



Forest Independent Primary Collegiate

TRAINEE/MENTOR WEEKLY GUIDE (2011/2012)

Information: The first two weeks will help the trainee to get an understanding of the Standards and how he/she will work on achieving them.

It is not expected that s/he will attain Standards in the first two/three weeks. However, s/he will then be expected to look at the standard for achievement that week and work on acquiring those skills. It is expected that trainees will use their standards audit to show evidence of their attainments. The trainee also has a schedule for assignments that are also not included here unless the assignments are directly linked to the school. Should the trainee have difficulty with a particular competence, you should talk to the trainee about making that area a target so that you can focus on it for an agreed time. You will observe the Standards formally in the second and third teaching practice. The **planner links in with taught sessions** but because of differences in school timetables; these will not always be direct fit, e.g. geography/history. All trainees should be given opportunities to experience, observe or deliver in the area of phonics. **The mentor and trainee should discuss ways in which they could evidence the standards for the week.**


Week & Date	Trainee activity Trainee T.P. 1/ S.E. 1 Trainee Name.....	QTT Standards Taught subject/relevant assignments and school links (TSA)
<p>Week 1 05-09 September</p> <p>6th Sept. – Tuesday in school</p>	<p>Induction week Trainee to meet with the mentor one day a week to familiarise trainee with school, introduce to possible class placement and work on activities in school, catchment areas</p> <p>Discuss influence of an adult in the classroom. Meet the LSA. (Learning opportunities in class placement) Timetable overview for week assemblies etc... Trainee should note references or have sight of classroom resources Reading- learning how to choose appropriate reading books for children. (to look at school library) Personal recording systems: Trainee Development files, Teaching Practice file, Behaviour Journals, start a Recording/Assessment file. Where trainee registers in school- checking in, absences-who to phone.</p> <p>Note to mentor: during this term trainee should observe any other years or curriculum opportunities They might not see in the days in school or in the class in which they are placed.</p>	<p>Working toward: Q3a Working knowledge and understanding of statutory frameworks Q3b Policies and practices of the workplace Q7b identify priorities for early professional development in the context of induction Working towards an understanding of Q14 secure knowledge and understanding of curriculum areas Q23 opportunities for learners to develop literacy, numeracy and ICT skills Q33 ensure colleagues working with you are supporting learning and understanding roles TSA links Q15 statutory and non statutory curricula frameworks, strategies Q21 aware of current legal requirements, national policies and guidance on safe guarding and promotion of well being of children and young people</p>
<p>Week 2 12-16 Sept</p> <p>14th September wednesday in school</p>	<p>Induction Week How/where to keep the T.P. file/behaviour journal Health and Safety requirements: trainees must show avoidance of potential hazards in tasks, assignments and planning. Every Child Matters issues. (in college base) In School - Trainee to shadow mentor/teacher Mentor to give suggestions for reading to children task- possible group (trainees must practice first lesson plan for Reading to Children task. To have experience of listening to readers on a one to one basis Mentor to discuss observations, school routines, behaviour policy and expectations Introduction to national curriculum (school and college) Resources in school focus on maths (trainees to start observing mathematical learning and keep check list of observation (Given to them by HB))</p>	<p>Working toward: Q3 Q21 and... Q2 demonstrate positive values, attitudes and behaviour... Q25(b) build on prior knowledge. enable learners to meet learning objectives. Q15 statutory and non statutory curricula frameworks, strategies TSA links Getting to grips with the behaviour journal Maths activity/ English activity Educational theory observations to start Due week 7.</p>

Date	Tasks	Standards
<p>Week 3 19-23 Sept.</p> <p>Role of Trainee: Individual and group child focus work</p> <p>Team teaching two days th/fri</p>	<p>Developing Trainee’s awareness of school expectations, of recording daily in Teaching Practice file. To work on daily expectations and directed work with individual pupils or small groups. To consider trainee contributions</p> <p>TRAINEE TO OBSERVE A SCIENCE LESSON IN THIS TERM</p> <p>Trainee to discuss competencies and achievement</p> <p>Trainee to be familiar with OFSTED. Mentor to confirm that trainee has sight of a report and can discuss the OFSTED process</p> <p>REMEMBER Trainees must plan and read to a large group/class for English Mentor to talk to trainee about working with individual children and small groups Suggest trainee observe teacher delivering group/class reading session and maths in class especially OMS and use of concrete resources</p> <p>Trainee to work with maths coordinator and be aware of role.</p> <p>Mentor to check recording and assessment file-(trainees always forget this important file in which they keep all their assessments of children’s work)</p>	<p>Q3b policies and practices and share collective responsibilities</p> <p>Q15 statutory and non statutory curricula frameworks, strategies</p> <p>Q13 how to monitor the progress of those they teach</p> <p>Q26 effective range of assessment, monitoring and recording strategies</p> <p>Q23 opportunities for learners to develop literacy, numeracy and ICT skills</p> <p>TSA links</p> <p>Prepare Reading to Children task</p> <p>Observations cognitive, behavioural, social, physical for educational theory</p> <p>Trainees to particularly observe mental and oral starters</p> <p>.</p>
<p>Week 4 26- 30 Sept.</p> <p>Role of Trainee: LSA</p> <p>Individual child and group focus work</p> <p>Team teaching two days th/fri</p>	<p>Trainees to continue Behaviour Personal Journal</p> <p>Trainees to work with individuals on their own or within the classroom on particular tasks with groups</p> <p>Trainee to continue observing and start planning OMS for class</p> <p>Mentor aware of college observation task as follows:</p> <p>Trainee to record observations social, cognitive, physical (set observation schedule) Ed.</p> <p>Theory short task</p> <p>Trainee to include observations of numeracy and literacy lessons and any other observations throughout the day including resources and learning outcomes to be placed in Teaching File as part of their daily report</p> <p>Mentor informal observation of trainee working with individual child with focus on ability to enhance pupils’ motivation and enthusiasm for learning.</p> <p>Mentor to be aware that trainee will be conducting levelling exercise and reading record</p>	<p>Q1 establishing fair respectful, trusting, supportive and constructive relationships with children</p> <p>Q4 communicate effectively with children...</p> <p>Q10 range of teaching, learning and behaviour management strategies, how to personalise learning and provide opportunities</p> <p>Q25d manage learning needs of individuals, groups and whole classes</p> <p>Q26 effective range of assessment, monitoring and recording strategies</p> <p>Q23 opportunities for learners to develop literacy, numeracy and ICT skills</p> <p>TSA link</p> <p>Reading to Children</p> <p>Number concepts</p> <p>Levelling exercise and reading record – English</p> <p>Trainees to particularly observe mental and oral starters</p> <p>Trainees to observe problem solving lessons in maths and plan one specifically during this term.</p>

<p>Week 5 03-07 Oct</p> <p>Role of Trainee: Teaching roles at discretion mentor/class teacher One day wed Oct 7th.placement</p>	<p>Trainees to have ideas about music in schools Trainees to be aware of design and tech as they will be looking at this from their own perspective this week.</p> <p>Trainee to focus on group reading and comprehension questions. Discuss with mentor teacher's objectives and how they have been met Prepare a lesson plan for a small group for the mentor. How to plan a group activity, objective and assessment of task. Trainee to call registers at discretion of class teacher Observe role of LSA Trainee to link ECM into planning with focus on high expectations and individual differences. Trainee to establish relationships with children in class. Trainee to continue planning and practice OMS To consider the progress of Behaviour Journal. Trainee to discuss difficulties that some children have in the classroom and consequences in school - with mentor Focus on differentiation within the classroom</p>	<p>Working toward Q1 establishing fair respectful, trusting, supportive and constructive relationships with children Q25d manage learning needs of individuals, groups and whole classes Q26a effective range of assessment, monitoring and recording strategies Q26b Assess learning needs and set challenging learning objectives</p> <p>Q31 establish clear framework for class discipline manage behaviour constructively and promote their self control and independence</p> <p>TSA link Reading to Children due Focus on differentiation (Professional Studies) Opportunities to display art/View art around school (For next weeks A&D) Trainees to observe problem solving lessons in maths and plan one specifically during this term Trainees will have made a musical instrument for music</p>
<p>Week 6 10-14 Oct</p> <p>Role of Trainee: Teaching role at discretion mentor/class teacher 2 days th/fri.</p>	<p>Check trainee has completed class teaching observations and place in TP file.. Trainee to Observe and discuss behavioural management with mentor.</p> <p>Trainee to relate pupils' learning to real and work related examples and show empathy with pupil learning. Suggestion of direction to geography for local use as example. If possible trainee to observe PE lesson.</p> <p>Trainee to establish and maintain a good standard of discipline with positive and productive relationships. Mentor to observe trainee with children in structured situation Consider the place of history in the school week and write in your file (SE) what ways it is being delivered or when it is being delivered Ensure trainee knows the importance of praise</p>	<p>Q1 establishing fair respectful, trusting, supportive and constructive relationships with children Q30 establish a purposeful and safe learning environment Q31 establish clear framework for class discipline manage behaviour constructively and promote their self control and independence</p> <p>TAS links RE Word level work Trainees to observe problem solving lessons in maths and plan one specifically during this term Geography task continues until mid. March. PE/gymnastic TRAINEES: remember to put evidence on Paragon and get mentors to sign off where applicable.</p>
<p>Week 7 17- 21 Oct-v</p> <p>2 day school placement (Th/fri)</p>	<p>Trainee to consider what makes effective questioning, observe teacher and/or mentor PHONICS : Make sure that trainees in KS1, plan and deliver a phonics lesson observed and recorded by the mentor Religious Education at base. Professional Studies. English Science Maths History BEHAVIOUR JOURNALS IN</p>	<p>Q1 High expectations... and positive values attitudes and behaviour demonstrated Q14 and Q15 secure knowledge and subject knowledge, curriculum areas and related pedagogy Q17 know how to use skills in ICT to support TAS links Last chance to practice teaching OMS Data handling in maths Trainees to observe problem solving lessons in maths and plan one specifically during this term Grammar/guided writing ICT to support learning</p>
<p>Week 8 24-28 Oct</p> <p>Home Study Week</p>	<p>After half term the mentor will require: Trainee to recognise and be required to show good presentation and use of ICT in the classroom in a planned class session. Trainee to know about relevant appropriate level descriptions or end of K/S description when working with groups of children through questioning & ongoing assessment Questioning and presentation to be evidenced in planning & mentor's observation of group teaching practice. Trainee to get assignments and reading up to date</p>	<p>Q7a and b Reflect on and improve practice identify priorities for early professional development in the context of induction Q14 secure knowledge and understanding of curriculum areas Q26b Assess learning needs and set challenging learning objectives Assignments due to date: Reading to Children, Observations, phonics, M&O starters</p>

<p>Week 9 31st-4 Nov. Role of Trainee: /teaching role at discretion mentor/class teacher</p> <p>No days in teaching practice this week</p>	<p>Trainees to read Whole School Behaviour Policy and consider its implementation in discussion Trainees to consider ways in which to manage disruptive behaviour in the classroom. Reflect . In college: Ethnic Minority Achievement Service Trainee to attend in college (one day) Mentor aware of visit to ethnic minority Achievement Service. Trainee to confirm use of SE/TP for reflective thinking. Mentor to remind trainee that for every planning sheet in the future, the reverse on lesson reflection must be covered.</p> <p><i>ERP at Ivy Chimneys</i> Trainee to know about relevant appropriate level descriptions or end of K/S description when working with a class of children discussed with mentor</p> <p>ICT at Alderton School</p> <p>MENTORS: could you make sure that trainees do observe a SCIENCE lesson in this TP and if possible have opportunity to plan and deliver some science. Trainees have a science task to be ready next week on habitats.</p>	<p>Q3 Working knowledge and understanding of statutory frameworks Q6 have a commitment to collaboration and cooperative working Q9 Act upon advice and feedback and be open to coaching and mentoring Working towards an understanding of Q14 secure knowledge and understanding of curriculum areas Q18 understand how children and young people develop...progress and well being affected by dev., social, religious, ethnic, cultural, and linguistic differences Q19 EAL/diversity, equality and inclusion Q23 opportunities for learners to develop literacy, numeracy and ICT skills Q31 classroom discipline...manage behaviour constructively Q17 know how to use skills in ICT to support Q13 monitor and raise levels of attainment</p> <p>TAS links Understanding Child Development and Teacher Effectiveness (Educational theory) due week11 Mental and oral starters in maths Grammar KS1/2 EMAS whole day lecture ICT experience at Alderton School</p>
<p>Week 10 07-11Nov Role of Trainee: Plan and deliver class work</p> <p>2 days in school th/friday.</p>	<p>Trainee to plan and teach whole classes in core or non core subjects with support from class teacher using ICT as necessary for ½ a day</p> <p>PHONICS in English Discuss next week in relation to school policy/supporting those with an additional language Trainee to do playtime duty Trainee to help teacher with display boards. Mentor to observe trainee working with a group focusing on clear presentation and management Trainee to recognise and be required to show good presentation and use of ICT in the classroom. Suggest poetry theme? Trainee to understand on-going assessment. Mentor to show trainee how to record tasks in foundation subjects. Trainee to discuss the work of a pupil and suggest ways forward in planning work and reflecting and recording Mentor to support trainee in careful planning Make sure learning objective matches assessment evidence when planning <u>Remember creative planning and delivery</u> Learning Opportunity to observe in Foundation Year if possible in preparation for Wednesday's visit to Hazelwood Infants.</p> <p>Preparation for two week placement.</p>	<p>Q22 Plan effective learning sequences within lessons demonstrate subject knowledge working toward secure subject knowledge Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills Q25a,b and c Teach lessons across the age and ability for which trainees are trained TAS links Writing and assessment of handwriting, reading, grammar Using and applying number English phonic assignment due.. Foundation Stage experience at Hazelwood Infant School Learning and developmental theories linked to practice (Ed. Th) Due week 11</p> <p>Trainees to remember to plan a lesson using problem solving.</p> <p>Trainees to continue to record observing mathematics and completing audit TAS links Life in Natural Habitats due week 11</p> <p>MENTORS TO COMPLETE MID POINT CHECK</p>

<p>Week 11 14-18 Nov</p> <p>Role of Trainee: Team teach where possible initially - to teach lessons up to 40/50% or at discretion of mentor</p> <p>All week TP1</p>	<p>Mentor and teacher to support trainee in demonstrating a secure knowledge of and when to apply teaching and assessment methods specified in ITT Nat. Curriculum.</p> <p>Trainee to shadow a SENCO/TAs/talk to Behaviour. Support if poss. Trainees to talk to teachers with curriculum responsibility. Find out about role.</p> <p>Place of Modern Foreign Languages (MFL) in KS2</p> <p>Find out about APP (Assessment of Pupil Progress) in school</p> <p>Teach problem solving maths lesson to whole class</p>	<p>Q5 Recognise contribution that colleagues make...</p> <p>Q10 teaching, learning and behaviour management strategies</p> <p>Q11 Assessment and monitoring requirements and arrangements</p> <p>Q13 monitoring progress and raising levels of attainment</p> <p>Q20 know and understand roles of colleagues with specific responsibilities</p> <p>Q31 manage learners' behaviour</p> <p>Q32 identify opps. To work with colleagues sharing dev. of effective practice</p> <p>TAS links RE ICT supporting lessons Speaking and listening/Comprehension Maths: Mental and oral starter presentations and write up.</p>
<p>Week 12 21-25 Nov Dec</p> <p>Role of Trainee: Team teach where possible initially - to teach lessons up to 40/50% or at discretion of mentor</p> <p>All week TP1</p>	<p>Consider child development with focus on physical and emotional well being (ECM)</p> <p>Reflect progress to date, check competencies met and evidence with mentor</p> <p>Discuss pupils strengths and weaknesses and check recording/Homework policy in the schools. Discuss with mentor opportunity to set and mark homework.</p> <p>Teach problem solving maths lesson to whole class</p> <p>Discuss and review behaviour journal</p> <p>ICT software/suites experience if possible</p> <p>Consider the place of grammar teaching in the classroom</p> <p>Using creativity and involvement at Christmas</p> <p>Planned lessons showing clear teaching objectives that informs assessment. Discuss with mentor. 1 full day</p> <p>Trainee to teach whole class linked with a core subject</p> <p>MENTOR TO FORMALLY OBSERVE TRAINEE AGAINST THE QTS STANDARDS. RECORD TRAINEE PROGRESS AGAINST THE STANDARDS</p> <p>TRAINEE TO COMPLETE THREE REPORTS USING THEIR RECORDING/ASSESSMENT FILE TO PARENTS. MENTOR TO OVERSEE.</p> <p>REPORTS TO BE PLACED IN RECORDING/Assessment FILE.</p> <p>Trainee TO FILL OUT REFLECTIVE SUMMARY FOR COURSE MANAGER .</p> <p>Trainee to create a purposeful atmosphere including creativity in maths and literacy</p> <p>Trainee to participate in assemblies</p> <p>Trainee to observe LD child in whole class. To observe whole class on level of work set and response</p>	<p>Q7 reflect on and improve practice</p> <p>Q21a Health and well-being safeguarding and promoting well being of children and young people</p> <p>Q21b identify and support children whose well being is affected by change</p> <p>Q16 working on completing QTS skills tests</p> <p>Q24 Plan homework or other out of class work</p> <p>TAS links Assessment in maths Use of non fiction Developing PS in Maths</p>
<p>Week 13</p> <p>Role of Trainee: 28 Nov-2 Dec Teacher To plan class work/2 days th/fri</p>	<p>Trainee to recognise the opportunities to use ICT in subject teaching</p> <p>Mentor to observe trainee using ICT in subject teaching (teacher led)</p> <p>Discuss recording systems in the classroom especially in literacy and numeracy.</p> <p>Mentor to be aware that trainee must be completing a levelling exercise and reading record.</p> <p>Trainee to plan and teach whole classes in core or non core subjects with support from class teacher using ICT as necessary for ½ a day</p>	<p>Q14/15 secure subject knowledge and National strategies</p> <p>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills</p> <p>Q25a,b and c Teach lessons across the age and ability for which trainees are trained</p> <p>TAS links Focus on Learning Objectives Drama and Role Play Interview techniques</p>

week	Activity trainee-mentor	standards
Week 14 05-09 Dec Role of Trainee: No days in school this week	Include EAL task in behaviour journal Trainees to remember to bring trainers/sports wear for SEN Dance Trainees to prepare an application statement about themselves for TP2. Take to placement and hand to head teacher.	Mentor to review Professional Attributes: Q1, Q2, Q3, Q4, Q5, Q6 to consider ways in which trainee has evidenced these standards TAS links Evaluate and Suggest Learning Objectives due now Circle Time English phonics assignment for those in KS1 due date
Week 15 12 Dec-16 Dec	Trainee in school TP2 for first two days. Focus on MFL and visit to Special School	Mentor to review Professional Knowledge and Understanding: Q10, Q12, Q15 Q17 Q18, Q19, Q20 to consider ways in which trainee has evidenced these standards
Week 16/ 17 19 Dec- 3rd Jan.	<div style="text-align: center;">  </div> <p>Christmas Holidays</p> <p>2011</p>	
Week 18 03-06 Jan	Exams 3rd/ 4th Jan Wednesday Thursday and Friday in TP2 Differentiation due	Q10, Q14, Q15, Q17,Q18 Q19,Q21 a and Q21b Q22 Q23 26 a Q26b TAS

T.P 2


Trainee Name

<p>Week 19 09-13 Jan</p>	<p>Mentor to check QTS Progress Observation from TP1 and set targets Trainees have one KS3 Day shadowing Year 7 child in Davenants School during TP2. (to be arranged) WEEK 22 1-5 February. Trainees should familiarise themselves with the school/mentor/class/LSA in which they will be based Focus on monitoring in the classroom Mentor to check that trainees are using planning sheets and can reflect on their lessons using the objectives and assessment evidence as a guide. CHOOSE A CHILD FOR CHILD STUDY IN BEHAVIOUR/LITERACY WITH CLASS TEACHER/MENTOR SUPPORT* CAN BE ANY CHILD LINKING BEHAVIOUR TO LEARNING! TRAINEES CAN USE OBSERVATION SHEETS COMPLETED IN ED. TH. TP1 PHONICS : Make sure that trainees in KS1, plan and deliver a phonics lesson observed and recorded by the mentor</p>	<p>Mentors to concentrate on: Q10 have a knowledge of and understanding of a range of teaching, learning and behaviour management strategies Including related standards of Q14, Q15 Q17</p> <p>Trainees should know how to check that pupils have understood and completed work set</p> <p>Remember to plan and deliver an RE lesson this term. Home School links written in behaviour journal Playground observation in Behaviour Journal</p>
<p>Week 20 16-20 Jan Role of Trainee: group and whole class focus work. Team teach where possible To plan group /class work if ready. Especially maths for sequential;lessons</p>	<p>Teaching Practice Placement 2 Mentor to check trainee progress with QTS National tests (maths ,Eng. ICT) Trainee to make sure that the organisation of time, planning and file presentation is showing development of knowledge and understanding as well as planning and class management Mentor check readiness of recording file Revisit standards Q11,12,13 with trainee Mentor to be aware of trainees ability to work collaboratively with experienced teacher /LSA to enhance pupil learning (adult use in planning sheet) Trainee needs to practise numeracy lessons to prepare for assignment of planning and delivering three sequential maths lessons in 2/3 weeks time MENTORS and TRAINEES to continue to be aware of the maths Problem Solving file.</p>	<p>Mentors to concentrate on: Assessment and monitoring (with special attention to the trainees recording and assessment file) Q11 Q12 Q13 TAS Trainees to remember: Creative writing Science Topic Assignment English phonics assignment for those in KS1 due date RE task Planning and deliver a lesson. Interactive Science task Assessment Activity task Music task Include Home School Links task in Behaviour Journal</p>
<p>Week 21 23-27 Jan Role of Trainee: whole class focus work. Min. 40% at discretion of mentor.</p>	<p>Trainee to plan with class teacher and mentor the TP weeks on weekly timetable to co-ordinate gradual responsibility from LSA role with group work to whole planning and class management from 20% of the week to 40% of week (week 20-24) TRAINEES AWARE: CONTINUE TO PREPARE PRESENTATION WITH PARTNERS Setting homework for the class and marking/recording Mentor sight of and discussion with trainee of planning and outline of trainee taught lessons. Teach second maths problem solving.</p>	<p>Mentors to concentrate on: Professional skills: {Planning} Q22 Q23 Q24</p> <p>TAS link Science interactive due week 28 Produce interactive science board (due week 27) Produce an assessment activity (due week 27)</p>
<p>Week 22 30 Jan-03 Feb Trainee Role: whole class focus work. Min. 40% at discretion of mentor.</p>	<p>Trainees to show through their planning for English, maths and science a secure knowledge gained within taught courses Tutorials based on planning, assessing and recording check planning sheets. Mentor to review trainee recording file Tutorial based on child behaviour focus and bullying and aspects of professional studies to date. Trainee to consider with mentor ways in which to liaise with parents. Trainee to demonstrate in planning KS and end of KS where applicable. Discuss any misunderstandings with mentor. Good week for delivery of 3 sequential maths lessons.</p>	<p>Mentors to concentrate on: Teaching: Q25a,b,c,d.</p> <p>TAS links Maths planning sequential lessons Maths problem solving assignment cont.</p> <p>MENTORS TO COMPLETE MID POINT CHECK</p>

<p>Week 23 6^h-10th Feb</p> <p>Trainee Role: Plan and deliver min. of 50% min. teaching (at discretion of mentor)</p>	<p>Trainee to make observations of classroom. Trainee to plan and organise and get to know individuals and take small groups in the classroom. Trainee to plan and organise 20% of whole class teaching.</p> <p>Trainee to recognise and practice establishing a purposeful working atmosphere and to work on establishing a safe environment that supports learning and in which pupils feel confident. Mentor to check planning and trainee knowledge of professional responsibilities and the standards highlighted here.</p> <p>Best days for the planning and delivery of three sequential maths lessons</p> <p>Opportunity to work on Art and Design Project</p> <p>Trainees to attend staff meetings and planned meetings. Recognise role and purpose of school governing bodies from Prof. Studies. Mentor to evaluate trainee planning and teaching.</p> <p>Trainee to write in TP records assessment and recording of pupil progress</p> <p>Formal assessment of trainee progress through assignments handed in and marked to date T.P. files Behaviour Management Journals and mentor observations and progress through the Standards</p> <p>Trainee to recognise level at which pupil is achieving</p> <p>MENTOR FORMAL OBSERVATION OF TRAINEE FOCUS ON PLANNING, THE ACHIEVEMENT OF LEARNING OBJECTIVES AND MANAGEMENT</p> <p>Trainee to review teaching day with mentor</p> <p>Mentor to check planning with trainee</p> <p>Trainee to review assessment methods and record keeping with mentor</p> <p>Full time TP2 ends</p> <p>Trainees to make sure they have evidence attached to their paragon site.</p> <p>Mentor to observe whole class teaching by trainee</p> <p>Mentor to review with trainee how assessment and recording informs practice</p> <p>Discuss exam (SAT) procedures</p> <p>observation of numeracy lessons</p>	<p>Mentors to continue on: Assessing monitoring and giving feedback Q26a,b Q27 Q28</p> <p>TAS links Maths planning and teaching sequential lessons Art and Design Task</p> <p>BEHAVIOUR JOURNALS IN Q29 Review teaching and learning with mentor Q27 and Q28 feedback to learners and support learners to reflect Learning environment and team working Q30, Q31, Q32, Q33 Q33 ensure colleagues working with you are supporting learning and understanding roles</p> <p>TAS links Creativity English Assignment due</p> <p>Art and Design Task will be due week 25</p> <p>Science topic due</p> <p>TRAINEES: remember to put evidence on Paragon and get mentors to sign off where applicable.</p>
<p>Week 24 13-17Feb Home Study</p>	<p>HALF TERM STUDY WEEK</p>	

<p>Week 25 20 – 24thFeb</p>	<p>SEN Placements</p> <p>TRAINEES TO SHOW THEY HAVE MET THE STANDARDS AND PLACEMENT SCHOOLS TO SIGN REPORT.</p> <p>Art and Design Assignment due.</p> <p>Science Topic Due</p>	<p>Q1 commitment t to learners to achieve full educational potential Q4 Communicate effectively with children and colleagues and parents and carers Q6 Commitment to collaborative and cooperative learning Q8 have a creative and constructively critical approach to innovation and prepare to adapt practice Q10have a knowledge of a range of teaching, learning and behaviour management strategies and how to adapt them Q18 understand development and understand progress and well-being of learners as they are affected by a range of factors Q19 personalised provision for EAL and SEN Q20 Role of SENCO Q21b identify children whose progress is affected by personal circumstances etc Q25c adapt language to suit learners Q2b assess learning needs set challenging objectives Q31 clear framework to mange learners behaviour constructively</p>
<p>Week 26 27th Feb-2 March</p>	<p>SEN Placements</p> <p>TRAINEES TO SHOW THEY HAVE PLANNED AND RECORDED IN THEIR BNEHAVIOUR JOURNALS AT PLACEMENT SCHOOLS.</p>	<p>Standards as above TAS and assignment links Behaviour Journal –Working in the Special School due week127 SEN write up in Behaviour Journals</p>
	<p>LEARNING PERIOD 2</p>	
<p>Week 27 to Week 34 March 05- 30th April</p>	<p>Assignments due during this session: Developing Problem Solving Professional Studies: Assessment Activity Science: Interactive display Music task EDUCATION PRESENTATIONS (Major) Planning a School Trip Thematic Planning (Major) – in house 15 MARCH: BIRMINGHAM EDUCATION SHOW WEEK 28 ASSESSORS PANEL All TP1/2 files/BJ/DF/RF/ in please.</p>	<p>RE Planning a lesson History CHILD STUDY (Major)_ SEN write up in Behaviour Journals BEHAVIOUR JOURNALS IN Maths Developing Using and Applying Mathematics</p> <p>nb.Trainees: see assignment grid for week due dates.</p> <p>NO SCHOOL PLACEMENTS</p>

SE 3/TP3 Trainee Name.....		
Week 35 30 April-4 May nb May 3 rd May day	Trainee to show good assessing and recording and how to prepare and report to parents. Links with parents / after school chats Trainees to use teaching methods which sustain the momentum of pupils' work and keep all pupils' engaged and stimulate motivation and enthusiasm. (mentor to observe) Trainees to acclimatise themselves to their new class, school and mentor. Check policies in school. Trainees to know about SATs timing and their place in the timetable. Trainee to plan and manage one assembly if possible during the term.	Review Professional Attributes standards and discuss expectations for TP3
Week 36 07-11 May Planning and Teaching 80% of timetable	Trainee to be aware of relevant examination syllabus and programmes of study from taught course in Prof. Studies. Trainees to refer to these in planning Subject tutors will ensure that trainee are studying within the subjects to QTS standard of knowledge and understanding. Trainee to deliver a class in DT and set homework Trainee to show awareness of work on differentiation and cross curricular planning. Mentor to check planning Concentration on Classroom Management Gaining children's attention and motivating pupils Mentor to discuss final teaching practice planning as in all taught sessions Mentor to check planning against children's needs. Trainee to understand the development of self control and independent behaviour and its relation to learning	Consolidate standards plus focus on: <ul style="list-style-type: none"> • effective use of assessment information in planning • setting homework • set task high level pupil interest Concentrate on all standards related to teaching: Q25 a,b,c,d, and learning environment Q30 Q31. Discuss with mentor responsibilities within classroom for TP3
Week 37 14-18 May	Trainee Role: Planning and Teaching 80% of timetable Informal random observations by mentors with particular focus on ICT support in lessons Trainee to make sure that planning sheets and weekly timetables are available for review any time during the week. Check ICT in planning	Reflect on ICT used to support learning, resources and use of adults in the room. Q32, Q33 Mentors make sure that the standards you are checking on are at the top of each observed lesson plan. To support your final observation. MENTORS TO COMPLETE MID POINT CHECK

<p>Week 38 21May-25 May</p>	<p>Trainee to make sure that planning and recording sheets and weekly timetables are available for review any time during the week. Mentor to confirm that trainee feels comfortable in planning and knows ITT standards Focus on National Curriculum documentation, literacy/numeracy strategies through objectives. Trainee to discuss marking and monitoring</p>	<p>Mentor to confirm areas of the standards Consistently with trainee Monitoring and Assessment Q26 Q27 Q28 Knowledge and Understanding 14, 15, 17 and check QTS tests Q16</p>
<p>Week 39 28 May – 1 June</p>	<p>Trainee to make sure that planning and recording sheets and weekly timetables are available for review any time during the week. Mentor to confirm that trainee feels comfortable in planning and knows ITT standards Focus on National Curriculum documentation, literacy/numeracy strategies through objectives. Trainee to make sure that Planning, Reporting, Assessment and Reflection are included in T.P. file Trainee to discuss marking and monitoring</p>	<p>Mentor to confirm areas of the standards Consistently with trainee Monitoring and Assessment 3.2 Knowledge and Understanding 2.1-2.8 Note for mentor: please make a time for the formal final assessment in the following week and send asap to College./Unless using Paragon 09/10</p>
<p>Week 40 4-08 June</p>	<p>Home Study Week Bring Files up to date in preparation for Assessors Panel.</p>	
<p>Week 41 11-15 June Trainee Role: Planning and Teaching 80% of timetable</p>	<p>Informal Observation by mentor for planning and management standards Teaching Standards 3 Teaching and assessment levels for specialist subjects IN ONE SCHOOL ACTION DAY for TRAINEES (date to be decided) VISITS BY EXTERNAL EXAMINER</p>	<p>Mentor to confirm areas of the standards Consistently with trainee Focus on (Planning, expectations and targets) Q22 Q23 Q24 Review with trainee Q29 evaluate and impact on the progress of all learners and modify their planning and classroom practice where necessary. Observation against all standards</p>
<p>Week 42 18-24 June Trainee Role: Planning and Teaching 80% of timetable</p>	<p>Mentor to support and encourage trainee. Mentor to keep records of observation and standards met by trainee. Check on Professional values and practice MENTOR FORMAL QTS ASSESSMENT OF TEACHING STANDARDS WHICH IS LINKED TO THE REQUIREMENT FOR LEARNING OUTCOMES FOR QTT STANDARDS (FINAL) Please use paper copy for final grades and write summative report. To Collegiate by Monday 25th June for final assessment on 26th.</p>	<p>Mentor to confirm areas of the standards Consistently with trainee Teaching whole classes to best level of standards</p>
<p>Week 43 25-29 June 1 Trainee Role: Planning and Teaching 80% of timetable</p>	<p>Assessors Panel (QTS/PGCE) All TP3 file/BJ/DF/RF/ in please for 25th June. Final Assessment Tuesday June 26th 2011  Career Entry Profile GRADUATION DAY Friday 29th June 5pm</p>	<p>Personal professional development Q7a,b</p>