

CaBan

Module Handbook
XCE-2210
BA Year 2
School Experience

BA School experience

XCE 2210

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.

Most year 2 placement will be based in year 3-6. Those who are placed in reception – year 2 will be placed in years 3-6 in Year 3 of the programme.

The pedagogy of your Year 2 placement will focus on the progression of skills, regardless of year group.

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 your other Year 2 modules in context.

Module Content

You will spend 58 days in a school setting to start learning how to become practitioners through experiences gained in lead and network schools. This will involve:

- weekly cluster teaching and review events
- observations and preparatory development
- close to practice research (small scale inquiries)
- integration into the teaching environment
- mentoring and self-reflection

Seminars and activities during Lead School and HEI days will link closely to the content of all second year modules and build on your experiences in year 1

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)

These stages will include:

- weekly cluster teaching and review events;
- observations and preparatory development;

- integration into the teaching environment;
- higher order skills practice and implementation;
- mentoring and self-reflection;

Assessment

During the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Professional Learning Passport (PLP). 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

- Further developed a range of planning and assessment skills to ensure suitable opportunities for learners to develop key skills across the curriculum, cross curricular themes and subject based study;
- Analysed and evaluated your professional practice and begun to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development;
- Reflected effectively on your progress in relation to the Professional Standards for Teaching and Leadership;
- Collaboratively set appropriate targets to work towards and begin to meet the PSTL.

Cymraeg Bob Dydd and Cwricwlwm Cymreig

Whilst on School Experience, you will be expected to promote the use of *Cymraeg Bob Dydd* whenever and wherever possible, across the curriculum. Welsh (Cymraeg Bob Dydd), should be used naturally so that it forms an integral part of classroom/whole school activities/routines.

You will also begin to include the main five aspects of the Cwricwlwm Cymreig within subjects and AoLEs in your lessons.

Progression in Bilingualism

You will continue to study bilingualism in the context of the 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.

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).

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

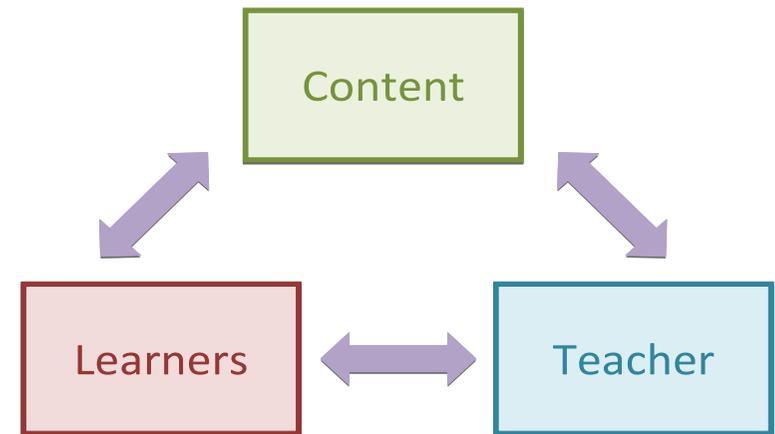


Fig. 2 The Instructional Core (after City et al, 2009 p23)

You may get the opportunity, alongside your mentor to use a Lesson Study (Cajkler et al., 2013) approach.

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.

Lesson Study

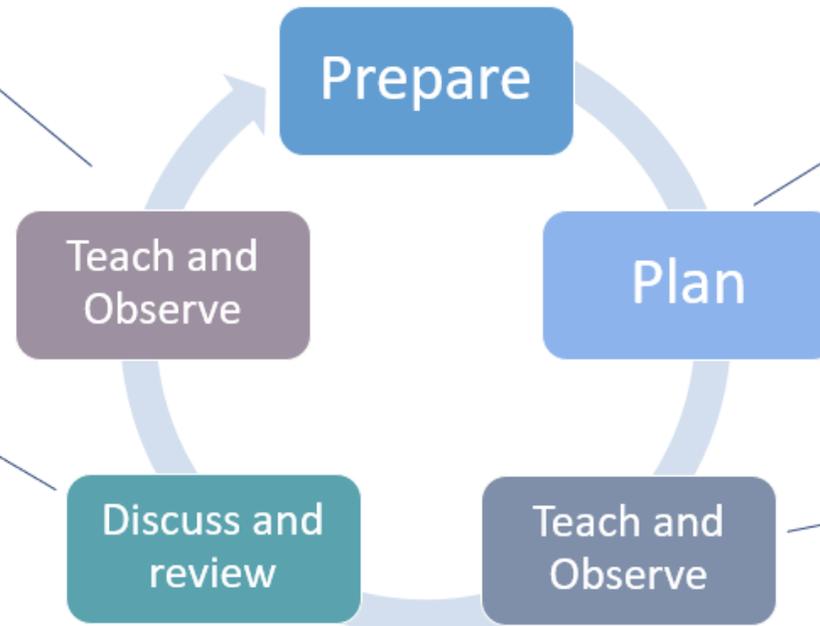
Aims

- for ATs to co- plan with expert teachers in context;
- for mentors and ATs to observe and analyse learning ;
- to identify implications for subject related pedagogy.

HEI tutors initially train mentors and ATs in the use of the Learning Study cycle. They stress the need to focus on the observation of learning (not teaching strategies and behaviour) and emphasise mutual regard to avoid inducing anxiety in the ATs.

The revised lesson is taught by the **AT** to a different group (this may be problematic in some settings) and the learners are observed by the **mentor**. The lesson is then analysed and informs the next research cycle.

The **mentor** and **AT** evaluate the lesson using the **AT's** notes and the video. The discussion is centred on the learning; it is not intended that the mentor models good teaching strategies to be imitated by the AT. The original lesson is improved as a result of the analysis of the learning of the case students.



The mentor and AT identify a specific challenge their learners have with an aspect of learning. Once the focus and the target learners are chosen, the mentor and AT plan the research lesson in detail, focusing on the intended learning outcomes of the whole class but with an added attention given to on three learners chosen to be closely observed.

The first lesson is taught by the **mentor**, the expert practitioner whilst the **AT** observes the learning of the three case learners. Detailed notes are taken by the AT and subsequent analysis of the research lesson is facilitated by a video recording

Provision

Initial mentor meeting with tutor input (note mentors will become autonomous overtime)

Tutor time

One hour meeting in school with mentor and AT

Mentor time

Initial meeting with subsequent observation and reviews held during mentor meetings.

Theoretical basis

Lesson Study (Lewis, 2000) has been shown to encourage and develop collaboration within Professional Learning Communities. Adaptation of the model to ITE suggests that Lesson Study is an effective tool for mentor development in addition to being successful in accelerating ATS' progress (Cajkler et al., 2013).

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) This is shown on the next page.

Foundation knowledge	Transformation knowledge
<p>What did the teaching and learning in this lesson reveal about:</p> <ul style="list-style-type: none"> • the teacher’s subject knowledge; • their knowledge of the curriculum; • their beliefs about the nature of the subject; • their beliefs about teaching and learning; • their knowledge of the pupils? 	<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>
Connection knowledge	Contingency knowledge
<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	Legal Requirements
<p>During your school placement, you should complete the following activities:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 professional 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

You will have completed stage 1 in Year 1

Stage 2

Focus: Consolidate and build on year 1. Develop planning for learning in different contexts (years 3-6) and manage 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 40%)

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).

Welsh Portfolio – collect evidence for Part B of your Welsh Portfolio.

Stage 5 (in HEI – following practice)

Focus: Debrief and reflect on second school experience

Stage 6 (Year 3)

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

Developing practice: Increased autonomy and complete lessons (responsibility for planning and delivering 12 hours of lessons).

Develop expertise in research methods (action research and further data collection methods).

Observation and reflection in the previous primary phase.

Stages 7 – 8 These will be developed in year 3

School experience schedule

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

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

Covid-19 Social- distancing

The following pages are indicative only and the length and timing of the placement may vary, depending on University, School 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 and Network School delivery/ placement may be delivered online and you will be expected to remain in your lead or 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.

Week 1 First week in the network school (Stage 2)

Introduction and observation

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.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Welcome by the Headteacher and essential safeguarding (PM)</p> <p>ATs Observe whole class 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>Support 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 <i>Cymraeg bob dydd/gloywi iaith</i>(language improvement))</p> <p>Reflect: At the end of each day Trainees reflect on their observation of learning, in pairs where appropriate, using Instructional Core to support focus.</p>	<p>Remain in base class</p> <p>Observe whole class 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>Support 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 <i>Cymraeg bob dydd/gloywi iaith</i>)</p> <p>Reflect: At the end of each day Trainees reflect on observation of learning, using Instructional Core to support focus.</p>	<p>Remain in base class</p> <p>Observe whole class 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>Support 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 <i>Cymraeg bob dydd/gloywi iaith</i>)</p> <p>Reflect: At the end of each day Trainees reflect on their observation of learning, using Instructional Core to support focus.</p>	<p>Remain in base class</p> <p>Observe small group 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 reflection individually (If COVID allows in pairs or threes.)</p> <ul style="list-style-type: none"> • What did you notice? • I tried to teach this – what happened? • How did the pupils talk? • What did they do in groups? • How did they interact? <p>Reflect: At the end of each day Trainees reflect on their observation of learning, using Instructional Core to support focus.</p> <div data-bbox="1153 1050 1727 1348" style="border: 1px solid black; padding: 5px;"> <p>Mentor responsibilities</p> <p>Introduction to the phase and class</p> <p>Practical considerations (where things are kept etc.)</p> <p>Ways of working</p> <p>Addressing Health and Safety issues as needed</p> <p>Review of the first three days – from whole class talk to small group activities</p> </div>	<p>Remain in Class Base</p> <p>Observe Whole Class Management strategies.</p> <p>Identify key strategies being used to support organisation and management of learners.</p> <p>Make detailed notes of strategies observed, differentiation towards individuals, the effect strategies have on learners and learning, how learners are encouraged to take responsibility for behaviour and learning.</p> <p>Support learning, taking the role of a TA as directed by the mentor.</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Capture pupils' work using camera where relevant to literacy.</p> <p>ATs post their reflections (200 words)</p>

Week 2 (Stage 3)

Observation, support, planning and team teaching

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Team teaching Lesson planned and delivered by the mentor; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</p> <p>Reflect: At the end of each day Trainees reflect, mentor discussion where possible.</p>	<p>Team teaching Lesson planned by the mentor; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</p> <p>Reflect: At the end of each day Trainees reflect using Instructional Core to support focus.</p>	<p>Team teaching Lesson planned by the mentor; AT given greater responsibility to teach small group of learners;</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p> <p>AT completes planning. the group teaching task (see Thursday Group teaching 1).</p> <p>AT Shares plan for group teaching with mentor.</p>	<p>Group Teaching 1 Identify a group of learners with the mentor beforehand. Plan and teach a specific focussed activity.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p> <p>Extended Reflection (Afternoon) ATs reflect on learning and plan for group teaching 2. Use Knowledge Quartet to support reflection on planning and teaching and the impact this had on learning. Discuss Reflection and Group teaching 2 plan with mentor. Complete Evaluation in journal.</p>	<p>Group Teaching 2 Continue with same group of learners. Following yesterday's delivery continue to develop learning.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning.</p> <p>Discuss reflection of whole class team teaching and group teaching 2, complete Evaluation in journal. With mentor identify a second group to re-do process next week.</p>

Mentor meeting and responsibilities

- Share and discuss plans for team teaching/group teaching lessons.
- Ensure ATs have understood starter activities/group teaching tasks.
- Check plans for teaching tasks.
- Consider observations for Cymraeg Pob Dydd (other year groups to observe).
- Discuss and identify a second group of learners to re do group teaching 1 and 2 process.
- Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility.
- Brief AT regarding Group Teaching and Lesson study for next week.

Contact Link Tutor if any cause for concern **Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support.**

Weeks 3 & 4 (Lead School Day week 4) (Stage 3)

Observation, support, planning and team teaching

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

Monday	Tuesday	Wednesday – Friday
<p>Group Teaching 1 Identify a group of learners with the mentor beforehand. Plan and teach a specific focussed activity.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. Use Knowledge Quartet to support reflection on planning and teaching and the impact this had on learning.</p> <p>Extended Reflection (Afternoon) ATs reflect on learning and plan for group teaching 2.</p> <p>Discuss Reflection and group teaching 2 plan with mentor.</p>	<p>Group Teaching 2 Continue with same group of learners. Following yesterday's delivery continue to develop learning.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning.</p> <p>Use Knowledge Quartet to support reflection on planning and teaching and the impact this had on learning.</p> <p>Discuss Reflection and Group teaching 2 plan with mentor. Complete Evaluation in journal.</p>	<p>Follow the Lesson study Activity , mentor teaches half class followed by AT teaching remainder half of class if possible.</p> <p>AT begin to take whole class delivery and responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT begin to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc)</p> <p>Observation of practitioners. – focus on cross -curricular responsibilities. Lesson planned by the mentor; AT given greater responsibility to teach small group of learners;</p> <p>AT plans and delivers two short whole class activities to support learners wellbeing (20-30min). Final activity used to support PAF 1.</p> <p>Immediate reflection: ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning. Complete Evaluations in journal.</p>

Mentor meeting and responsibilities

Share and discuss plans for group teaching/ lesson study lessons.

Ensure ATs have understood starter activities/group teaching tasks.

Check plans for teaching tasks.

Consider observations for Cymraeg Pob Dydd (other year groups to observe).

Discuss and identify a second group of learners to re do group teaching 1 and 2 process.

Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility.

Brief AT regarding Team Teaching for next week.

Contact Link Tutor if any cause for concern. **Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support.**

Weeks 5- 7 (Stage 4)

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

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.

Network School days	Mentor
<p>Overall</p> <p>Plan and deliver group/ half and whole lessons which include the CCRs.</p> <p>Plan a sequence of 3 differentiated and progressive learning opportunities, ensuring CCR's are prominent, can be delivered in groups/half class/whole class.</p> <p>ATs should plan and teach a minimum of 8- hours whole class sessions as soon as possible. If this is not possible by end of week 6, the enhanced support plan(ESP) should be implemented.</p> <p>Plan autonomously with mentor support</p> <p>AT continue to take responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT begins to take responsibility for further developing Welsh language opportunities e.g. Helpwr Heddiw session</p> <p>AT continue to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc)</p> <p>Observation of practitioners. – focus on differentiation and behaviour for learning strategies.</p> <p>Week 6 - PAF 2 –Possible observed Lesson with Link Tutor .</p> <p>Continue to support and observe, looking at ALN, Equity, assessment for learning, (8 hours)</p> <p>Observe and analyse a linked series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used.</p> <p>Continue to reflect using a chosen tool to support, at the end of the day and upload assets and evidence to PLP.</p> <p>Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support and certainly within stage 4.</p>	<p>Mentor Meeting 4 Observe, review and complete Pedagogy Assessment Form (PAF 1) and set targets Check Professional Journal Check planning and evaluations are being completed. Arrange <u>joint observation for PAF 2/3 with Link Tutor.</u></p> <p>WK 5 - First review of PLP by Link Tutor: check PAF 1 is uploaded and ensure AT is uploading other evidence to the PLP</p> <p>Mentor meeting 5 Check Professional Journal Check planning and evaluations.</p> <p>PAF 2, this or PAF 3 to be joint observation.</p>

Weeks 8-10 (Lead School Day week 8) (Stage 4)

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 10-12 hours of lessons/ delivery.

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.

Network School days 2211 Prof & Ped (Lesson study) submission 25.02.2022 (WEEK 8)	Mentor
<p>Opportunity may arise to complete further Lesson Study.</p> <p>Plan and deliver lessons which include the CCRs.</p> <p>ATs should teach 10-12 hours whole class as soon as possible.</p> <p>1)With little mentor support engage with the learners (Pupil voice-) and plan 3 learning opportunities (within topic, from a book/learning experience etc)</p> <p>2)Plan a sequence of differentiated and progressive learning opportunities, ensuring CCR's are prominent, delivering to whole class.</p> <p>Plan autonomously with mentor support / supervision.</p> <p>PAF 3 – Possible observed Lesson with Link Tutor (if not done PAF 2).</p> <p>AT continue to take responsibility for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT continue to take part in 'out of the classroom' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc).</p> <p>AT plans and delivers daily (if possible) Welsh activity to group/half/whole class. If possible, AT plans & delivers a Welsh lesson.</p> <p>Continue to support and observe, focusing on at ALN, MAT, behaviour for learning (8 hours).</p> <p>Continue to reflect at the end of the day and upload assets and evidence to PLP.</p> <p>Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support and certainly within stage 4.</p>	<p>Mentor Meeting 4 Observe, review and complete Pedagogy Assessment Form (PAF 2) and set targets Check Professional Journal Check planning PAF 3 - joint observation if not done for PAF 2. Meet with Link Tutor to discuss PAF 2/3 in preparation for completing School Experience Report.</p> <hr/> <p>Wk 8/9 Link Tutor - review of PLP: check PAF 2/3 is uploaded and ensure AT is uploading other evidence to the PLP</p> <p>Mentor meeting 5 Check Professional Journal Check planning and evaluations. Meet with Link Tutor to discuss PAF 2/3 in preparation for completing School Experience Report. End of week 8. Complete and share SER with LT and AT to be signed off.</p>

Enrichment week – Transition

Monday	Tuesday	Wednesday	Thursday
<p>Welcome by the Headteacher and essential safeguarding, H&S (NLM)</p> <p>School tour with a focus on school as a community.</p> <p>Induction to school ethos and routines.</p> <p>Meet with head of year 7 to discuss transition (<i>this can be placed anywhere in the three days</i>)</p> <p>Observe year 7 classes with a focus on:</p> <ul style="list-style-type: none"> • Progression (what are they learning?) • Pedagogy (how are they learning?) <p>Reflect in pairs. Identify implications for year 6 teachers.</p>	<p>Meet with small focus group of year 7</p> <p>Design questions to ask the year 7 pupils including:</p> <p>What went well when you moved school?</p> <p>What needs to be improved?</p> <p>Focus questions on:</p> <ul style="list-style-type: none"> • Learning • Friends and social environment • The physical environment • The curriculum • Challenge • Preparation in the Primary for transition <p>Observe two year 7 classes. Focus on attainment, challenge, support and differentiation</p> <p>Reflect in pairs. Identify implications for year 6 teachers.</p>	<p>Focus on assessment – <i>Is it possible to meet senior leader responsible for assessment and tracking?</i></p> <p><i>How do schools track progression from KS2 to KS3?</i></p> <p>Observe two year 7 lessons (track one pupil)</p> <p>Focus on assessment in the classroom – how does this compare with year 5/6 practice?</p> <p>Reflect in pairs. Identify implications for year 6 teachers. Reflect on the nature of secondary pedagogy and curriculum</p>	<p>Reflection in HEI</p> <p>Review of Secondary enrichment. What are the main issues for year 6 teachers (and year 7)?</p> <p>How can primary schools and teachers make transition more effective?</p>