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**School-based Training Tasks**

**This document should be completed in your first few days of entering school (electronically) and saved in your OneDrive Folder.**

1. **Building up knowledge of the school**

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| **School Information – Getting to know the school** | |
| School Website | What key information have you found from the website?  • Class pages  • Curriculum/Topic Plans  • Gallery/Calendar events |
| Aims & school  Mission Statement | What information is shared with parent/carer on the website?  Read the school prospectus/brochure/staff or trainee teacher handbook.  What are the School priorities?  What initiatives are they involved in? eg Investors in Pupils/Healthy Schools/Artsmark/Youth Sport Trust |
| Structure and organisation | Year group structure  How many Forms of entry in each year group?  Complete an organisation tree diagram to show the structure of Early Years and Key stages |
| Key staff | Who are they and what are their key responsibilities?  SENCO  Learning Mentors  Designated Safeguarding Lead  Head teacher/Initial Teacher Training Lead  Mentor  Class teacher/Support staff |
| Find out about school collective worship  Assembly  Dedicated time | - Assembly  - Dedicated time |
| Find out about the local area – link to cohort of pupils | How does your school use the local area in the curriculum? Community Links, support services eg Library/PSCO  Read the school Ofsted report context  What is the school’s catchment area?  Look at School data eg (% of Free School Meals (FSM), Pupil Premium, Looked after Children, Special Educational Needs (SEN), English as Additional language (EAL) |
| Extra-curricular activities | What before, lunchtime and after school clubs are offered? |

1. **Organisation and Behaviour Management**

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| **Class Information – Getting to know the class** | |
| Class year group |  |
| Number of boys & girls |  |
| Class timetable |  |
| Class rules |  |

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| **Behaviour management** | |
| Whole school rules |  |
| Whole school behaviour Policy |  |
| Class behaviour management  Routines/ strategies | Are there children with an Individual Behaviour Plan? |

1. **Adaptive Teaching**

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| **Adaptive Teaching** | |
| Number of Special Educational Needs and Disability (SEND) children  Number of children on an Education and Health Care Plan (EHCP) | Provide an example/s of where a SEND pupil received adapted support so they could access the learning. Examples could include additional adult support, frames and apparatus, breaking tasks into smaller steps, extra time to complete a task |
| Are there any children in the class who are considered more able in?  English  Mathematics  Science  Foundation  PE | Provide an example where the class teacher has extended the learning of a more able pupil. Examples could include, directing specific questions, open-ended problem-solving tasks, greater productivity and quality of work |
| Cultural and ethnic backgrounds | How is the class’s cultural and ethnic diversity represented in the classroom? Examples could include festival celebrations, use of stories from around the word, images and photographs, topics led by real-world events (both historical and present day)  Are there any cultural or religious observances that some children follow? Examples could include clothing, prayer and diet |
| Percentage of children with EAL | What resources/experiences are available/used to support children with EAL needs? Examples could include, visual cues and apparatus, modelling, pre-teaching vocabulary and availability of dual texts |
| Percentage of the class that are Pupil Premium (PP)  Percentage of the class that are eligible for Free School Meals (FSM) | |

1. **Health & Safety, Child protection & Safeguarding**

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| **Health & Safety, Child protection & Safeguarding** | |
| Fire safety- Layout of the school and its main exits | In the event of a fire, where is the main assembly point for you and your class?  What route do you and the children need to take to get to the assembly point?  What are the procedures that staff members need to take if they hear the fire alarm? |
| E-safety information and use of phones? | How does the school promote e-safety practices? Examples could include an e-safety policy, e-safety rules in the classroom, visitors, dedicated days, parental workshops, planning  Does the year group you are working in, allow children to bring a mobile phone? Yes/No  What are the procedures that the children need to follow if they bring a phone to school? |
| Child protection & safeguarding Policies | What are the routines at the beginning and end of the day to ensure that children enter and leave school safely?  Who is the school’s designated Safeguarding Officer?  What are their main roles and responsibilities?  What would you do if you are worried about the welfare of a child? |

1. **Subject and Curriculum, How Pupils Learn, Classroom Practice, Assessment**

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| **Planning, Teaching & Assessment** | |
| English & Maths Long term plan | Find out what long term planning in English, Maths and one other curriculum area looks like in your school. Save information on your One Drive  What does the Broad & Balanced curriculum look like? |
| Half term (Medium Term) plans) | Find out what medium term planning looks like in your year group. Upload medium term plans for the term you are on School-based Training to your One Drive planning folder. English, Maths and x1 wider curriculum area |
| Range of assessment used in class | Make a list of the different formative assessment that happens daily in the class. For example, questioning, verbal feedback, written feedback, talk partners, self and peer assessment. Save this in your One Drive. |
| Whole school marking policy and systems in place | Familiarise yourself with the whole school marking policy. What are the marking and feedback systems in place for your class? Observe your class teacher marking a piece of work so that you are familiar with the system |
| Information around planning teaching & assessment cycle | Find out what day the teacher has Planning, Preparation and Assessment (PPA) time. Ideally you will be able to have your PPA time at the same time.  How does the class teacher record and monitor pupil progress in the session? How does this impact on the next session? |
| Home learning /homework | Find out about home learning or homework. What is the system in place for this in the Year group? What will your role be in this?  For Trainees in EYFS find out about links with home & reading |

1. **Professional Behaviours**

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| **Professional behaviours** | |
| Staff meetings | Find out when staff meetings are. Discuss with your class teacher/Mentor which meetings you would benefit from attending |
| Year group planning meetings | Find out if there are any additional Year group planning meetings that you can be a part of. For example, after school hours meetings |
| CPD time | You are entitled to Continuous, Professional Development (CPD) activity to support you in meeting your targets. For example, observing behaviour strategies to support your behaviour management skills or attending whole school phonics training to support your phonics subject knowledge. Discuss this with your class teacher/mentor and identify any whole school or Year group training that you would benefit from being involved with |
| Playground duty  day/rota | Find out about the Playground duty rota for any break times and lunch time. Observe your class teacher and what this involves |