to plan and teach two activities from other wider areas of the curriculum.
* You must present a detailed plan for each activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how the activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of four English (including phonics) sessions and four maths sessions.
* Plan and teach two lessons in other areas of the curriculum.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.

During your contact time, you are expected to support your children with their learning. | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed Tasks for this unit of learning.* Ensure you have all the information that you need to support your Trainee this week.
* **Class teacher or School Mentor to carry out a weekly observation**
* Written feedback and targets should be discussed with the Trainee in the weekly meeting with the School Mentor.
* Trainee to record feedback and reflect on outcomes using the Development Record.
* 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.

*The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee’s professional conduct or performance.* ***LTU Lead Mentor may arrange Teams review meeting this week.*** |

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| **School Experience Directed Tasks**  |
| **Providing Feedback** * If you are in the EYFS, notice the way that feedback is given in the moment. What are the characteristics of this? What is the importance of dialogue? How are question used to extend ideas?
* If you are in Key Stages 1 and 2, mark the work of your focus children alongside your class teacher and School Mentor. Find out what they respond to when providing feedback and consider the language they choose to use to feedback to individuals.
* Record your findings in your Development Record.

**Assessing your Focus Children** For each lesson/ activity that you teach in English and Maths for the rest of the placement, track the progress that your focus children have made using the proformas you began last week.  |

**Week Commencing: 23.06.25**

## **Domain Spotlight: Adaptive Teaching**

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| **The Big Question** |
| **What have a I learned from my School Experience?** |
| **Overview**  |
| This final week will ask you to revisit the tasks across the domains to catch up with anything you may have missed or develop further areas that you are most interested in. Ensure these are captured in the Assessment Report and also your Development Record.  |
| **Reading**  |
| Please revisit any previous reading and ensure your reflections are captured within your Development Record.  |

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| **Trainee Expectations** | **School Mentor/Class Teacher Expectations**  |
| Complete the relevant School Experience Directed Tasks and reflection in your Development Record. Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher. If possible due to the condensed week…**Early Years Foundation Stage** * You will be expected to plan and teach four adult led activities this week within Communication and language and four adult led activities within Mathematical development.
* You will be expected to plan and teach two activities from other wider areas of the curriculum.
* You must present a detailed plan for each activity and evaluate your input, noticing the responses of the children.
* With the support of expert colleagues, understand how the activity leads into continuous provision.
* When you are not engaged in leading your planned activities, it is expected that you will support children in both indoor and outdoor provision. This will include playing alongside your children.

 **Key Stages 1 and 2:** * Plan and teach a minimum of four English (including phonics) sessions and four maths sessions.
* Plan and teach two lessons in other areas of the curriculum.
* You must present a detailed plan for each lesson and evaluate your input noticing the responses of the children to your teaching.
 | Watch the Curriculum Connections video and ensure that you are aware of the School Experience Directed tasks for this unit of learning.Help Trainee to organise a time to discuss their Pupil Progress trackers with you. Please ensure that the Trainee has completed all aspects of their School Experience, they have uploaded all required documentation onto Abyasa and that their Development Record is complete.School Mentor to complete Assessment Report directly on Abyasa and upload 3 x Records of Performance & Development to Abyasa.Lead Mentor to review Assessment Report and complete testimonial at end of Assessment Report.Identify strengths and areas for development for UG Stage 2 and record in Assessment Report. Trainee to record feedback and reflect on outcomes using the Development Record document. |

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| **School Experience Directed Tasks**  |
| **Assessing your Focus Children** Organise a meeting, prior to your Assessment Report being complete, to discuss your progress trackers with your School Mentor/class teacher. You should be able to talk about the learning journey of each child and what has been put in place to ensure that they make progress in your class. Feel free to gather evidence such as children’s books, anonymous pictures of work, examples of intervention work etc that has been done to support your conversation about what progress the children have made.  |