

*CaBan*

Module Handbook  
XTC/XTE-3210  
PGCE Primary  
School Experience

School experience is an essential aspect of all initial teacher education courses. This module is your opportunity to observe learners and teachers in school, to try out new ideas and professional experiences and, most importantly, to reflect and improve on your own practice.

**Overall aims and purpose**

This module will:

- Support you to develop a range of skills autonomously (including building on your knowledge of the Welsh language to promote 'Cymraeg Pob Dydd') and reflective practice to satisfy the requirements of the Professional Standards for Teaching and Leadership (PSTL) to become a qualified teacher and contribute to the learning community;
- Ensure you are thoroughly aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners;
- Support you to independently identify a wide range of techniques to become critically reflective about your own professional development and integrate into the school environment;
- Provide opportunities for you to develop understanding of the content, principles and foci of XTC/XTE4211 and XTC/XTE4213 in context.

**Module Content**

The secondary school based experience module will develop your competency in teaching and learning. It will include collaboratively led close to practice seminars (in placement setting) that will inform how you teach and observe in the school. The structure will follow a progressive staged approach to learning how to teach.

An indicative pattern is outlined below:

- Stage 1: Preparatory (HEI and Lead schools)
- Stage 2: Integration (HEI, Lead Schools and Network Schools)
- Stage 3: Development (Network Schools supported by Lead schools and HEIs)
- Stage 4: Practice and implementation (Network Schools supported by Lead schools and HEIs)
- Stage 5: Debrief and reflection (HEI and Lead schools)
- Stage 6: Further implementation in second school (Network Schools supported by Lead schools and HEIs)
- Stage 7: Consolidation of subject knowledge skills and practice in second school (Network schools supported by Lead schools and HEIs)
- Stage 8: Autonomous development and enrichment (Network schools supported by Lead schools and HEIs)

These stages will include:

- weekly cluster teaching and review events;
- observations and preparatory development;
- close to practice research (small scale inquiries);
- integration into the teaching environment;
- higher order skills practice and implementation;
- mentoring and self-reflection;
- further implementation through practice;
- consolidation of skills and practice;
- continued autonomous development and enrichment of your practice.

### **Assessment**

During the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Personal Learning Passport. At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Standards for Teaching and Leadership. For this module, pass or fail is recorded at the exam board using the PSTL. All details of assessment against the PSTL are included in the PSTL Assessment Handbook and details of how to use the PLP are available online.

### **Learning outcomes**

*On successful completion of this module you will have*

- Critically examined the practices, assumptions and theories underpinning the planning for and structuring of pupils' learning and the management of their behaviour in secondary schools from the perspective of policy, research, theory and current practice;
- Demonstrated a sophisticated understanding and experience of teaching that ensures all learners develop the capacity to be ambitious and capable, enterprising and creative, ethical and informed, healthy and confident as required by the curriculum;
- Demonstrated a profound understanding of Additional Learning Needs (ALN) from different perspectives and the evaluated steps taken to address them;
- Managed and organised classrooms to promote a culture of high aspiration and behaviour which supports learning;
- Enrich learners' sense of community and cultural values by applying your knowledge of the Welsh curriculum;
- Reflected critically on your progress and collaboratively set targets with your mentor in order to meet or exceed the Professional Standards for Teaching and Leadership.

### **Progression in Bilingualism**

You will be introduced to bilingualism in the context of the distinct Welsh curriculum, and the different ways that this is addressed in the different school settings (Welsh medium, bilingual and English medium). You will also study the aims and goals of bilingual education from different perspectives, consider EAL education and look at the specific issues associated with assessment of bilinguals. Subsequently you will consider the expected and realistic outcomes for different types of bilinguals. You will be made aware of and come to understand language policies in operation in schools and specific strategies that are built into the curriculum to address learners' language skills.

### **Research informed delivery and research-based teaching**

The content and delivery of the module will encourage you to offer advanced critical review of the importance of being consumers and producers of research and to analyse, synthesise and critically reflect on the spectrum of research that informs teaching practice. You will also critically evaluate practice-based and close-to-practice research. The module will develop your knowledge of a 'culture of enquiry' within self-improving school systems, schools as learning organisations, and the importance of developing and participating in Professional Learning Communities. Specific research shared during network events will link closely to the content of XTE-4211 and XTE-4213 and will be used to inform assessments for these modules.

### **The Professional Journal**

Throughout the module you will have many opportunities to observe, practice and reflect. You will keep research notes in a professional journal which is structured to support your progress as a new AT.

### **Observation and reflection**

In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You will use these questions to frame your reflections on your own practice as well as your observation of others:

- *What did the pupils actually do?*
- *What were they learning?*
- *How worthwhile was it?*
- *What did I do? (What did the teacher do?)*
- *What did I learn?*
- *What do I intend to do next?*

(Ebbutt, 1985, in Hopkins, D., 2014. *A teacher's guide to classroom research*. London, UK: McGraw-Hill Education).

## The Instructional Core

A second analytical instrument used to analyse the complex context of classroom practice will be the Instructional Core (City, E.A., Elmore, R.F., Fiarman, S.E. and Teitel, L., 2009. *Instructional rounds in education*. Cambridge, MA: Harvard Education Press. [http://www.macombfsi.net/uploads/1/5/4/4/1544586/instructional\\_rounds\\_-\\_principles.pdf](http://www.macombfsi.net/uploads/1/5/4/4/1544586/instructional_rounds_-_principles.pdf))

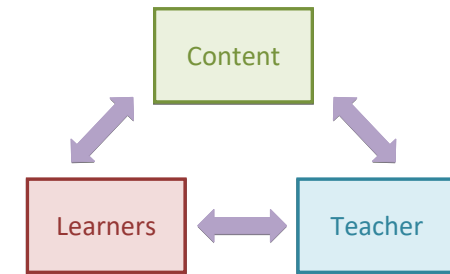
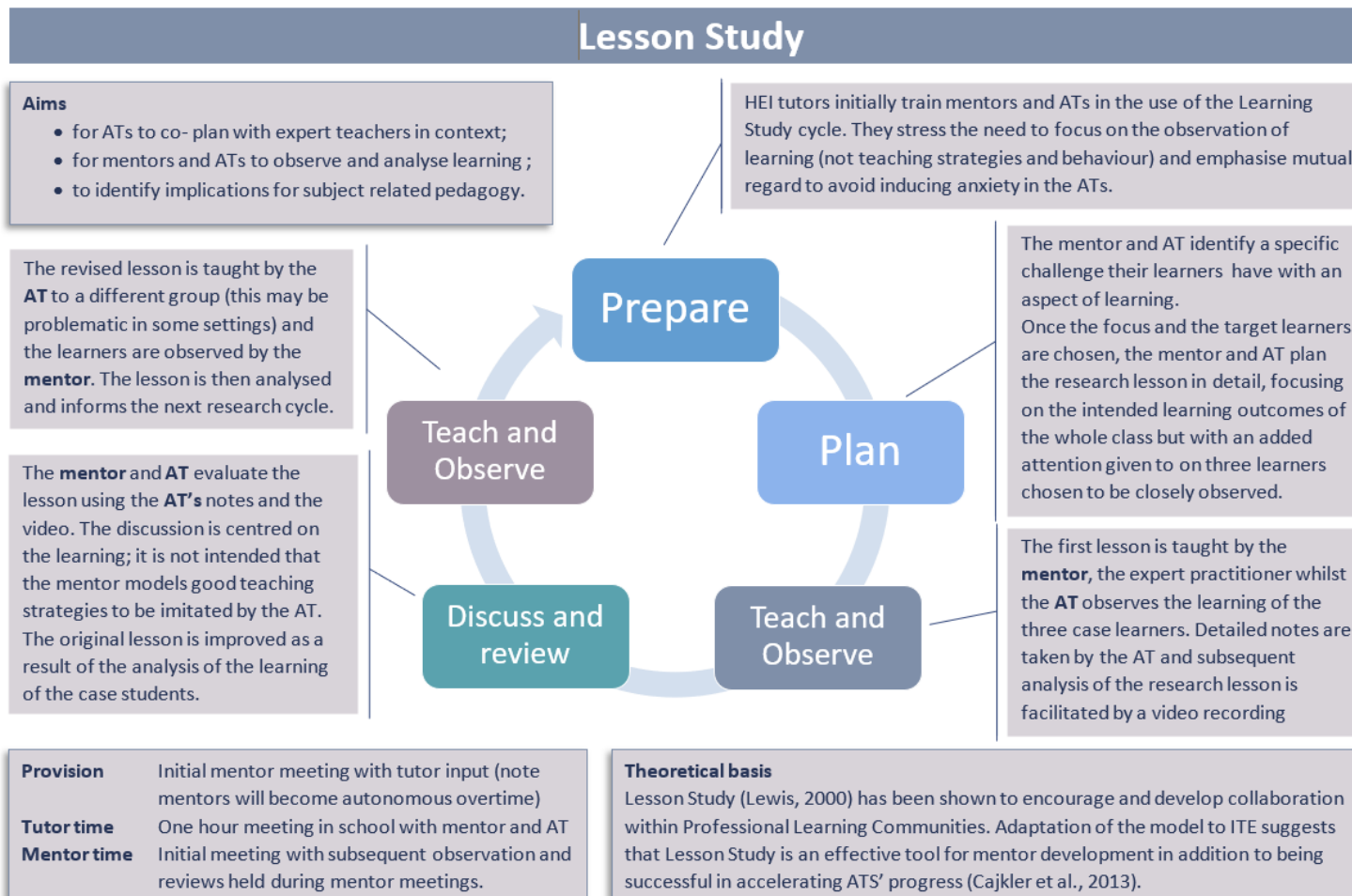


Fig. 2 The Instructional Core (after City et al, 2009 p23)

## Lesson Study

Thirdly, during your first placement, you will analyse teaching and learning alongside your mentor using a **Lesson Study** (Cajkler et al., 2013).

Cajkler, W., Wood, P., Norton, J. and Pedder, D., 2013. Lesson study: towards a collaborative approach to learning in initial teacher education. *Cambridge Journal of Education*, 43(4), pp.537-554.

## The Knowledge Quartet

The fourth reflective instrument is also a set of questions; this time they are classified according to four different types of knowledge known as the **Knowledge Quartet** (Rowland et al. 2005)

<b>Foundation knowledge (SMK)</b>	<b>Transformation knowledge (PCK)</b>
<p>What did the teaching and learning in this lesson reveal about:</p> <ul style="list-style-type: none"> <li>• the teacher’s subject knowledge;</li> <li>• their knowledge of the curriculum;</li> <li>• their beliefs about the nature of the subject;</li> <li>• their beliefs about teaching and learning;</li> <li>• their knowledge of the pupils?</li> </ul>	<p>Which teacher activities (demonstrations, practical work, instructional materials and assessment) did the teacher use to facilitate the pupils’ learning?</p> <p>Why did they choose these methods?</p> <p>Was it clear to pupils what they were supposed to be doing, why they were doing it and what they would be learning?</p> <p>How did the teacher support the pupils to understand concepts?</p> <p>What helped the pupils to learn? (When did the pupils learn the most during the lesson?)</p>
<b>Connection knowledge</b>	<b>Contingency knowledge</b>
<p>How did the teacher make connections between activities <u>during the lesson</u>?</p> <p>How did the teacher ensure a logical sequence of activities?</p> <p>How did the teacher make connections with prior and future learning?</p> <p>How did the teacher link the learning objectives with the activities?</p> <p>How did the teacher link the activities to the curriculum?</p>	<p>How did the teacher respond to students’ ideas?</p> <p>Were there instances of unplanned events occurring: e.g. a student asking an unexpected question, a lack of resources or something ‘going wrong’? If so, what were they and what did they signify?</p> <p>How did the teacher respond/cope?</p>

### **Professional Responsibilities**

During your school placement, you should complete the following activities:

- Accompany a teacher on duty one day a week.
- Assist with class' administrative duties under the guidance of the mentor or form tutor
- Prepare a display of children's work

### **Legal Requirements**

- Obtain a copy of school's Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy).
- Ensure you complete the child safeguarding page for both the lead school and the network school in your professional journal.
- Read the code of professional conduct online before the placement starts and complete the table in your Journal

## Caban’s Eight Stages of AT Development

### Stage 1

*Focus:* Begin to understand how learning is planned for in different contexts and at different stages of development (holistic development)- supports assessment

### Stage 2

*Focus:* Further consolidate and build on awareness of planning for learning in different contexts (holistic development) and managing behaviour and learning. Begin to understand assessment and its impact on pupils' learning.

*Developing practice:* Micro teaching/team teaching/guided mentor phased teaching (up to 30%)

### Stage 3

*Focus:* Further consolidate and build on planning for learning in different contexts (holistic development)/Focus on short term planning. Begin to identify ways in which cross-curricular responsibilities can be embedded and develop awareness of subject specific pedagogies (Subject Studies 1.1, Literacy and Numeracy). Identify the personal literacy and numeracy skills in need of development

*Developing practice:* progress from microteaching/team teaching as appropriate to more autonomy and fuller lessons (responsibility for planning and delivering 3-5 hours of lessons).

### Stage 4

*Focus:* Further consolidate and build on planning for learning (holistic development).

*Developing practice:* Autonomy and fuller lessons (responsibility for planning and delivering 8 hours of lessons).

### Stage 5

*Focus:* Debrief and reflect on first school experience. Develop expertise in research methods (action research and further data collection methods). Observation and reflection in the previous primary phase.

### Stage 6

*Focus:* Critical observation of effective practice. Planning and teaching in a second, new context.

*Developing practice:* Increased autonomy and complete lessons (responsibility for planning and delivering 8 hours of lessons).

### Stages 7 - 8

*Focus:* Consolidation of Skills and Practice.

*Developing practice:* Achieving autonomy and teaching complete lessons with responsibility for planning and delivering up to 12 hours of lessons. The additional teaching may be team teaching, bespoke support for small groups etc.

**All stages are linked to module assessments. The timings of these will depend on how the course structure has to adapt to the Corvid-10 social-distancing legislation and University and school policies.**

The following pages show a detailed plan of the eight stages of the School Experience Module

#### Location

#### Abbreviations

Lead school	NLM – Network Lead Mentor	PM – Principle Mentor
Network school	SM – School Mentor	PAF – Pedagogy Assessment Form
HEI	SER – School Experience Report	AoLE – Area of Learning and Experience



# Covid-19 Social- distancing

The following pages are indicative only and the length and timing of each placement may vary, depending on University, College and Government policies.

Note that all lead school days and HEI based seminars are subject to change due to the uncertainty resulting from the Covid-19 pandemic.

On the following pages, any activities identified for Lead School delivery may be delivered online and you will be expected to remain in your network school or work from home on these days.

HEI days may be delivered in small seminar groups where social distance can be maintained, with Skype, Teams or Zoom, or in online discussion forums and chatrooms. Details of the format and locations will be shared with all of you in good time.

HEI and Lead School seminar content may differ to that detailed in this handbook; please refer to Blackboard and keep abreast of all announcements.

For the following pages, activities have been designed to facilitate and structure ATs' observation and reflection. The order and timings shown are suggestions and the school, department and mentor may well want to rearrange the activities to fit with their needs.

Stage 1 Week 1: Pre-school/nursery (Ages 0 - 3)

Observation, support and reflection

Please note that in 202-2021, Stage 1 Week 1 will take place at the university, and not in placement

ATs attend nursery or pre-school provision arranged by the lead school.

<p><b>Welcome by the Foundation Lead and essential safeguarding (PM)</b></p> <p><b>Activity 1</b> Observe <b>whole group</b> with a focus on communication oracy/talk (adult talk, child talk and adult-child interactions).</p> <p><b>Activity 1</b> <b>Observe</b> the adults in the room. Focus on:</p> <ul style="list-style-type: none"> <li>• Body language</li> <li>• Non-verbal cues</li> <li>• Interactions with children</li> <li>• Response to children</li> <li>• Initiation of activities</li> </ul> <p><b>Observe</b> the nursery-parent transition at the end of the day. How do adults and children behave at the hand-over? Note interactions, language, emotion, body language of all parties.</p> <p><b>Reflect:</b> At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p><b>Activity 2</b> <b>Observe</b> the family-nursery transition. How are the children welcomed? What is the role of the parent? How does this vary between individuals? What is the role of the teacher? How are routines established at various stages of the day?</p> <p><b>Observe</b> how adults promote positive behaviours</p> <p><b>Activity 3</b> Plan and deliver (with the guidance of a teacher or adult) a small group communication activity. Use the strategies observed on the first day.</p> <p><b>Reflect:</b> At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p><b>Activity 4</b> Observe and analyse the classroom as the third teacher:</p> <ul style="list-style-type: none"> <li>• How does the environment inspire the children?</li> <li>• How does the environment encourage collaboration and communication?</li> <li>• How does the environment encourage the child to explore ideas and concepts?</li> <li>• How accessible are tools and materials for the children?</li> </ul> <p>Continue to analyse routines – how are they sustained? Which ones are more effective?</p> <p><b>Activity 5</b> Select a provision area. Take an active part in supporting the adults. Facilitate learning through play; apply skills observed during the previous days; reflect on the interactions between you and the children and between them as they play; evaluate your influence</p> <p><b>Reflect:</b> At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p><b>Activity 6</b> Continue to <b>observe</b> strategies to promote positive behaviour when relevant to an individual child. Look at patterns of play &amp; exploration (see <a href="#">article</a>).</p> <p>Track an individual child throughout the day. Focus on:</p> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Interactions</li> <li>• Activity</li> <li>• Talk</li> </ul> <p><b>Activity 7</b> Plan and deliver (with the guidance of a teacher or adult) a second activity which contrasts the first activity. Use the strategies observed on the first day.</p>	<p><b>Activity 8</b> Observe a small group of 4-6 older children and note, in detail, how they interact with each other. Identify the implications of these interactions on foundation phase teaching and planning for learning.</p> <p><b>Activity 9</b> <b>Extended reflection.</b> Review of the whole week – from whole class talk to small group activities</p> <ul style="list-style-type: none"> <li>• What did you notice?</li> <li>• How did the pupils talk?</li> <li>• What did they do in groups?</li> <li>• How did they interact?</li> <li>• How did the pupils interact with the adults?</li> <li>• What did they do?</li> <li>• What did they learn?</li> </ul> <p><b>Post</b> this as a Professional Learning Template to the PLP and link to the element Progression in Learning</p>
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## Stage 1 Week 2: First days in the network school Introduction and observation

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

**NB: All activities are to be provided within the constraints of the school, the class and the mentor's timetable. This timetable is an example.**

<p><b>Welcome by the Headteacher</b> and essential safeguarding (PM)</p> <p>ATs <b>Observe</b> whole class in reception with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p><b>Support</b> learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera where relevant to literacy.</p> <p>Focus on communication (including Cymraeg pob dydd/gloywi iaith)</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Start day in base class</b></p> <p><b>Observe</b> whole class in year 1 with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p><b>Support</b> learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera where relevant to literacy.</p> <p>Focus on communication (including Cymraeg pob dydd/gloywi iaith)</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Start day in base class</b></p> <p><b>Observe small group</b> in year 1 with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.</p> <p>Continue to identify possible instances of the four purposes of learning.</p> <p>Extended <b>reflection</b> in pairs or threes.</p> <ul style="list-style-type: none"> <li>• What did you notice?</li> <li>• I tried to teach this – what happened?</li> <li>• How did the pupils talk?</li> <li>• What did they do in groups?</li> <li>• How did they interact?</li> </ul>	<p><b>Lead School day</b></p> <p><u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</p> <p><b>These days may be delivered online due to Covid-19 as schools may not be able to accommodate large numbers of ATs.</b></p> <p><b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director or the Network Lead Mentor</b></p>	<p><b>Start day in base class</b></p> <p><b>Observe</b> whole class in year 2 with a focus on managing the different activities and the learning space.</p> <p>Note any obvious developments from reception and year 1 to year 2</p> <p>Identify possible instances of the four purposes of learning.</p> <p><b>Observe small group</b> in year 2 with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.</p> <p>Focus on the development of language from year 1 to year 2</p>
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**NB** On this page and the following pages, activities have been designed to facilitate and structure ATs' observation and reflection. The order and timing

### Mentor responsibilities

Introduction to the phase and class  
 Practical considerations (where things are kept etc.)  
 Ways of working  
 Addressing Health and Safety issues as needed  
 Arranging observations  
 Review of the first week – from whole class talk to small group activities

shown are suggestions and the school, department and mentor may well want to rearrange the activities to fit with their own priorities.

## Stage 2 Week 1 Observation, support and team teaching

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

NB: All activities are to be provided within the constraints of the school, the class and the mentor's timetable. This timetable is an example.

Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>Observe</b> Lessons in the foundation phase.</p> <p>Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL (refer to essay).</p> <p>Continue to identify possible instances of the four purposes of learning.</p> <p><b>Support learning</b>, taking the role of the TA as directed by the mentor.</p> <p>Whilst supporting pupils, identify which <b>AoLE/area of learning</b> is being addressed. Identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?)</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Observe</b> Lesson in the foundation phase.</p> <p>Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement;</p> <p>Continue to identify possible instances of the four purposes of learning.</p> <p><b>Support learning</b>, taking the role of the TA as directed by the mentor.</p> <p>Whilst supporting pupils, identify which <b>AoLE/area of learning</b> is being addressed. Identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?)</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Team teaching</b> AT is responsible for a lesson introduction to a lesson planned and otherwise delivered by the <b>mentor*</b>; AT then given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p><b>Reflect and prepare:</b> reflect on behaviours seen during the last 5 days. Prepare brief contribution to following day's presentation on behaviour for learning. Identify one incident from which you can learn.</p>	<p><b>AoLE day in expert school</b></p> <p><u>Subject Studies</u> See Handbook and Blackboard for details</p> <p><b>These days may be delivered online due to Covid-19 as schools may not be able to accommodate large numbers of ATs.</b></p> <p><b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director</b></p>	<p><b>Team teaching</b> Lesson planned by the <b>AT and mentor*</b>; AT given key supporting role such as taking a group of learners; starting the lesson; adopting the role of a TA with individuals.</p> <p><b>Extended Reflection time</b> On the two lessons supported by the AT:</p> <ul style="list-style-type: none"> <li>• What was learnt? How did the mentor assess the learning?</li> <li>• Were the activities effective</li> <li>• Were there any off-task behaviours which needed to be addressed? What were they?</li> <li>• What would the mentor do differently next time?</li> </ul> <p>Upload to PLP and collect evidence for PPC assignment</p>
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**Mentor meeting and responsibilities**  
Share/discuss lesson plans prior to team teaching. Discuss Team Teaching lessons beforehand and brief ATs on their role for team teaching Lesson Plan observations (likely to be of the classes ATs are going to teach). Brief AT on lesson introductions to be planned and taught in the following week.

## Stage 2 Week 2 Observation, support, planning and team teaching

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

All activities are to be provided within the constraints of the school and the mentor's timetable. This timetable is an example.

Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b>Team teaching</b> Literacy based lesson planned and delivered by the <b>mentor*</b>; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p><b>Observe a different class</b> (in years 3-6) Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Team teaching</b> Numeracy/mathematics lesson planned by the <b>mentor*</b>; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p><b>Observe a different class</b> (in years 3-6) Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</p> <p><b>AT</b> completes planning the microteaching task</p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p><b>Microteaching 2</b> Identify a group of learners with the mentor beforehand. Plan and teach a specific numeracy activity</p> <p><b>Immediate reflection:</b> ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p> <p><b>ATs plan for first formal observation with mentor support</b></p> <p><b>Reflect:</b> At the end of each day Trainees reflect in groups/pairs on their observations of learning</p>	<p><b>Lead School day</b> <b>PPC</b> See handbook and Blackboard for details <b>Cymraeg</b> See handbook and Blackboard for details</p> <p><b>These days may be delivered online due to Covid-19 as schools may not be able to accommodate large numbers of ATs.</b> <b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director</b></p>	<p><b>Class teaching</b> Teach first lesson (formal observation). This may be delivered with mentor support and may be team taught if necessary.</p> <p><b>Immediate reflection:</b> ATs reflect in groups/pairs on their first formally observed lesson. They complete their reflection, remembering what was said and done. They analyse learning.</p> <p><b>Preparation</b> ATs and mentors ensure preparations has commenced for the following week</p>
<p><b>Mentor meeting and responsibilities</b> Share and discuss plans for team teaching/microteaching lessons. Ensure ATs have understood starter activities/microteaching tasks. Check lesson plans for starters <b>Arrange first formal observation of AT, complete Pedagogy Assessment Form (PAF), review progress and set targets with the AT.</b> Arrange observations for Cymraeg Pob Dydd. Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility. Share draft timetable Brief AT regarding Team Teaching for next week.</p>				

### Stage 3 Week 1 Observation, support, planning and team teaching

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

**NB** ATs take more control of lessons; they teach full lessons as agreed with the mentor and take responsibility for 3-5 hours of lessons.



All activities are to be provided within the constraints of the school, the class and the mentor's timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Go to base class</p> <p><b>Teach</b> Mentor provides the AT with their plan for either a literacy or mathematics lesson AT works with a small group following the mentor's plan.</p> <p><b>Evaluate and plan</b> ATs use the outcomes and the progression steps to assess where learners are at plan a lesson for the following day</p> <p><b>Observe and reflect</b> Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Use the <b>Instructional Core</b> to analyse the classroom</p> <p><b>Evaluate and plan</b> ATs use the outcomes and the progression steps from the morning's lesson to plan a lesson for the following day with the same learners (it may be a small group)</p>	<p>Go to base class</p> <p><b>Teach</b> Deliver small group lesson from previous day</p> <p><b>Cymraeg</b> On this and subsequent days, follow up on session given last Thursday</p> <p><b>Evaluate and assess</b> Select three books of children's work with the mentor (or photo evidence of their learning). Using the school's marking and assessment policy, assess the progress of the children.</p> <p><b>Plan</b> for Friday morning focus task in either literacy or mathematics. Ensure plan provides for all stages of development within the class (differentiation)</p>	<p>Go to KS 2</p> <p><b>Observe (all day)</b> Focus on the following in years 3-6:</p> <ul style="list-style-type: none"> <li>• Communication (teacher-pupil and pupil-pupil)</li> <li>• Differentiation</li> <li>• Transitions</li> <li>• Learning behaviours</li> <li>• Assessment for learning and questioning</li> </ul> <p>Compare and contrast the two stages and focus on the progression between foundation and later years.</p> <p><b>See above.</b></p> <p><b>Reflect</b> in groups/pairs on the observation of learning</p>	<p><b>AoLE day in expert school</b></p> <p><u>Subject Studies</u> See Handbook and Blackboard for details</p> <p><b>These days may be delivered online due to Covid-19 as schools may not be able to accommodate large numbers of ATs.</b></p> <p><b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director</b></p>	<p>Deliver focus task planned on Tuesday pm.</p> <p><b>Extended Reflection</b> Reflect on key aspects of planning and implementation, with a particular focus on Cymraeg Pob Dydd.</p>

**Mentor meeting and responsibilities**  
Ensure the AT observes a mentor's lesson. Discuss the learner outcomes with the AT.

**Prepare for Lesson Study**  
Ensure the AT has planned for team teaching and starters. Arrange observations for Cymraeg Pob Dydd. Brief the AT and support them with for planning next week's lessons, highlighting which lessons are their full responsibility. Check access to the Personal Learning Passport (PLP) and leave one initial comment on the AT's Standards Workbook. Check AT's Professional Journal.

## Stage 3 Week 2 Observation, support, planning and teaching

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

**NB** ATs take more control of lessons; they teach full lessons as agreed with the mentor and take responsibility for 3-5 hours of lessons.  
All activities are to be provided within the constraints of the school, the class and the mentor's timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Planning</b> Make a plan of the classroom indicating the provision areas. Identify key resources for continuous provision and annotate your plan to show how resources are accessed by the children to facilitate continuous provision</p> <p><b>Facilitate and support</b> learning in 2-3 provision areas. Facilitate the continuous provision</p>	<p><b>Team Teaching with Peer</b> Lesson planned and delivered by one AT with a second AT in a support role</p> <p><b>Reflect</b> Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT contributes a second opinion and relevant observations.</p> <p><b>Observe</b> and facilitate enhanced provision. Plan three enhanced tasks to develop the skills to be delivered later in the week</p>	<p><b>Team Teaching with Peer</b> Lesson planned and delivered by the second AT with the first AT in a support role.</p> <p><b>Reflect</b> Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT contributes a second opinion and relevant observations.</p>	<p><b>Lead School day</b></p> <p><u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</p> <p><b>These days may be delivered online due to Covid-19 as schools may not be able to accommodate large numbers of ATs.</b> <b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director</b></p>	<p><b>Teach planned lessons and focus tasks.</b></p> <p><b>Extended Reflection (Afternoon)</b> ATs prepare <b>reflective</b> presentation for next HEI review using Ebbutt's questions, the Instructional Core and the Knowledge Quartet.</p>
<p><b>Overall</b> ATs plan and deliver lessons (5 hours) in consultation with the <b>mentor</b> Continue to support and observe, looking at the four purposes (8 hours) Reflect and act on AFL session attended the previous week Increased upload of evidence to PLP. Continue to reflect in pairs at the end of the day <b>Second formal observation using the Pedagogy Assessment Form (PAF) towards the end of the week.</b></p>				

### Mentor meeting and responsibilities

Ensure the AT team teaches a lesson with another AT in a support role (and then reverse the roles).  
Check AT's planning (annotate plans)  
Arrange observations for Cymraeg Pob Dydd.  
Continue briefing for planning.  
Emphasise use and implications of AfL.  
Complete formal observation, complete **Pedagogy Assessment Form (PAF)**, review progress and set targets with the AT.



## Stage 4 (5 weeks) Placement 1B in Key Stage 2

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

**NB** ATs plan and teach full lessons as agreed with the mentor and take responsibility for 8 hours of lessons.

All activities are to be provided within the constraints of the school, the class and the mentor's timetable. The timetable below is an example.

Monday, Tuesday, Wednesday, Friday	Thursday (Weekly programme)	Mentor meetings
<p><b>Introductory Week</b></p> <p><b>Observations</b> focussing on Cymraeg and CCRs (Mentor to identify lessons). Focus on pedagogy and become familiar with resources and schemes of work.</p> <p><b>Teach</b> two lessons to small groups (supporting mentor's main lesson) and discuss outcomes based on AT's and mentor's assessment of learning.</p>	<p><b>HEI Day</b> <u>PPC &amp; SS</u> See handbooks and Blackboard for details <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor Meeting 1</b> Review of placement 1a in the Foundation Check mentor access to PLP and AT's reflection on standards in the Professional Learning Passport (PLP) Assign lessons for Placement 1b</p>
<p><b>Weeks 2-5</b></p> <p>Plan and deliver lessons which include the CCRs. ATs should teach <b>8 hours</b> as soon as possible. If this is not possible, the support plan should be implemented Plan autonomously with mentor support Continue to support and observe, looking at ALN, Equity, assessment for learning, (8 hours) <b>Complete follow on tasks from Welsh seminars (Cymraeg Pob Dydd and Cwricwlwm Cymreig).</b></p>	<p><b>AoLE in Expert School</b> <u>Subject Studies</u> See handbook and Blackboard for details <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor Meeting 2</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF)</b> with target review Check Professional Journal Check planning</p>
	<p><b>Lead School</b> <u>PPC &amp; SS</u> See handbook and Blackboard for details <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor Meeting 3</b> Implement Lesson Study cycle with the AT – this may happen over two weeks Check Professional Journal Check planning</p>
	<p><b>AoLE in Expert School</b> <u>Subject Studies</u> See handbook and Blackboard for details <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 4</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF)</b> and set targets Check Professional Journal Check planning</p>

	<b>HEI Day</b> <u>PPC &amp; SS</u> See handbooks and Blackboard for details <b>Refer to earlier Covid-19 comments</b>	<b>Mentor meeting 5</b> Complete and discuss School Experience Report (SER). Review of Professional Learning Passport (PLP) evidence.
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## Stage 6 Introductory Week in Second Placement School

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

Monday - Friday	Thursday	<b>Mentor meeting</b>
<b>Introductory Week</b> <b>First day in 2<sup>nd</sup> Network School</b> <b>Welcome</b> by the Headteacher and essential safeguarding, H&S (PM). School tour with a focus on school as a <b>community</b> Induction to school ethos and routines. Introduction to the class and the mentor. Practical considerations. <b>Observation</b> , looking at learners, interactions and behaviours Focus on pedagogy and become familiar with resources and schemes of work. <b>ATs teach</b> two lessons to small groups (supporting mentor's main lesson) and discuss outcomes based on AT's and mentor's assessment of learning.	<b>Lead School</b> <u>PPC</u> (See Handbook and Blackboard)  <b>Due to Covid 19 These days may be delivered online.</b> <b>Should this be the case, ATs should attend the network school and undertake activities as outlined by the course director and/or Network Lead Mentor</b>	<b>Mentor Meeting 1</b> Review of previous placement. Ensure access to PLP Discuss previous School Experience Report (SER). and AT's reflection on standards in the Professional Learning Passport PLP Assign lessons for Stage 6-8. Receive class lists.

## Enrichment week (to be completed during stages 7 – 8 as noted in the placement calendar)

The following three pages show examples of enrichment activities. These will be dependent on local responses to the Covid-19 pandemic.

## Enrichment Week: Outdoor Learning in the Foundation Phase Observation, support and reflection

### Example 1

<p><b>Welcome by the Head teacher and Foundation Lead and essential safeguarding (Principle Mentor), health and safety and risk assessments for the outdoors.</b></p> <p><b>Activity 1 (Half a day)</b> Presentation on Outdoor Learning giving an overview of provision and ethos linked to the new curriculum followed by a learning walk around the school exploring the indoor and outdoor environments.</p> <p><b>Activity 2 (Half a day)</b> <b>Observe</b> outdoor Learning session in the school grounds. <b>Focus on</b> behaviour, engagement, skills development, and the role of the adult.</p>	<p><b>Activity 3 (Half a day)</b> Dads and Lads session. Session in the Forest School area where dads accompany children to complete different activities. <b>Focus on:</b> parental engagement, skills developed during the session, role of adults in the session.</p> <p><b>Activity 4 (Half a day)</b> Planning, recording, evidencing <b>Focus on:</b> How the school plans for Outdoor Learning, how it is managed and organised, roles and responsibilities in the outdoors, evidence of tasks, feedback and evaluations.</p>	<p><b>Activity 5 (All day)</b> Accompany a class to the beach and part in a number of different activities. <b>Focus on:</b> engagement, cross curricular learning, behaviours, and the thematic approach</p>	<p><b>Activity 6 (Half a day)</b> <b>Presentation</b> of an overview of the Learning Outside the classroom (LOT) Gold accreditation and how the work of the school is quality assured by an external expert. Followed by <b>observation</b> and support in the outdoor learning environments of all classes. <b>Focus</b> on the provision and experiences and how to recognise effective outdoor learning.</p> <p><b>Activity 7 (Half a day)</b> <b>Observe:</b> Outdoor Learning session in the school grounds with different age group. <b>Focus on:</b> behaviour, progression, LNF, engagement, skills development, role of the adult.</p>	<p><b>Activity 8 (All day)</b> Accompany a class to the Forest School where they will be involved in a number of challenges. <b>Focus</b> on the application of skills in the outdoor environment, personal and social development, interactions, working together, challenge, the role of the adult, and health and safety.</p> <div data-bbox="1713 730 2069 1123" style="border: 1px solid black; padding: 5px;"> <p><b>Reflect</b> At the end of each day ATs reflect in groups/pairs on the observation of learning and teaching. They write an action plan of what they would like to find out more about and practice they would like to use in their own setting.</p> </div>
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**Example 2**

<p><b>Welcome by the Head teacher and Foundation Lead and essential safeguarding (PM) and health and safety and risk assessments for the outdoors.</b></p> <p><b>Activity 1</b> Forest School Lead (FSL) models H&amp;S check and shares experiences. Tour of the area followed by a group discussion.</p> <p><b>Activity 2</b> FSL shares planning and models core outdoor learning strategies and outlines Forest School expectation of behaviours. Link to <i>promoting Numeracy using Natural resources</i>. ATs to focus on H&amp;S.</p> <p><b>Activity 3 (Nurture group)</b> Nurture Lead and FSL discuss how outdoor stimuli can support learning for <b>ALL</b> learners. ATs <b>observe</b> the impact of these activities in the outdoor area comparing to an indoor classroom.</p>	<p><b>Activity 4</b> Two ATs to check H&amp;S followed by feedback from FSL. Planning shared by FSL; e.g. <i>creativity in the outdoors, linked to Book/Theme/ Pupil Voice</i>.</p> <p>ATs support learners one to one. FSL to intervene and provide feedback to each AT</p> <p>ATs to reflect in groups on their roles, comparing their delivery before and after the FSL's intervention.</p> <p><b>Activity 5 (Nurture group)</b> ATs to support and observe <b>Focus</b> on: nurturing relationships with challenging learners; listening and reacting to learners; being a positive role model. <b>Reflect</b> on relationships, communication, and body language between:</p> <ul style="list-style-type: none"> <li>• Lead and other adults</li> <li>• Lead and learners</li> <li>• Other adults and learners</li> <li>• Learners and learners.</li> </ul> <p><b>Discuss</b> scenarios and identify how to defuse situations and respond positively to challenging behaviours.</p>	<p><b>Activity 5</b> FSL share planning: e.g. developing <i>literacy in the outdoors, linked to Book/Theme/ Pupil Voice</i>.</p> <p>ATs allocated supporting roles. FSL to intervene and provide feedback to each AT</p> <p>ATs to reflect in groups on their roles, comparing their delivery before and after the FSL's intervention.</p> <p><b>Activity 6</b> ATs <b>plan</b> nurture group activities for <b>Activity 8</b> alongside FSL responding to individual needs identified in previous sessions ATs team teach alongside FSL.</p> <p>ATs <b>Reflect</b> on practice in groups:</p> <ul style="list-style-type: none"> <li>• How did learners interact and respond to ATs?</li> <li>• What learning took place?</li> <li>• What are next steps for individual learners?</li> </ul> <p>ATs plan next step activities in groups.</p>	<p><b>Activity 7</b> ATs <b>plan</b> whole class session following objective given by FSL. Half the ATs to deliver session and the rest <b>observe</b>.</p> <p>Delivery group to reflect and observation group to discuss and provide feedback. Repeat the session with different learners and reverse the teaching/observing roles.</p> <p><b>Activity 8</b> Organise equipment and resources. ATs to deliver in pairs to small groups, focusing on 1-1 needs of individuals. FSL to observe, intervene and model where appropriate. ATs reflect in in pairs and share experiences with the whole group, comparing working in small groups to the whole classes of the previous session.</p> <p><b>Reflect</b> At the end of each day ATs reflect in groups/pairs on the observation of learning and teaching. They focus on one to one support, the additional opportunities provided in the outdoors and the differences in pupils' behaviour compared to classroom-based learning.</p>	<p><b>Activity 9</b> Discuss and reflect on whole week with FSL. FSL revisits main strategies, protocols and ideas. ATs to plan afternoon session independently</p> <p><b>Activity 10</b> ATs to plan, deliver, and reflect on a whole outdoor session.</p> <div data-bbox="1720 619 2069 1257" style="border: 1px solid black; padding: 5px;"> <p><b>Final reflection</b> Identify main themes and issues which have arisen during the week. Focus on one to one relationships and illustrate how learners' needs have been met in the outdoors. Highlight challenges and areas which need improvement or further research.  ATs identify aspects of practice which they can implement in their own setting.</p> </div>
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**Example 3**

<p><b>Monday</b></p> <p>Welcome to the setting and essential safeguarding. Headteacher/unit leader outlines the profile of learners and their needs with examples of different approaches taken in the special setting.</p> <p><b>Behaviour Support setting</b></p> <p>ATs are allocated to groups of learners in pairs and rotate to different groups on the first four days, gaining experience of each class/group and different learners.</p> <p>The classes/groups consist of learners aged 6-19 . The learners have been assessed and have a variety of additional learning needs such as BSED, ADHD, ASD, Smith Magenis Syndrome, and hearing impairment.</p> <p>ATs <b>observe</b> all day, focussing on three or four learners in turn. They support directly with guidance from the teacher should they feel sufficiently confident.</p>	<p><b>Tuesday to Thursday</b></p> <p><b>Mornings</b></p> <p>Meeting with class teacher and discussion about learners’ needs.</p> <p>Introduction to learners and staff. Observation of interaction between staff learners and general engagement with learners in the class setting.</p> <p>Participating/supporting/leading of small group/individual activities under teacher guidance.</p> <p><b>Afternoons</b></p> <p>Deliver the lesson to the learners allocated – lessons to have been discussed and worked on in collaboration with class teacher in order to set the right amount of challenge and be appropriate for engagement in learning.</p> <p>AT and teacher to meet at the end of the lesson and critically analyse lesson and content.</p> <p><b>Reflect</b></p> <p>At the end of each day ATs reflect in groups/pairs on the observation of learning and teaching.</p> <p>They focus on barriers to learning, establishing trust and forming relationships, responding to challenging behaviours, identifying learning needs, and planning to meet learners’ needs</p> <p><b>Thursday afternoon</b></p> <p>AT to choose the setting to revisit on the Friday and, with teacher guidance, plan lessons/activities to be delivered the next day.</p>	<p><b>Friday</b></p> <p><b>Morning</b></p> <p>AT to return to the setting of their choice and deliver activities under guidance of teacher.</p> <p>AT to have immersion into the class setting e.g. experience of register taking, reading sessions, daily routine.</p> <p>AT to deliver specified lessons to the allocated /whole group</p> <p><b>Afternoon</b></p> <p>AT to undertake an activity of their own choosing independently. AT to allocate staff to learners, ensure resources are ready. ATs ensure that learners ‘specific needs are addressed.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Final reflection</b></p> <p>Identify main themes and issues which have arisen during the week.</p> <p>Focus on one to one relationships and illustrate how learners’ needs have been met in the special setting</p> <p>ATs highlight challenges and areas which need further research.</p> <p>ATs identify aspects of practice which they can implement in their own setting, especially the provision for those with ALN.</p> </div>
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## Stages 6 - 8 (8 weeks) Autonomous teaching and reflection

**These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic**

**NB** ATs should aim to teach up to **12 hours** by the end of the stage and support for two hours depending on their rate of progress.

Monday – Friday	Thursdays (weekly programme)	Mentoring
<p>Plan and deliver lessons which include the CCRs., building from Stage 6 to Stage 8</p> <p>ATs should teach <b>12 hours and support an additional two hours</b> by the end of the stage. depending on their progress. This may include t team teaching, teaching small groups, bespoke support for those with ALN or MAT learners etc.</p> <p><b>Foci</b></p> <ul style="list-style-type: none"> <li>Refining differentiation and AfL. Planning should be informed by continual assessment of learning and outcomes.</li> <li>Refining behaviour and classroom management</li> <li>Pupil voice: involving pupils in management of and planning for learning</li> <li>All AoLEs, linked to AoLE days and HEI provision</li> <li>Planning autonomously - reduced mentor support</li> </ul> <p><b>Complete Professional Enquiry</b></p> <p><b>Complete Portffolio Cymraeg</b></p> <p>Continue upload, update, and review of evidence to PLP.</p> <p>(For all assignment deadlines, please refer to the assessment calendar)</p>	<p><b>HEI Day</b>  <u>PPC &amp; SS</u>                      See handbooks and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor Meeting 2</b>                      Focus on Cymraeg pob dydd.                      Agree focus for Professional Enquiry and sign ethics form</p>
	<p><b>AoLE in Expert School</b>  <u>Subject Studies</u>                      See handbook and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 3</b>                      Observe, review and complete <b>Pedagogy Assessment Form (PAF)</b> and set targets</p>
	<p><b>Lead School day</b>  <u>PPC</u>                      See handbook and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 4</b>                      Focus on subject studies session content from AoLE day                      Complete data collection for Professional Enquiry</p>
	<p><b>AoLE in Expert School</b>  <u>Subject Studies</u>                      See handbook and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 5</b>                      Observe, review and complete <b>Pedagogy Assessment Form (PAF)</b> and set targets</p>
	<p><b>Network school – enrichment week</b></p>	<p><b>Mentor meeting 6</b>                      Discuss implications for teaching in the mainstream based on enrichment week observations</p>
	<p><b>Lead School</b>  <u>PPC</u>                      See handbook and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 7</b>                      Review <b>Pedagogy Assessment Form (PAF)</b> and targets</p>
	<p><b>Lead School</b>  <u>PPC &amp; Cymraeg</u>                      See handbook and Blackboard for details  <b>Refer to earlier Covid-19 comments</b></p>	<p><b>Mentor meeting 8</b>                      Review <b>Pedagogy Assessment Form (PAF)</b> and targets                      Review of PLP linked to lead school day</p>

	<b>Network school</b>	<b>Mentor meeting 9</b> Arrange additional observation if necessary (ensure 8 PAFs have been completed for the whole year) Discuss School Experience Report (SER)
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