

School Experience Overview

BA Primary Education QTS
Year 2
Development

School Experience Checklist for PCMs and Mentors

PCMs

- Refer to [PCM portal pages](#) for guidance on fulfilling this role;
- Log in to Abyasa to access student details and review prior progress and development needs/targets (contact abyasa@stmarys.ac.uk for support with any issues);
- Attend PCM training run by St Mary's University (see newsletter for dates and joining links);
- Design and submit school-based professional development programme to St Mary's Partnership team (see [portal](#) for more information);
- Trainee induction: please organise for trainee to have access to the following (where relevant):
 - o Lanyard/school ID
 - o IT system, including computer login details and access to printer/photocopier and curriculum resources
 - o A copy of policies including safeguarding, code of conduct, behaviour, social media etc.
- Plan an observation of the trainee at least once during each phase of their block placement. This could be conducted jointly with the class-based mentor and feedback should be quality assured;
- Ongoing: regularly review weekly training meeting records and progress/assessment record on Abyasa as part of quality assurance;
- Quality assure mentor judgements against the areas of progress/assessment and add reflective comments to progress/assessment record at the end of the placement.

Mentors

- Engage with St Mary's mentor training as outlined [here](#).
- Engage with the training plan and other mentor resources (seek guidance from Link Tutor if you have any questions);
- Accept invite to Abyasa and review prior progress and development needs/targets (contact abyasa@stmarys.ac.uk for support with any issues);
- Provide trainee with class timetable, context and medium/long term plans, as appropriate;
- Ensure trainee has access to curriculum resources for the duration of the placement;
- Set a teaching timetable in line with the training plan requirements and provide details of learning objectives etc.;
- Designate PPA time in line with guidance (this should be 20%, which roughly equates to 1 day to be taken across the week);

Weekly Tasks

- Formal lesson observations and coaching dialogue to discuss feedback
- Weekly training meetings with trainee
- Reviewing planning and providing ongoing informal feedback
- Review of progress record and developmental targets

Key Information and Resources for St Mary's Mentors

Roles and Responsibilities

In line with our Partnership Agreement, each party involved in a trainee's school experience has specific responsibilities pertaining to their role. The role of a mentor is essential to the effective professional development of trainee teachers. More about your role can be found [here](#).

Mentor Training

You are required to engage with our training programme while working with our trainees, details of which can be accessed [here](#).

Trainee Progression and Development

As a mentor, you play a pivotal role in the delivery of the St Mary's curriculum during phases of school-based training. To support you in understanding the developmental journey of our trainees, the curriculum coverage and intended learning outcomes have been included in this document and our link tutors are also able to discuss this further with you.

Lesson Observations and Feedback Records

Your trainee should provide you with a blank template of the St Mary's lesson feedback record. These should be completed following each formal observation and uploaded to Abyasa by your trainee. Guidance for providing feedback, a modelling example of using a coaching approach to mentoring and setting developmental targets can be found [here](#).

Subject Resources

The St Mary's team are passionate about supporting mentors in working with trainees delivering the curriculum. Guidance for observing the teaching of each curriculum subject can be found [here](#).

Weekly Training Meetings

Weekly training meetings provide an opportunity for you to meet with your trainee, review progress and set new developmental targets. These are recorded on Abyasa and will form an important part of the evidence of progress over the course of the school experience. Further details and a modelled weekly training meeting can be found [here](#).

Progress Record

Progress records are an ongoing repository of evidence that support the judgements made at the end of school experience. More information can be found [here](#).

Key Links

Partnership Portal: <https://www.stmarys.ac.uk/partnerships/welcome.aspx>

Abyasa Pro: <https://placements.stmarys.ac.uk/pro/>

Mentor Training: <https://www.stmarys.ac.uk/partnerships/mentor-zone/st-marys-mentor-training.aspx>

Curriculum coverage and learning outcomes

BA QTS Year 2 Development

Curriculum coverage prior to school experience

Prior to commencing this school experience, trainees have received input on the following:

Year 1:

- The role of the teacher (CCF 1, 7, 8) and creating effective learning environments (CCF 1, 7)
- Early Years (CCF 1, 2, 3, 4, 5, 6, 7, 8)
- An introduction to the National Curriculum (CCF 3, 4, 5, 6)
- Safeguarding (CCF 8, Pt 2)
- An introduction to SEND (CCF 5, 8)
- Behaviour for learning (CCF 1, 7)
- Introduction to planning (CCF 2, 4) and assessment (CCF 2, 4, 6)
- An introduction to learning theories and how these relate to practice (CCF 2, 4, 8)

Year 2 (prior to Development):

- Considering learners as individuals (CCF 1, 8)
- SEND in the primary school (CCF 1, 5, 8)
- An introduction to various areas of needs including: speech, language and communication needs; literacy and dyslexia, SEMH, autism, ADHD, EAL (CCF 2, 5, 6, 8)
- Considering how to promote progress for all learners, including disadvantaged and high attaining pupils (CCF 1, 2, 4, 5, 6)
- Safeguarding vulnerable children (CCF 8, Pt 2)
- PSHE in the primary classroom (CCF 1, 2, 5, 8)

Previous placement

Our Foundation placement promotes trainee progress by offering them the opportunity to focus on the following foundational areas of their practice:

- Establishing and maintaining a classroom environment that is safe, predictable and underpinned by consistently high expectations (CCF1, 7, Part 2)
- Building trusting relationships in the classroom (CCF 1, 7)
- Developing an understanding of individual pupil needs and an emerging awareness of how to promote progress for pupils with SEND (CCF 5)
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (Pt 2)
- Engaging in increasingly reflective practice to learn from expert colleagues and research (CCF8)
- Planning to stimulate pupil thinking and consistently checking for understanding (CCF 4)

Intended learning outcomes

Development:

- Planning effective lessons and delivering a carefully sequenced curriculum to promote pupil progress (CCF 3, 4)
- Developing an understanding of working memory and how to build on prior knowledge, while developing an awareness of pupil needs (CCF 1, 2, 5, 6)
- Checking prior knowledge and understanding during lessons and communicating belief in the academic potential of all pupils (CCF 1, 6)
- Engaging in professional development with clear intentions for impact on pupil outcomes and creating a culture of respect and trust in the classroom that supports all pupils (CCF 8, Pt 2)
- Modelling effectively to promote learning and developing fluency across the curriculum (CCF 3, 4)
- Considering how to group pupils effectively and providing high quality feedback to learners throughout lessons (CCF 5, 6)

School Experience Timeline

BA Year 2 (Development)

Before your placement:

Attend School Experience preparation lectures and engage with the Moodle page

Contact your school to thank them for hosting your placement and confirm arrival time

Complete School Experience Preparation template on [Abyasa](#)

Contact your Link Tutor and share OneDrive Teaching and Learning files

Familiarise yourself with the Subject Support page on the [Partnership Portal](#)

Prep Week

Arrange and complete the initial training meeting with your Mentor and Link Tutor

Set provisional dates for your Monitoring and Quality Assurance (M&QA) visits

Set a time for weekly training meetings and target setting with your CBM

Agree a time for planning to be submitted to get feedback before teaching

Ensure that your mentor is invited to your Abyasa and can access records

Your PCM may arrange a time to observe you during block placement

QA:

Expectations of SE, mentor training needs, resources available

Week 1

Follow training plan

Week 2, 3 and 4

M&QA visit takes place with Link Tutor and Mentor

Continue to follow training plan

QA:

Mentor support

Week 5 and 6

Continue to follow training plan

Ensure that Progress Record is completed, including reflective comments

M&QA Sign Off meeting takes place with Link Tutor and Mentor

Complete evaluation of school experience on Abyasa

QA:

Trainee progress

School Experience Timeline

What happens when?

Initial Training Meeting

Purpose: to provide initial training to mentors and outline placement expectations for all involved (trainee, mentor and link tutor).

This meeting will take place in the early part of a placement and cover the following:

- Safeguarding essentials
- Placement expectations
- Weekly expectations
- St Mary's curriculum
- Mentor training and resources available

The link tutor may also set a provisional time for the first M&QA visit to take place in this meeting.

QA:

Expectations of SE, mentor training needs, resources available

Monitoring and Quality Assurance (M&QA) Visit(s)

Purpose: to quality assure the placement and ensure that all parties have access to the support and resources required to complete the school experience successfully.

These meetings will take place throughout a placement, with the first usually taking place in the first couple of weeks of school experience.

Link tutors will check the following on Abyasa before they visit the school:

- Use of planning templates and lesson feedback records
- SMART targets
- Weekly training meetings are taking place

An M&QA visit may involve the following:

- Lesson observation of trainee
- Observation of coaching style feedback by mentor
- Check of any requirements for remaining school experience
- Review of trainee subject knowledge and overall progress

As a result of this visit, an M&QA template will be added to the trainee's Abyasa timeline and minute the discussion that takes place.

Please note this may occur more than once per period of school experience and will be arranged by the link tutor.

QA:

Mentor support

Monitoring and Quality Assurance (M&QA) Sign Off

Purpose: to finalise the outcome of the placement and confirm that all necessary paperwork has been completed.

This meeting will take place in the final week of a placement and require the link tutor to confirm that following have been completed:

- Required number of lesson feedback records
- Required number of weekly training meetings
- Profile child tasks (primary only)
- Progress/assessment record, including evidence and reflective comments
- Student attendance is accurately recorded

QA:

Trainee progress