

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

UGP1

Professional Practice Log

UTTGQV-30-1



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Traines should use this booklet in conjunction with other professional practice documents that are available on the UWE website via this link: <https://www1.uwe.ac.uk/cahe/edu/aboutus/partnerships/partnershipdocuments/primaryformsanddocuments.aspx>

# 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 UGP1.

Please also refer to the **UWE Assessment Toolkit**.

**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 |

# UGP1 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 UGP1 Block Placement

1. Before the start of the block practice the trainee should complete page 4 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 teaching observation and reflection form by the CM/SM and UWE tutor.
5. Comments on the teaching 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 report following conversations with the UWE Tutor during the visits in weeks beginning 19th and 26th November 2018. **The interim report should be submitted by Friday 7th December 2018.**
8. The CM/SM will complete the final report following conversations with the UWE Tutor during the visits in weeks beginning 18th and 25th March 2019. **The final report should be submitted by 5th April 2019.**
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 UGP1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) |
| **Block A** |
| Week 1 |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |
| **Block B** |
| Week 1 |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |

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)

**PROFESSIONAL PRACTICE FILE (PP File)**

The PP file is an important working document. It is an open document, which should be available for any involved personnel to view. The file, therefore, must be accessible in school at all times. It is not submitted for marking, but is subject to a continuous process of monitoring throughout the PP and is an important part of the VIVA at the end of the practice.

The trainee must ensure that the CM and SM give feedback on the file. Throughout a trainee’s time in school this is an *active* file. The PP file is an important document without which the trainee cannot pass the professional practice.

It becomes an *archive* file at the end of the professional practice. Archive files should be retained as evidence of the trainee’s attainment throughout the course. **OfSTED Inspectors have the right to ask for files from previous placements experiences.** Some of the evidence in the file needs to be transferred to the Professional Development Portfolio (PDP). Trainees will be advised about this during taught sessions.

The trainee should use an A4 lever arch file or ring binder divided as follows —

1. General Information
* Placement Details and Record of Attendance
* Professional Practice Log
* **Key School Information**: classroom plan; staff and responsibilities; number of children; characteristics of school; nominal roll of class; characteristics of class.
* **Timetable(s)** clearly indicating teaching and observation time.
1. School’s Weekly Planning
2. Today’s Activities
* A sheet outlining plans for the day.
* Today’s teaching plans and resources.

Weekly Evidence

For each week the trainee is in school they should have a section for **each week** of the PP block as follows –

* Weekly Tasks and Targets for the Trainee
* Completed lesson plans
* Daily evaluations
* Examples of marked work
* Observations by CM/SM/UT
* Notes on lessons the trainee has observed
* Assessment records
* Weekly meeting review forms

The above evidence should be filed chronologically.

**The PP File constitutes evidence of the progression a trainee is making on the professional practice and school/UWE staff should be allowed access to it at all times. It provides evidence against the Standards that cannot necessarily be seen in individual lessons.**

# UGP1 Professional Practice Log

Each of the following should be addressed in the first few days in school by the trainee in consultation with the CM/SM. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **During Induction Week (Week 1)** | Initial and date |
| The school has received the trainee’s DBS number and date of check from the PPO.  |  |
| 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 behaviour 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 has been assigned specific sessions to plan both independently and with other trainees in the same class as appropriate.  |  |
| The trainee is using an appropriate format for lesson planning and assessment, recording and reporting. |  |
| Planning for the first 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  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **During block School Experience** | **Initial and Date** |
| The trainee has demonstrated secure subject knowledge relevant to their teaching. |  |
| The trainee has observed the teaching of early reading and mathematics. |  |
| The trainee has supported the delivery of an early reading session. |  |
| Where appropriate, the trainee has worked with pupils with additional needs. |  |
| Where appropriate, the trainee has worked with pupils with EAL. |  |
| The trainee has used computing within the core subjects. |  |
| The trainee has used computing across a range of subjects. |  |
| The trainee has marked work and given appropriate feedback to children and other adults about attainments, misconceptions/errors and the quality of children’s work produced. |  |
| The trainee has, under supervision, gained experience of registration and other professional responsibilities, such as playground duty. |  |
| The trainee has attended assemblies and acts of collective worship. |  |
| The trainee understands assessment procedures in the school setting and has used these to inform planning. |  |
| The trainee has had experience of meeting with parents or carers on professional issues. |  |
| The trainee has assessed and kept notes on the learning of 6 children across the curriculum in Key Stage 1/2. |  |
| The trainee has developed a number of displays inside and outside the teaching room. |  |
| The trainee has been observed formally by the CM or SM at least once a week and a practice review form has been completed and shared with the trainee.  |  |
| Weekly meetings have been held with school staff and summary and targets recorded on weekly meeting form. |  |
| The Final Report has been completed by the CM/SM and targets have been set for the UGP2. |  |

# UGP1 Weekly tasks:

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

**Week 1 (Observation and induction week)**

Trainee to insert dates

* Observations in base class and across year groups (in more than one KS, if possible).
* Meet Senior Mentor (SM). Meet class and Class Mentor (CM).
* Familiarisation with basic organisation and procedures of school.
* Observation of main policies, routines and methods of school.
* Observation of how children are assessed and grouped.
* Observation of teacher/child interaction.
* Negotiate completion of any tasks belonging to other modules.
* Assisting CM with support of children and supervising group work as directed by CM.
* Observe at least 2 playground duties.
* Trainee to email UWE Tutor to let them know how you have settled in.
	+ - Meet with SM to ensure understanding of relevant school policies.
		- Draw up a teaching timetable with partner trainee and CM.
		- Discuss inclusion and any other special requirements for children in class/setting.
		- Complete lesson/session planning for week 2.
		- Trainee to complete weekly meeting review form in preparation for formal meeting with SM or CM and set targets for week 2.
		- Develop formats for assessment records. Ensure they are compatible with school systems.
* Have Week 2 timetable approved by school. Negotiate which subjects you and your partner will be teaching next week.

###### Week 1 Tasks and Weekly Meeting completed

**Signed (trainee) Date…………………………..**

**Signed (CM/SM)…………….. Date…………………………..**

**Week 2**

*Trainee to insert dates*

**Maths Immersion**

Observe some mental and oral maths activities taking place (there is some information on BB to support you with this in the Immersion Placement folder). You should also find out about the ways that the school plans mathematics, look at schemes and resources used etc.

* Support teacher in English, mathematics and science (if being taught this term) lessons. Work with a group of learners in English and mathematics each day.
* Focus on classroom organisation for foundation subjects - groups, timings, movement around school etc. Support teacher in lessons. Keep notes on your lesson observations.
* Read a story to a group of children (using a book).
* Tell a story to a group of children (using skills developed during core English sessions).
* Critically evaluate one lesson/activity per day against the Teachers’ Standards.
* Each day from one of your observations of the CT teaching, write the lesson/session plan which has been taught. This lesson plan should be in detail so that it could be used by a colleague to deliver the same lesson. Referring back to your taught sessions you need to include the learning objectives, key questions asked by the CM, timings of each part of the session/lesson, subject knowledge, differentiation, TA role etc.
* Peer observation and feedback.
* Weekly meeting completed by CM or SM and weekly review sheet completed. Set targets for week 3.
* Observation by SM/CM of the trainee working with a group.
* PP file checked by SM/CM.
* Negotiate which subjects you and your partner will be teaching next week.
* Discuss evaluations with CM/SM.
* Investigate the use of computing around the school.
* Take a learning walk around the school.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects). Ensure that observations are used to inform planning.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Timetable for week 3 agreed.

###### Week 2 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 3**

*Trainee to insert dates*

* **Maths Immersion**

We would like students to teach a ‘mental and oral maths activity’. This should last for about 20 minutes. This could either be in your pairs or individually and can be to the whole class or with a group (further details and sources of support can be found in the Immersion Placement folder on BB).

* Work with a group of learners in English, mathematics and science (if being taught this term) lessons under the direction of your teacher - you may begin to plan for English and mathematics groups this week if your teacher feels you are ready.
* Focus on classroom organisation for foundation subjects - groups, timings, movement around school etc. Support teacher in lessons. Keep informal notes on your lesson observations. Try and observe those subjects not observed last week.
* Go out on at least 2 playground duties.
* Play a phonic/spelling/writing game with a group.
* Arrange to explore the interactive white board and any supporting software.
* Evaluate critically one lesson/activity per day against the Standards.
* Each day from one of your observations of the CM teaching non-core subjects, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CM, timings of each part of the session/lesson, subject knowledge etc.
* Observation by SM/CM of the trainee working with a group.
* PP file checked by SM/CM.
* Negotiate which subjects you and your partner will be teaching.
* Discuss evaluations with CM/SM.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects).
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this).
* Interim report completed by CM/SM and sent to PPO. Set targets for Block B.
* Arrange to return to school for ‘keeping in touch’ days prior to the commencement of your next block in order to organize your teaching for week 1 of Block B.

###### Week 3 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Signed (CM/SM) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**END OF BLOCK A PROFESSIONAL PRACTICE**

**BLOCK B**

**Week 1**

*Trainee to insert dates*

* Plan, teach and evaluate activities for one group in English and mathematics each day. This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but must investigate and provide your own.
* Plan, team-teach and evaluate *two* foundation subject lessons. These sessions must follow on from the teacher’s medium-term plans. Prepare for teaching one of these subjects in Week 2 .
* Each day from one of your observations of the CM teaching non-core subjects, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CM, timings of each part of the session/lesson, subject knowledge etc.
* Support a science lesson.
* Negotiate to observe a taught phonics session.
* Negotiate to observe a guided reading session.
* Peer observation and feedback.
* Formal observation completed by CM/SM and practice review form completed.
* Weekly meeting review form completed and PP file checked by CM/SM. Set targets for week 2.
* Discuss evaluations with CM/SM.
* Discuss with CM what evidence you will need to gather for your evidence bundle.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects).
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this.)

###### Week 1 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 2**

*Trainee to insert dates*

* Plan, teach and evaluate activities for one group in English and mathematics each day. This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but investigate and provide your own.
* Plan, lead and evaluate one foundation subject lesson. You must agree which subject you are going to teach with your partner. These sessions must follow on from the teacher’s medium-term plans and from your lesson last week.
* Each day from one of your observations of the CM teaching core/non-core subjects, write the lesson/session plan which has been taught. Include the learning objectives, key questions asked by the CM, timings of each part of the session/lesson, subject knowledge etc.
* Formal observation completed by CM/SM and practice review form completed.
* Weekly meeting review form completed and PP file checked by CM/SM. Set targets for week 2.
* Discuss evaluations with CM/SM.
* Assess and keep assessment records on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects).
* Continue to gather evidence for your evidence bundle.
* Attend any continuing professional development opportunities provided for the staff and staff meetings. (Some schools may not wish you to attend all meetings, but your class teacher will inform you of this.)
* Set targets for week 3

###### Week 2 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 3**

*Trainee to insert dates*

* Plan, teach and evaluate activities for one group in English and mathematics each day. This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but investigate and provide your own.
* Plan, lead and evaluate one foundation subject lesson. You must agree which subject you are going to teach with your partner. These sessions must follow on from the teacher’s medium-term plans and from your lesson last week.
* Deliver at least one interactive whiteboard session (e.g. a lesson starter, an extension activity).
* Continue to gather evidence on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects).
* Formal observation completed by CM/SM and practice review form completed.
* Weekly meeting review form completed and PP file checked by CM/SM. Set targets for week 4.
* Discuss evaluations with CM/SM.
* Continue to gather evidence for your evidence bundle.

###### Week 3 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 4**

*Trainee to insert dates*

* Plan, teach and evaluate activities for one group in English and mathematics each day. This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but investigate and provide your own.
* If you have not already done so then teach at least one whole class session this week in a subject agreed with your CM.
* Plan, lead and evaluate one foundation subject lesson. You must agree which subject you are going to teach with your partner. These sessions must follow on from the teacher’s medium-term plans and from your lesson last week.
* Ensure that you are using your complementary training to support you in meeting your targets.
* Carry out an observation in another key stage – reception, year 2 and year 6 are good classes to observe.
* Continue to gather evidence on the learning of 6 children across the curriculum (at least 2 core and 2 other subjects).
* Formal observation completed by CM/SM and practice review form completed.
* Weekly meeting review form completed and PP file checked by CM/SM. Set targets for week 5.
* Discuss evaluations with CM/SM.
* Ensure that you have sufficient evidence for your bundle to demonstrate in your VIVA.
* Speak to your mentors and ensure you have everything you need for your VIVA.

###### Week 4 Tasks and Weekly Meeting completed

**Signed (trainee)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 5**

*Trainee to insert dates*

* Plan, teach and evaluate activities for one group in English and mathematics each day. This planning must complement the teacher’s overall learning objectives for the week. You are responsible for the planning and the delivery and should not rely on the teacher’s resources but investigate and provide your own.
* Plan, lead and evaluate one foundation subject lesson. You must agree which subject you are going to teach with your partner. These sessions must follow on from the teacher’s medium-term plans and from your lesson last week.
* Plan, teach and evaluate at elast one whole class session with support from your class mentor/partner trainee teacher.
* Ensure that you are using your complementary training to support you in meeting your targets.
* Carry out an observation in another key stage – reception, year 2 and year 6 are good classes to observe.
* Write a summative report on the learning of the 6 children you have been observing across the curriculum (at least 2 core and 2 other subjects).
* Formal observation completed by CM/SM and practice review form completed.
* Final report completed by CM/SM and sent to PPO. Set targets for Year 2.

###### Week 5 Tasks and Weekly Meeting completed

**Signed (trainee) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed (CM/SM) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_**