

## **School Experience 2: Serial Placement: Orientation and Planning (Total 16 days)**

*For four weeks before half term in the spring term individual trainee teachers will spend four days a week in their School 2 placement preparing for the final, assessed block placement in the school. During this time trainees will need to:*

- *become familiar with school policies*
- *plan and revise, after consultation with the subject mentor, units of work in preparation for the block placement*
- *observe a range of teaching both in their specialist subject and other subjects*
- *become familiar with departmental policies and procedures, and the department's schemes of work and assessment system*
- *negotiate and finalise their timetable for the block placement*
- *collect pupil information for the classes that they will be teaching*
- *begin to take on the role of form tutor which will continue into the block placement*
- *make arrangements to be involved in a second subject during the block placement*

*Trainees following the Instrumental Music route will need to negotiate to spend one day of the serial placement with their mentor from the Birmingham Music Service to enable them to plan for the block placement. Where School 2 is not able to offer post-16 experience in the specialist subject and trainees have not already had experience of this in School 1, arrangements will need to be made with a local institution that is able to offer this for the School 2 Block placement. It is envisaged that this should be the equivalent of an afternoon each week. If mentors are not able to arrange this, they should contact the trainee's university tutor for advice.*

The serial placement is intended to provide trainee teachers with the opportunity to prepare themselves for the demands of their final, assessed block teaching placement in the school. Following their experience in School 1, trainees are asked to review their progress so far, and to set personal targets related to the Teachers' Standards. Mentors will need to structure the training they provide to address these targets and those identified in the School 1 Placement Assessment and Evaluation Report.

The generic focuses for the placement, both in the University programme and in schools, are assessment and personalising learning, with their related Teachers' Standards (S2, S5 and S6). During their School 1 placements, trainee teachers will have had some experience of assessing pupils' progress and achievement in line with the policies and procedures of their placement school (and, for trainees taking the Instrumental Music route, of the Birmingham Music Service). In the School 2 serial and block placements we anticipate that they will develop their understanding of all aspects of assessment and be able to use different methods of assessment (including a range of Assessment for Learning and Assessment of Learning strategies) as appropriate. To meet the relevant Teachers' Standards they will need to have had experience of:

- assessing pupils to monitor progress using appropriate curricular requirements;
- assessing pupils against GCSE and post-16 examination requirements;
- using a range of Assessment for Learning strategies;
- using assessment data to personalise pupils' learning;
- feeding back and target setting;
- contributing to report writing;
- attending and, where appropriate, contributing to parents' evenings.

These experiences will also be essential preparation for the Assessment at Key Stage 3 assignment (module EDU6014), or the Analysis of Assessment at Key Stage 3 assignment (EDU7077), which trainee teachers submit during the block placement. During the serial days preceding the Block placement, trainees will need to have a finalised timetable for the Block placement and to submit and revise their units of work.

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