

School Experience 2: Block Placement: Procedures and Priorities

Mentor Feedback during the School Experience 2: Block placement

In this placement the subject mentor should formally observe **at least** two lessons a week and give trainee teachers written feedback using Review and Analysis forms. The performance descriptors contained in the grading system (see **School Experience Documents**) should be used to indicate trainees' achievement (grades should be written on Review and Analysis forms where applicable) and grades must be recorded in the trainees' Professional Development Profile where appropriate. It is important that trainee teachers have their Professional Development Profile with them at all times; that they update it regularly with an appropriate range of evidence; and that they ask mentors to verify this evidence on a regular basis. This must never be left until the end of the placement.

Mentors will inevitably give trainee teachers frequent informal feedback, but in addition a weekly meeting between the trainee teacher and the subject mentor should be timetabled so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet in advance. This will then be discussed with the mentor and future targets agreed.

Assessment and Moderation of the School Experience 2: Block Placement

The School 2 Block placement is formally assessed and at the end each trainee will be graded as Pass or Fail. This, of course, will be determined by whether all the Teachers' Standards have been signed to indicate successful achievement. Mentors will give trainee teachers clear guidance as to their progress, using Review and Analysis forms and Weekly Review sheets, and signing and grading evidence for Standards in their Profile.

Each trainee teacher will be given a blank Placement Assessment and Evaluation Report during the placement which they should pass on to the appropriate mentor. Towards the end of the placement, mentors will discuss progress with the trainee and will complete the report. Trainee teachers will need to have read and signed the report before it is submitted to the Faculty. This report will be the major focus of the final assessment of achievement at the end of the School 2 placement and will inform each trainee teacher's Personal and Professional Pen Portraits which lead to their Career Entry and Development Profile.

If a trainee's teaching is giving cause for concern, it is vital that they are, at all times, informed of this. Mentors and trainee teachers should use the Weekly Review sheet to help trainees address issues that have been identified. Mentors should keep records of Weekly Review sheets and all written guidance they have given; in case of any dispute, the partnership must be able to demonstrate that the trainee teacher was aware of any concerns and that these were clearly documented. It is also vital that the university tutor is alerted at an early stage if mentors are concerned about a trainee teacher's progress so that they can arrange to visit the school.

Additionally, trainees will be given a blank Mid-point review to be completed with mentors in the week before the Easter holiday. If the tutor and mentors are in agreement that a trainee teacher's progress is not sufficient to anticipate a successful outcome, the Course Director will write formally to the trainee teacher outlining the areas in which improvement is needed in order to pass the teaching practice. The aim is for the trainee teacher to receive this with sufficient time to take corrective action. Please see the **Cause for Concern Procedure** document. Cause for concern letters are normally sent out around week 5 of the practice. Sometimes a trainee teacher may appear to make satisfactory progress early on in the practice but may encounter difficulties later, and if this happens mentors should alert the university tutor so that a formal letter can be sent. If there is any doubt at all about a trainee

teacher's ability to complete the placement satisfactorily, it is essential that they receive formal notification of this, and we urge mentors to err on the side of caution.

Towards the end of the placement professional mentors will need to arrange for each trainee teacher's achievement against the Teachers' Standards to be moderated internally. The professional mentor or another trained mentor will observe a lesson, complete a review and analysis form, and then, in discussion with the trainee teacher's subject mentor, complete the Internal School Moderation Summary. This should be submitted to the University with the trainee teacher's Placement Assessment and Evaluation Report.

During the last two weeks of the placement, External Examiners will visit a sample of trainee teachers to observe their teaching and to moderate standards across the partnership. Trainee teachers have been asked to let their university tutor know if there is anything that will disrupt the school timetable and their teaching during these weeks. If a trainee teacher is to be visited, they and the school will be notified. External Examiners will expect to have access to the trainee teacher's Professional Development Profile and their School Experience File. They will see the trainee teach and discuss their teaching with the trainee as well as meeting subject and professional mentors.

University Tutors: School Experience 2: Visits

University tutors may visit the school three times throughout the School 2 placements, although the third visit may not always be necessary. The tutors will use a standard visit 'checklist' to ensure consistency. The first visit will ensure that all requirements for the placement are in place and the second and third will provide opportunities to discuss each trainee teacher's progress. At some point, a tutor will wish to carry out a joint observation with the subject mentor. The tutors will want to see the trainee teacher's School Experience File and their Professional Development Profile on each visit. The Professional Development Profile should also contain completed Professional Development Profile Tasks.