

This document should be completed as an ongoing process throughout the block practice and must be available in school at all times in the Teaching File

UGP2

Professional Practice Log

UTTGR3-30-2



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# Introduction

**This document should be read in conjuction with the Professional Practice Handbook, which contains the generic information for schools hosting trainee teachers across the UWE partnership. This document contains information which is specific to Primary UGP2.**

**Key pages summary from UWE Assessment Toolkit:**

|  |  |
| --- | --- |
| **Information** | **Page in Toolkit** |
| Grading rationale | 5 |
| At a glance assessment process  | 8 |
| Expected outcomes and progress | 9 |
| Accuracy in grading  | 11 |
| Guidance for weekly meetings  | 12 |
| Target setting  | 14 |
| Grade descriptors for each standard  | 19 |

#

# UGP2 Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name/student number: |  |
| Name of school: |  |
| Class/year group: |  |
| School email address: |  |
| School address: |  |
| Headteacher: |  |
| Class mentor name: |  |
| Class mentor contact details: |  |
| Senior mentor name: |  |
| Senior mentor contact details: |  |
| UWE tutor name: |  |
| UWE tutor contact details: |  |
| Safeguarding lead: |  |
| Date of safeguarding training: |  |
| Date of PREVENT training: |  |

# Procedures for UGP2 Block Placement

1. Before the start of the block practice the trainee should complete page 7 in this booklet.
2. Each week the CM or SM will meet the trainee and complete the weekly target setting and review sheet.
3. The trainee should track their progress against the Teachers’ Standards in preparation for the weekly meetings.
4. Teaching observations will be recorded on the lesson observation and reflection form by the CM/SM and UWE tutor.
5. Comments on the lesson observation and reflection forms contribute to the assessment against the Teachers’ Standards.
6. Trainees will receive 2 visits from their UWE tutor during their placements. Visit 1 will be prior to the interim and will consist of a 20-30 minute observation, discussion and file check. Visit 2 will be prior to the final report and will consist of a VIVA and report discussion with SM and/or CM.
7. The CM/SM will complete the Interim Review following conversations with the UWE Tutor during the visits on 6th-17th January 2020. **The interim report should be submitted by Friday 24th January 2020.**
8. The CM/SM will complete the Final Report following conversations with the UWE Tutor during the visit on 3rd-14th February 2020. **The final report document should submitted by Friday 28th February 2020.**
9. All documents should be sent by the trainee from their UWE email address and trainees are responsible for ensuring that these are submitted before the deadline.
10. The trainee should continue to inform their teaching through engagement with academic literature.

# Record of Attendance for UGP2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) |
| Week 1 |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |
| Week 7 |  |  |  |  |  |  |
| Week 8  |  |  |  |  |  |  |

If you are absent from school you are required to contact the school each day of the absence, in line with school policy. You must then email (**not telephone)** the Professional Practice Office (partnership@uwe.ac.uk)

# UGP2 Professional Practice Log

Each of the following should be addressed in the first week of their block placement by the trainee in consultation with the CM/SM. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **Before block school experience** | Initial and date |
| The trainee has ensured that the school has received their DBS number.  |  |
| The trainee has shared their access plan with the Senior Mentor and Class Mentor (if applicable) |  |
| The trainee has received a copy of the school’s induction guidance for trainees (if available) |  |
| The senior mentor and/or class mentor has attended UWE mentor training |  |
| The trainee knows the Health and Safety policy and practices for their school e.g.: fire drill, sick child etc |  |
| The trainee knows and understands key school policies such as behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee has an agreed timetable for their teaching responsibilities which is reviewed each week. |  |
| The trainee is using an appropriate format for lesson planning and assessment, recording and reporting. |  |
| Planning for the second week of the block has been discussed and approved with CM |  |
| Attendance at staff meetings, training days, parents’ evenings and other professional training events have been shared and agreed as appropriate.  |  |
| The trainee has had a professional discussion with their CM about the progress of children in their home class. |  |
| The trainee is aware of and has met with the members of staff with key roles in the school e.g.: safeguarding lead, child protection lead, SENCo  |  |
| The trainee has shared their targets and previous reports with their CM/SM to support future planning for progression. |  |
|  |  |
|  |  |
|  |  |

# UGP2 expectations

**Evidence bundles:**

Throughout your block you are expected to gather evidence to demonstrate your progress against the Teachers Standards.

These should be used to support you in developing your practice as well as addressing targets and may be linked to subjects or Teachers Standards.

The ***minimum expectation*** for all level 2 trainees at the end of their block practice VIVA is:

Core subject bundle One bundle must be linked to the progress of a group of children’s learning in maths, English or Science

Behaviour bundle: There must be a bundle related to progress in children’s behaviour e.g.: select two children whose behaviour presents a barrier to their learning.

SEN or EAL bundle: There must be a bundle related to supporting the progress of children with SEN or EAL e.g.: select a group of children who have SEN or EAL in your class and evidence how you have supported their learning and had an impact on their progress.

**Teaching Expectations:**

**Week 1 and 2:** Induction Weeks (pre-Christmas) Up to 40% of planning, teaching and assessment (small groups or whole class)

**Week 3-5:** 40% of planning, teaching and assessment (with more whole class teaching)

**Week 6-8:** 40-60% of planning, teaching and assessment (at least 40% must be whole class)

# UGP2 Weekly tasks

These tasks are designed to be completed alongside any directed tasks assigned to you by the Senior Mentor or Class Mentor.

**Maths:**

|  |  |
| --- | --- |
| **Task** | **Tick when completed and add comments if necessary**  |
| * Find and read the school’s calculation policy. Compare it to the policy you saw from your placement school in Year 1. Note the similarities and differences.
* Find out about how your school assesses children’s mathematics and tracks their progress.

If possible, and in consultation with your class mentor, try to do the following:* Week 1-2 - Plan and teach mental and oral starters for the whole class. Work with all groups of children in maths lessons.
* Week 3-5 – Plan and teach at least one whole class maths lesson a week (of course, you can teach more than this if possible).
* Week 6-8– Plan and teach a short sequence of maths lessons (at least two lessons). Make sure that you use assessment from one lesson to inform the planning of the next lesson in the sequence.
 |  |

**English:**

|  |  |
| --- | --- |
| **Task** | **Tick when completed and add comments if necessary**  |
| * Make sure you have a copy of the school’s English policy and are familiar with how your school teaches reading and writing.
* Find out about how your school assesses writing (and in particular the approach they are taking now that Levels are not used)
* Week 1-2 - Ask your class teacher for a copy of a unit of work for literacy. If your school has a writing policy, please make a copy of this (it may be part of the literacy policy). Observe and record the ways that your teacher teaches writing (think about writing composition as well as the secretarial skills of writing e.g. handwriting and spelling). Where are elements of grammar and spelling included? Or are they taught discretely?
* Week 3-5 Plan, teach and evaluate a whole English lesson (class)
* Week 6-8 Plan, teach and evaluate a short sequence of literacy lessons (2 or 3). Make sure that you use assessment from one lesson to inform the planning of the next lesson in the sequence.
 |  |

**Science:**

|  |  |
| --- | --- |
| **Task** | **Tick when completed and add comments if necessary**  |
| Task One * Ask your teacher for the medium science plan (Unit plan) for your year group and an individual lesson plan
* Identify on the medium term science plan (unit plan) where the lesson plan sits and then annotate lesson plan picking out the teaching strategies – questioning, small groups, teaching and learning

Task Two* Look at the science work in the books of three children of varying abilities
* Have a discussion with these three children about their science work e.g. attitudes perceptions, what do they enjoy and why?
* What would make it more enjoyable?
* Make reflective notes about the child as a science learner
 |  |

**As well as teaching the core subjects it is important that you have the opportunity to teach foundation subjects too.**

**You must look for opportunities to teach the subjects below:**

**Space has been left for you to add any additional subjects that you may plan, teach and evaluate.**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Sessions Taught (areas covered)** | **Comments** |
| Art and design |  |  |
| Music |  |  |
| PE |  |  |
| RE |  |  |
| History |  |  |
| Geography |  |  |
| ICT |  |  |
| MfL |  |  |
| Design technology |  |  |
|  |  |  |
|  |  |  |
|  |  |  |