

SCHOOL OF EDUCATION AND SOCIAL WORK

Early Years Education MA – with Early Years Teacher Status 2023/24: Week by Week Guide



US

UNIVERSITY
OF SUSSEX



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University Staff Contact Details

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Kathy King	MAEYTSadmin@sussex.ac.uk	Course Coordinator	EH02

Glossary

Lecturers are contracted as academic staff at a university.

Course Coordinators are contracted to lead the administration of a given University course.

Schedule of Dates for School Report Forms –

Deadline	Report Form	Notes
By Friday 20 th October 2023	Pre-report check-in	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in. A separate Cause for Concern Report might be required if there are concerns around a student's progress.
Thursday 9 th November 2023	Deadline for schools to complete Support Plan/Cause for Concern Report for Professional Practice (1)	After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.
By Monday 8 th January 2024	Return of Professional Practice Report Form (Jan update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Friday 15 th February 2024	Return of Professional Practice Report Form (Feb update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Thursday 28 th March 2024	Return of Professional Practice Report Form (April Update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Thursday 25 th April 2024	Deadline for schools to complete Support Plan/Cause for Concern Report for PP2	After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.
By Wednesday 22 nd May 2024 (if possible return form by Thursday 9 th May 2024 ready for RPK)	Return of Professional Practice Report Form (Final submission)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.

Schedule of Dates for Written Assignments

Please note that all official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only for the benefit of our external partners and must NOT be taken as binding or official. Student practitioners must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

Deadline	Assignment	Notes
Monday 8th January 2024	Essay (4,500 words): - Early Years Education: Critical Reflection 16800X	We expect electronic copies of assignments to be uploaded by 16.00 to the appropriate e-submission area of the VLE
Portfolio submission due: Monday 13 th May 2024 Interviews begin Tuesday 14 th May 2024	Exit Interview for EYTS: - Reflecting on Professional Knowledge (RPK) 16400X	We expect the RPK electronic portfolio to be submitted by Monday 13 th May 2024 at 9.00am. RPK interviews will then take place between Tuesday 14 th May 2024 and Thursday 23 rd May 2024.
By Thursday 23 rd May 2024		
Tuesday 25 th June 2024	Presentation of methodology: Dissertation 16200X	Presentations and PowerPoints to be submitted electronically to curriculum tutor by 17.00 on 26 th June 2024.
Wednesday 4 th September 2024	Dissertation (10,000 words)	We expect electronic copies of assignments to be uploaded by 16.00 to the appropriate e-submission area of the VLE

Course Structure – Graduate Route

Autumn Term																		
W/C					25-Sep-23	02-Oct-23	09-Oct-23	16-Oct-23	23-Oct-23	30-Oct-23	06-Nov-23	13-Nov-23	20-Nov-23	27-Nov-23	04-Dec-23	11-Dec-23	18-Dec-23	25-Dec-23
ITE Wk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Uni Wk	NA	NA	Ind	NA	Ind	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	NA	NA
Mon									DST								DST	h/f
Tues					Ind	Uni	Uni	Uni	DST	Uni	Uni	Uni	Uni	Uni	Uni	Uni	DST	h/f
Wed				Req	Ind		MT		DST								DST	Hol
Thurs					Ind				DST								DST	Hol
Fri									DST								DST	Hol

Spring Term																	
W/C	01-Jan-24	08-Jan-24	15-Jan-24	22-Jan-24	29-Jan-24	05-Feb-24	12-Feb-24	19-Feb-24	26-Feb-24	04-Mar-24	11-Mar-24	18-Mar-24	25-Mar-24	01-Apr-24			
ITE Wk	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
Uni Wk	NA	A	A	NA	T1	T2	DST	T4	T5	T6	T7	T8	DST	DST			
Mon	h/f						DST						DS	h/f			
Tues					Uni	Uni	DST	Uni	Uni	Uni	Uni	Uni	DS	Hol			
Wed		MT			MO		DST				MT		DS	Hol			
Thurs							DST						DS	Hol			
Fri							DST						h/f	Hol			

RC

Summer Term																	
W/C	08-Apr-24	15-Apr-24	22-Apr-24	29-Apr-24	06-May-24	13-May-24	20-May-24	27-May-24	03-Jun-24	10-Jun-24	17-Jun-24	24-Jun-24	01-Jul-24	08-Jul-24	15-Jul-24	22-Jul-24	29-Jul-24
ITE Wk	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Uni Wk	DS	T9	T10	T11	R/W	A	A	A	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mon	DST				h/f		RPK	h/f									
Tues	DS	Uni	Uni	Uni		RPK	RPK	DST					*DP				
Wed	DST					RPK	RPK	DST		PB							
Thurs	DST					RPK	RPK	DST									
Fri	DST					RPK	RPK	DST									

W/C	04-Sep-24
ITE Wk	50
Uni Wk	NA

*Eva

KEY

Ind	Induction week
	Main placement
Uni	University Day
PB	Partnership Board
DP	Data Presentation
MT	Mentor training
MO	Mentor observation
DST	Directed Study Time for all
Hol	Holiday for all
Req	Registration event (twilight)

RC	Research conference
*	Assignment Deadline
	Dissertation study
	School Placement (8 days)
	Enhancing Placement - All routes (16 days min)
DS	East Sussex Easter school closures or School Placement
DS	Brighton and Hove Easter school closures or School Placement

Please note Easter break is **two weeks only** but exact dates may vary according to LEA of placement or place of work.

Course Structure – Employment Route

Autumn Term																		
W/C					25-Sep-23	02-Oct-23	09-Oct-23	16-Oct-23	23-Oct-23	30-Oct-23	06-Nov-23	13-Nov-23	20-Nov-23	27-Nov-23	04-Dec-23	11-Dec-23	18-Dec-23	25-Dec-23
ITE Wee	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Uni Weel	NA	NA	Ind	NA	Ind	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	NA	NA
Mon									NAW								NAW	b/h
Tues					Ind	Uni	Uni	Uni	NAW	Uni	Uni	Uni	Uni	Uni	Uni	Uni	NAW	b/h
Wed				Reg	Ind		MT		NAW								NAW	Hol
Thurs					Ind				NAW								NAW	Hol
Fri									NAW								NAW	Hol
Spring Term																		
W/C	01-Jan-24	08-Jan-24	15-Jan-24	22-Jan-24	29-Jan-24	05-Feb-24	12-Feb-24	19-Feb-24	26-Feb-24	04-Mar-24	11-Mar-24	18-Mar-24	25-Mar-24	01-Apr-24				
ITE Wee	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
Uni Weel	NA	A	A	NA	T1	T2	DST	T4	T5	T6	T7	T8	DST	DST				
Mon	b/h						NAW						NAW	b/h				
Tues					Uni	Uni	NAW	Uni	Uni	Uni	Uni	Uni	NAW	Hol				
Wed		MT			MO		NAW				MT		NAW	Hol				
Thurs							NAW						NAW	Hol				
Fri							NAW						b/h	Hol				
										RC								
Summer Term																		
W/C	08-Apr-24	15-Apr-24	22-Apr-24	29-Apr-24	06-May-24	13-May-24	20-May-24	27-May-24	03-Jun-24	10-Jun-24	17-Jun-24	24-Jun-24	01-Jul-24	08-Jul-24	15-Jul-24	22-Jul-24	29-Jul-24	04-Sep-24
ITE Wee	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Uni Weel	DST	T9	T10	T11	RW	A	A	A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mon	NAW				b/h		RPK	b/h										
Tues	NAW	Uni	Uni	Uni		RPK	RPK	NAW					*DP					
Wed	NAW					RPK	RPK	NAW		PB								
Thurs	NAW					RPK	RPK	NAW										
Fri	NAW					RPK	RPK	NAW										
KEY																		
Ind	Induction week																	
	Assessed time in workplace																	
Uni	University Day																	
PB	Partnership Board																	
DP	Data Presentation																	
MT	Mentor training																	
MO	Mentor observation																	
NAW	Non assessed time in work - self study tasks set																	
Hol	Holiday for all																	
Reg	Registration event (twilight)																	
RC	Research conference																	
*	Assignment Deadline																	
	Dissertation study																	
	School Placement (8 days unless wived)																	
	Enhancing Placement - All routes (16 days min)																	
DST	East Sussex Easter school closures or School Placement																	
DST	Brighton and Hove Easter school closures or School Placement																	
Please note Easter break is two weeks only but exact dates may vary according to LEA of placement or place of work.																		

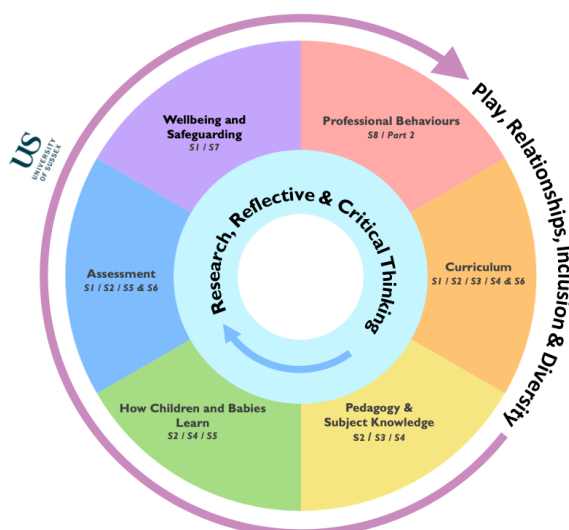
EYTS Course Programme Curriculum

As part of your MA in Early Years Education with EYTS, teaching will be delivered on Tuesdays during University term time (with the exception of reading weeks during state-maintained school half terms). During this time you will address Early Years themes through various modules and engagement with the different contexts and ideas of the practitioner/professional; the critical reader; and the critical researcher. Below is a breakdown of the module structure for the course.

	Semester 1	Semester 2
MA in Early Years Education with EYTS All modules core – no options	Professional Practice 1 <i>(Professional practice profile)</i> 16100X (30 credits) Pass/Fail	Professional Practice 2 (including Enhancing Placement and School Placement) <i>(Professional practice profile)</i> 16300X (30 credits) Pass/Fail
	Critical Reflection: Early Years Education <i>(4,500-word written assignment)</i> 16800X (30 credits) Marked out of 100	Reflecting on Professional Knowledge <i>(Oral presentation with portfolio)</i> 16400X (30 credits) Marked out of 100
	Research in Early Years Education <i>(Including oral presentation of research methods as 25%; and written submission, drawing on empirical data, of 10,000-word dissertation 75)</i> 16200X (60 credits) Marked out of 100	

Please see main handbook for full explanation of the course module structure. This diagram is for quick reference only.

The following curriculum model forms the basis of our sequence of provision. It enables our trainees to understand how we use a spiral approach to our curriculum, returning to and building on themes. We believe these themes are central to create practitioners, who are ready, willing and able to improve the life chances of every young person they teach.



The following table demonstrates how our own curriculum model and the teaching standards (EY version) overlap. At Sussex, we do not promote the approach of developing teaching standards as isolated items but believe they cut across themes.

Sussex Curriculum Strands		EY Teachers' Standards
<ul style="list-style-type: none"> • Inclusion • Research, Reflection and Critical Thinking • Relationships • Play 	Professional Practices	S2, S8 and Part 2
	Assessment	S1, S2, S5 and S6
	Curriculum	S1, S2, S3, S4 and S6
	How Children and Babies Learn	S2, S4 and S5
	Pedagogy and Subject Knowledge	S2 and S3
	Wellbeing and Safeguarding	S1 and S7

Each of these modules and themes will be addressed through different sessions throughout the day in the following way.

Some sessions will focus on the professional knowledge associated with a key EYTS theme. These sessions are usually delivered by your university teachers but may, occasionally, be led by an outside speaker and will focus on practical strategies for supporting and developing practice in your setting.

Some sessions will enable you to expand and challenge your current practice/thinking through a wider discussion of academic literature. In these sessions there will be opportunities for debate, discussion, critique and for making links with your ongoing practice and with wider content across the course. These sessions will introduce you to more theoretical debates and different ways in which Early Years practice might be constructed through different academic lenses, whether these be cognitive, psychological, sociological or anthropological. It will also place practice in UK Early Years within wider global and international contexts of understanding and practice of Early Years. There will be an ongoing focus on the role of play and what this constitutes – where, when and why. Each theme is examined through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies. These sessions will develop and consolidate generic Early Years teaching skills, such as session planning; questioning; large and small group teaching; and the organisation of the enabling and material environments.

Some sessions will focus on research and, in particular, on the conduct of your own empirical research. These sessions will be about developing your reading, your ideas and your skills as practitioner researchers. The input from these sessions will lead to the designing and executing of your own empirical research within your own setting, which you will capture in your MA dissertation towards the end of the year.

During your time on campus, space will also be made to address professional, pedagogic and practical issues that arise more immediately from experiences you may be having within your setting. This kind of session (or part of a session) will be led by a university-based tutor and may also contain some time built in to meet in a small group or one to one (face to face or online) with your curriculum tutor and/or the giving and receiving of information that guides you as you develop your portfolio of practice within your setting. It will focus on the assessment requirements of the course, and it will support you with timelines and deadlines for the completion of work for assessment. It will also certainly involve opportunities to

discuss and reflect on your range of experiences in your different settings each week and to learn from one another through discussion and listening.

PLEASE be ready for teaching to start promptly at 9.00am, 11:10am and 2:00pm on each teaching day.

Please inform the Course Coordinator (email MAEYTSadmin@sussex.ac.uk) and your University-based Curriculum Tutor if you are going to be absent or late for either a University session or a placement day. If you are absent, you will be required to complete a 'reasons for absence form', which you will find on Canvas. Please ensure that these forms are returned to your University tutor.

The course programme has been designed to link the taught course at the University with tasks/teaching/care within your settings where you are based for the majority of your time.

You will see that we have provided you with recommendations and guidance for shaping your sessions with your setting mentor, and these complement and inform your university sessions. We hope you find these helpful. Because we aim to build flexibility into the MA in Early Years Education programme, there may be changes to this document, which we will update throughout the year on Canvas.

Please be aware of changes by consulting Canvas regularly and especially before your Tuesday University sessions. We aim to build in flexibility to allow us to respond to your needs as practitioners/researchers.

Equality, Diversity and Inclusion – your feedback is welcome

The Early Years Education with EYTS MA welcomes and values the diversity of our students. We endeavour to make the course an inclusive space to think learn and endeavour to embed this notion in our workshops, resources, reading list and communications.

If you have any specific needs, questions or suggestions relating to the course, including needs, questions and suggestions around identity, disabilities, mental or physical health, please get in touch with the Course Lead and your tutor to talk about these so we can work together to make any necessary adjustments as possible. We are always learning, so if you experience any aspect of the Early Years Education with EYTS as inaccessible, please also get in touch with us.

Key: Sessions mapped to Sussex EYITT Curriculum

Inclusion, Research informed practice, Relationships and Play are assumed to be threads running through all sessions and so are not badged separately.

Pedagogy and Subject Knowledge	How Babies and Children Learn	Wellbeing and Safeguarding	Assessment	Professional behaviours	Curriculum
<ul style="list-style-type: none"> • Inclusion • Research • Reflection and Critical Thinking • Relationships • Play 					

Text in black – teaching for both MA in Early Years Education and MA in Early Years Education with EYTS

Text in blue – teaching for MA in Early Years Education only

Text in green – teaching for MA in Early Years Education with EYTS only

Induction: Welcome Week

TUESDAY 26th September – Course focus

Time	What - Campus
9.00 – 10:50am	Welcome to your course and to ESW Essex House Room 19
10:50– 11:20	BREAK
11:20 – 12:45 am	Developing a scrapbook approach Essex House Room 19
1-2pm	LUNCH
2-4pm	Preparing for online and blended learning: Finding your way around Canvas Ashdown House Room G4 (Computer cluster)

Wednesday 27th September – Course Focus

Time	What - Campus
9:30 – 11.30am <u>Please note later start</u>	Introduction to Early Years Foundation Stage – Part 1 Essex House Room 19
11.30—12.00 am	BREAK
12.00am – 1pm	Introduction to the UK Early Years Teacher Standards Essex House Room 19
1-2pm	LUNCH
2-4pm	Safeguarding and Child Protection Ashdown House Room G4 (Computer cluster)

Thursday 28th September – Course Focus

Time	What -Campus
9:00 – 10:50am	Introduction to Early Years Foundation Stage – Part 2 Essex House Room 19
10.50-11: 20 am	BREAK
11:20 am – 12.45	Transitioning from Graduate to Postgraduate Essex House Room 19
1pm-2pm	Cross department welcome to all international students Essex House Room 19 Home students – Library tour or explore campus
1-2pm	LUNCH
2pm -4pm	Bag full of Worries Essex House Room 19

Semester 1 teaching

wc 02-Oct-23 (wk 1 Semester 1)		wc 09-Oct-23 (wk 2 Semester 1)	
<u>Introduction to Critical Reflection – the first assignment</u> with Fliss Bull in Essex House 19		<u>Theories/Pedagogies Presentation</u> with Jacqueline Young, and Deborah Brown in Essex House 19	
<p>KEY READING: Read through example essays from Canvas. In this session, we will look at the expectations of the first assignment and explore some tools and techniques to get you writing.</p> <p>Module 16800X</p>		<p>In this session, we will make our presentations to one another, allowing enough time for peer group and tutor feedback.</p> <p>Longer session: 9:00-11.30 am</p> <p>Module 16800X, 16100X and 16900X</p>	
<u>Learning Theories and Pedagogies</u> with Deborah Brown in Pevensey 1, 1B4		<u>Placement modules</u> with Fliss Bull in Essex House 19	
<p>(Task set and time for planning/researching for groups).</p> <p>In this session, we will break into groups to research familiar nursery theories and pedagogies within the UK today. We will focus on: Montessori; Steiner; Reggio Emilia; Froebel; Pikler and Te Whāriki. We will think about the ideas of 'childhood' and 'Early Years education' implicit within each theory/pedagogy.</p> <p>In small groups, we will conduct library searches of relevant materials and begin to put together a 15-minute group presentation, in which each person in the group will speak. We will agree roles and tasks and begin /planning for the session.</p> <p>Modules 16200X, 16100X and 16900X</p>		<p>Feedback on flipped learning - 'Child Psychology Lecture 1' with Robin Banerjee</p> <p>Shorter session: 11:50-13:00am</p> <p>Modules 16100X and 16900X</p>	
<u>Placement modules:</u>		<u>Library Induction</u> with Fliss Bull and Library staff in Pevensey 1, 1B4	
<p><u>MA EYE with EYTS</u> with Deborah Brown</p> <p>Flipped Learning: 'Safeguarding' 'Using the Week by Week Guide'. What is in the mentor meeting guidance section and how can we use it to support our learning?</p> <p>'An introduction to the University planning proformas' What is a spiral curriculum and scaffolding and how do the university planning performs support your planning?</p> <p>Module 16100X or</p> <p><u>MA EY Ed</u> with Fliss Bull</p> <p>Flipped Learning: 'Safeguarding'.</p> <p>An introduction to the expectations of the MA EY Ed placement module, spiral curriculums and scaffolding.</p> <p>Module 16900X</p>		<p>This session will include:</p> <ul style="list-style-type: none"> • An introduction to the online library • Smart searching for the best results • Finding items with Library Search • Using the resources on your Subject Guides • Referencing through the Skills Hub • Further support <p>Module 16200X and 16800X</p>	

wc 16-Oct-23 (wk 3 Semester 1)	wc 23-Oct-23 (wk 4 Semester 1)
<p><u>Reading Critically with Fliss Bull in Essex House 19</u></p> <p>KEY READING (we will analyse these readings in the session): Lyle, S., 2008. Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. <i>Language and education</i>, 22(3), pp.222-240. and Hedges, H. and Cooper, M., 2016. Inquiring minds: theorizing children's interests. <i>Journal of Curriculum Studies</i>, 48(3), pp.303-322.</p> <p>In this session we will define 'criticality' and identify its characteristics in a literature review. We will use peer review and discussion to deepen understanding of how to write a good literature review and identify the difference between discourse analysis and critical analysis. Module 16200X and 16800X</p>	<p><u>Directed Study Time</u> For students studying on the MA in Early Years Education with EYTS.</p> <p>Or</p> <p><u>Small Group Tutorials</u> for students studying on the MA in Early Years Education</p> <p>Refer to canvas for self-study activities for all students this week</p>
<p><u>What is a literature review? with Fliss Bull in Essex House 19</u></p> <p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 3 pp. 58-89.</p> <p>In this session we will consider what a literature review is and what processes are involved in constructing a literature review in your assignments. Module 16200X and 16800X</p>	
<p><u>Watering Growing Shoots (Observation, Record Keeping and Assessment) with Deborah Brown in Essex House 19</u></p> <p>KEY READINGS: Palaiologou, I. (4th Ed) (2021) <i>The Early Years Foundation Stage</i>; Chap. 9 ; Observations: recording and analysis, assessment pp. 137–153 and and Chapter 10 Assessment pp. 154–155</p> <p>The session will cover the statutory requirements for assessment in the EYFS and explore observational and assessment techniques and principles commonly used in Early Years settings. Modules 16400X and 16100X and 16900X</p>	

wc 30-Oct-23 (wk 5 Semester 1)		wc 06-Nov-23 (wk 6 Semester 1)	
<u>First Aid Awareness Training with Deborah Brown in Essex House 19</u>		<u>Research Design Frames with Deborah Brown in Essex House 19</u>	
<p>Graduate Route EYTS and Academic Masters' students only for this session. Details TBC, please check Canvas.</p> <p>Employment Route EYTS – self study time to work on Critical Reflection essay.</p>		<p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 6 pp. 138-196.</p> <p>ADDITIONAL READING: Clark, A., 2001. How to listen to very young children: The mosaic approach. <i>Child Care in Practice</i>, 7(4), pp.333-341.</p> <p>Bergold, J. and Thomas, S., 2012. Participatory research methods: A methodological approach in motion. <i>Historical Social Research/Historische Sozialforschung</i>, pp.191-222.</p> <p>In this session we will look at the differences between design frames and what each approach does and doesn't provide.</p> <p>Module 16200X</p>	
<u>Lighting the Fire (An Introduction to Phonics) with, Deborah Brown and Fliss Bull in Essex House 19</u>		<u>Making Time to Talk with Fliss Bull in Essex House 19</u>	
<p>"To learn to read is to light a fire; every syllable that is spelled out is a spark." – Victor Hugo, <i>Les Miserables</i></p> <p>KEY READING: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 16, Literacy, pp. 253-269.</p> <p>This session will split into three groups. You will be allocated a group the week before the session.</p> <p>Modules 16800X, 16100X and 16900</p>		<p>"The most important thing in communication is hearing what isn't said." – Peter Drucker</p> <p>KEY READING: Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 13 Communication, pp. 209-223 .</p> <p>ADDITIONAL READING: http://www.foundationyears.org.uk/wp-content/uploads/2011/10/ecat_guidance_for_practitioners_12.pdf</p> <p>The session will begin with a brief overview of theories around language acquisition and development, then focus on practical tips for you to use to support and develop communication in your setting. Support for children with English as an Additional Language will also be discussed.</p> <p>Modules 16800X, 16100X and 16900X</p>	
<u>Placement modules:</u>		<u>Placement modules:</u>	
<p>14:00 -15:00 <u>Safeguarding in the Early Years</u> with guest speaker Kate Fleming and Fliss Bull in Essex House 19</p> <p>15:00-16:00 <u>Phonics Audits and Tracked Children</u> with Deborah Brown</p> <p>Or <u>Placement Expectations</u> with Fliss Bull_</p> <p>Module 16100X and 16900X</p>		<p><u>The PPR report and preparing for first visit with Deborah Brown</u></p> <p>Module 16100X</p> <p><u>Placement and Portfolio Support</u> with Fliss Bull</p> <p>Module 16900X</p> <p>EPP Placement starts this week</p>	

wc 13-Nov-23 (wk 7 Semester 1)		wc 20-Nov-23 (wk 8 Semester 1)	
<u>Small picture, big picture and narrative approaches</u> with Deborah Brown in Essex House 19		<u>Tools for Gathering Data</u> (an overview) with Fliss Bull in Essex House 19	
<p>In this session we will explore the different levels around which research can be framed and how these inter-relate. We will focus attention on the importance of the researcher's perspective and choices and provide insights into the links between conceptual and methodological approach – with opportunities to explore ideas about these in relation to own proposed research focus and context. Key reading will be available on the VLE.</p> <p>Module 16200X</p>		<p>KEY READING: Thomas, G., 2017. <i>How to do your research project: A guide for students</i>. Sage. Chapter 7 pp. 199-241.</p> <p>In this session we will look at the differences between observation, interviewing, and the use of reflective diaries, including the advantages and disadvantages of each approach.</p> <p>Module 16200X</p>	
<u>Active Maths</u> with Fliss Bull in Essex House 19		<u>Supporting Play - Understanding the World</u> with Deborah Brown in Essex House 19	
<p>KEY READINGS: Palaologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>; Chap. 17; Mathematics pp. 270-283.</p> <p>KEY READING: C. Skinner and J. Stevens, (2012), <i>Foundations Of Mathematics – An active approach to number, shape and measures in the Early Years</i>, Featherstone, chap. 1 and 2, pp. 7-40.</p> <p>Modules 16800X, 16100X and 16900X</p>		<p>Complete Flipped learning on SST before the session.</p> <p>“You can discover more about a person in an hour of play than in a year of conversation.” – Richard Lingard</p> <p>KEY READING: Palaologou, I. (Ed) (2021) <i>The Early Years Foundation Stage</i>, Chap. 7 Play, pp. 112–125</p> <p>ADDITIONAL READING: http://www.atl.org.uk/Images/Playing%20to%20learn%20-%20Feb%202012.pdf</p> <p>The session will begin with a brief overview of theories around learning through play, then focus on practical tips for you to use to support play in your settings.</p> <p>Modules 16800X, 16100X and 16900X</p>	
<u>Placement modules:</u>		<u>Placement modules:</u>	
<p>Baby room practice with guest speaker Kate Fleming and Fliss, followed by reps meeting.</p> <p>Modules 16100X and 16900X</p>		<p>Introduction to Makaton with guest speaker and Deborah Brown in Jubilee 115</p> <p>Sharing evidence bundles with Deborah Brown</p> <p>Placement and portfolio support with Fliss Bull</p> <p>Modules 16100X and 16900X</p>	

wc 27-Nov-23 (wk 9 Semester 1)		wc 04-Dec-223 (wk10 Semester 1)		
<u>Physical Development</u> (PK) with Fliss Bull in Essex House 19		<u>Caring for babies and children</u> with Deborah Brown in Essex House 19		
<p>Complete flipped learning on Schemas before the session.</p> <p>In this session we consider the physical development milestones in early years children. The session will cover practical ways to support physical development and how to spot, understand and respond to concerns regarding physical development.</p> <p>KEY READINGS: Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 24 Physical Development, pp. 439-454.</p> <p>Modules 16800X, 16100X and 16900X</p>		<p>In this session we will reflect upon the practical challenges Early Years practitioners face when meeting the needs of babies and toddlers in nursery settings. We will look at the key person approach and consider how babies and toddlers' needs, abilities and interests change rapidly as they grow and develop in the first two years and what impact this has on planning and provision.</p> <p>Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 15 and 19, Children's Health and Wellbeing and Personal,</p> <p>KEY READINGS: Social and Emotional Development, pp. 280-293 and pp. 345-365.</p> <p>Modules 16800X, 16100X and 16900X</p>		
<u>Creative Methods in Qualitative Research</u> with Deborah Brown		<u>Action Research</u> with Tamzin Nobes in Essex House 19		
<p>Pre-reading and a more detailed breakdown of this session will be available on Canvas</p> <p>Module 16200X</p>		<p>Pre-reading and a more detailed breakdown of this session will be available on Canvas</p> <p>Module 16200X</p>		
<u>Assignment support</u>		<u>Critical discourses in education</u> with Fliss Bull		
<p>Sign up for tutorial support for your critical reflection assignment either in this slot or at some point this week</p> <p>Module 16800X</p>		<p>In this session, we will look at theoretical frameworks in education and how they can support our research and understanding of broader educational contexts.</p> <p>Key reading will be available on the VLE. Modules 16800X, 16100X and 16900X</p>		

wc 11-Dec-23 (wk 11 Semester 1)			wc 18-Dec-2023
	<u>PSED – self regulation and behaviour management with Deborah Brown in Essex House 19</u>		<u>For students studying on the MA in Early Years Education with EYTS</u> . wc 18-Dec-23 and 25-Dec-23: Christmas break. wc 01-Jan-24: Main placement restarts on Tuesday, Enhancing Placement begins Thursday 4 th January 2024 (See course structure on p.6 and p.7 for the details of placement pattern). Check Canvas for assignment deadlines. <u>For students studying on the MA in Early Years Education</u> Winter break. Teaching for Semester 2 starts again on Tuesday 30 th January 2024. Check Canvas for assignment deadlines.
<p>KEY READING: Carol Aubrey & Karen Ward (2013) Early years practitioners’ views on early personal, social and emotional development, Emotional and Behavioural Difficulties, 18:4, 435-447.</p> <p>In this session we will consider PSED as a prime area of learning for early years children. We will look at practical ways to support PSED, self-regulation and behaviour management, returning to the key person system and reflecting on your experiences so far.</p> <p>Modules 16800X, 16300X and 16900X</p>			
<p><u>Placement modules:</u></p> <p><u>Expectations of the Enhancing placement with Deborah Brown</u></p> <p>Enhancing Placement details to be issued this week.</p> <p>Module 16100X</p> <p>Or</p> <p><u>Placement and portfolio support with Fliss Bull</u></p>			
<p><u>Critical Reflection Workshop</u></p>			
<p>Time to work on your critical reflection assignments in a supportive atmosphere.</p> <p>Module 16800X</p>			

Semester 2 teaching

wc 29-Jan-24 (wk 1 Semester 2)	wc 05-Feb-24 (wk 2 Semester 2)
<u>Opening the Senses – Expressive Arts and Design (EAD) with Jacqueline Young</u>	<u>Making Music with Jacqueline Young</u>
<p>Modules 16800X, 16300X and 16900X “This world is but a canvas to our imagination” – Henry David Thoreau</p> <p>KEY READINGS: Palaiologou, I. (Ed) (2016) <i>The Early Years Foundation Stage</i>; Chap. 25; Expressive Arts and Design pp. 455-468.</p> <p>The session will place the importance of EAD into context and then provide practical hands-on EAD ideas for use in your setting.</p> <p>Modules 16800X, 16300X and 16900X</p>	<p>Check Canvas for digital links to pre session activities</p>
<u>Introduction to your Dissertation with Jacqueline Young</u>	<u>Research Methods – Formulating Questions with Jacqueline Young</u>
<p>In this session we will ‘walk through’ your dissertation from its inception to its completion so that you have a sense of what is required of you at each stage.</p> <p>Module 16200X</p>	<p>KEY READING: Clough & Nutbrown (2012) (3rd ed.) <i>A Student’s Guide To Methodology</i>, SAGE, pp. 41-48. KEY READING: Thomas, G. (2017) (3rd ed.) <i>How To Do Your Research Project</i>, Sage, London. Chapter 1 pp.2-26 and Chapter 4 pp. 92-101</p> <p>We will think about the significance of the research question. We will think about what is required of a research question to shape a piece of research and begin to apply this to our own contexts. What are we interested in researching? Can we apply the ‘Goldilocks’ and generate a ‘Russian doll principle’? (Clough & Nutbrown, p.43)</p> <p>Module 16200X</p>
<u>Placement modules:</u>	<u>Inclusion and Adaptive teaching – Looking back, looking forward with Deborah Brown and guest speaker</u>
<p><u>The Enhancing placement with Deborah Brown</u></p> <p>Module 16300X Or <u>Placement and portfolio support with Fliss Bull</u> 16900X</p>	<p>Key reading and session details will be available on the VLE. Session content to reflect requirements of students</p> <p>Modules 16800X, 16300X and 16900X</p> <p>Setting group presentations</p>

Wc 12-Feb-24 (wk 3 Semester 2)	wc 19-Feb-24 (wk 4 Semester 2)
<p><u>Directed Study Time</u> For students studying on the MA in Early Years Education with EYTS.</p> <p>Or</p> <p><u>Small Group Tutorials for students studying on the MA in Early Years Education.</u></p> <p><u>Self study topics</u></p> <ul style="list-style-type: none"> • Anti racist practice • Preparing for your group presentations 	<p><u>Group Presentations</u> with Jacqueline Young</p>
	<p>9:00 – 11.45 (longer session)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Attachment Theory and Attachment Disorder</p> <p>Supporting Migrant Children</p> <p>Emotion Coaching</p> <p>Cognitive Load Theory and Early Years Education</p> <p>Decolonising the Early Years Curriculum</p> <p>Metacognitive Strategies in the Early Years</p> <p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Modules 16800X, 16300X and 16900X</p>
	<p><u>Dissertation Support</u> with Jacqueline Young</p>
	<p>12.00-13.00 (Shorter session)</p> <p>Check Canvas for digital links to pre session activities.</p> <p>Module 16300X and Module 16900X</p>
	<p><u>Understanding the RPK Assignment and how to use feedback from the first assignment to support ongoing work</u> with Deborah Brown in Ashdown House G4 Computer cluster</p>
	<p>Check Canvas for digital links to pre session activities.</p>

wc 26-Feb-24 (wk 5 Semester 2)		wc 04-March-24 (wk 6 Semester 2)	
<u>An Introduction to your Dissertation Presentation</u> with Jacqueline Young		<u>Phonics, narrative and storytelling</u> with Jacqueline Young	
<p>In this session we will go through the expectations of the dissertation presentation in June that constitutes 25% of the marks for this module.</p> <p>Module 16200X</p>		<p>KEY READING:</p> <p>Heppner, D.H., 2016. 'Then what happened?' Studying emergent literacy in the narrative play of preschool children. <i>Language and Education</i>, 30(5), pp.459-477.</p> <p>In this session we will look at how exposure to story and engagement with narrative enhance the language and literacy development of young children.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Placement Support</u>		<u>The Creative Curriculum and Cross Curricular Learning</u> with Jacqueline Young	
<p><u>Placement support with Deborah Brown</u></p> <p>.</p> <p>Or</p> <p><u>Placement and portfolio support with Fliss Bull</u></p>		<p>KEY READING: Selkrig, M., & Keamy, K. (2017). Creative pedagogy: A case for teachers' creative learning being at the centre. <i>Teaching Education</i>, 28(3), 317-332.</p> <p>We will look at definitions of creativity, models for how creativity might be taught and how the 'creative curriculum' is being interpreted in schools and settings in the UK and internationally, with a focus on 'UTW – Past and Present' and cross curricular mathematics.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Research Supervisions:</u> with dissertation supervisors		<u>Working with Parents and UTW</u> with Deborah Brown	
<p>This session is in lieu of a supervision with your dissertation supervisor at some point this week, to discuss your research plans.</p> <p>Module 16200X</p>		<p>KEY READING:</p> <p>Palaiologou, I. (Ed) (2021) <i>The Early Years Foundation Stage: Chap. 21, Partnerships</i> pp. 329-341</p> <p>In the session we will consider all your experiences and ideas. We will look at what practitioners can do to support, build and maintain effective partnerships with parents with a focus on UTW 'People and Communities'.</p> <p>Modules 16800X, 16300X and 16900X</p>	

wc 11-Mar-24 (wk 7 Semester 2)		wc 18-Mar-24 (wk 8 Semester 2)	
<u>Research ethics</u> with Jacqueline Young		<u>Leadership</u> with Deborah Brown	
<p>Check Canvas for digital links to pre session activities.</p> <p>Module 16200X</p>		<p>KEY READING: Palaiologou, I. (Ed) (2021) The Early Years Foundation Stage: Chap. 25 Leadership pp. 387-399</p> <p>In this session we will look at leadership models and how these can support your ongoing professional development.</p> <p>Modules 16800X, 16300X and 16900X</p>	
<u>Power Dynamics in Qualitative Research</u> with Gill Emmerson		<u>Draft Dissertation presentation workshops</u> with Jacqueline Young, Deborah Brown and Fliss Bull	
<p>In this session, we will consider power dynamics and approaches for collecting your data for your own research, OR as an aspect of it.</p> <p>Pre-reading and a more detailed breakdown of this session will be available on Canvas.</p> <p>Module 16200X</p>		<p>In these sessions we will break into groups and present our initial research design ideas to the group for formative and supportive feedback, in preparation for putting together draft</p>	
Placement Support			
<p><u>Placement Module Support</u> with Deborah Brown</p> <p>Module 16300X</p> <p>Or</p> <p><u>Placement and portfolio support</u> with Fliss Bull</p> <p>Module 16900X</p> <p>And reps meeting</p>			

	wc 15-April-24 (wk 9 Semester 2)
<u>For students studying on the MA in Early Years Education with EYTS</u>	<u>Trialling Your Own Research Method with Jacqueline Young</u>
<p>wc 25- Mar-24, 01-April-24, 08 -April-24 Easter break is 2 weeks only. Different LEA have different 2 week shut down periods. When your school or setting is not closed the holidays you are expected to be in placement.</p> <p><u>For students studying on the MA in Early Years Education</u></p> <p>Spring break: wc 25- Mar-24, 01-April-24, 08 -April-24</p> <p>Teaching for Semester 2 starts again on Tuesday 16th April 2024</p>	<p>In this session you will have the opportunity to trial an interview technique. You will have the opportunity to break into pairs and to ask each other a range of questions coming back together again afterwards to discuss what happened.</p> <p>Ensure that you come to this session with a recording device or recording app on a SMART phone or iPad or laptop.</p> <p>Module 16200X</p>
	<u>RPK</u>
	<p><u>Getting ready for RPK with Deborah Brown</u> Module 16800X Or <u>Getting ready for RPK with Fliss Bull</u> Module 16800X</p>
	<u>Ethics review Meetings</u>
	<p>Individual supervisions with your supervisors to go through your ethics applications, and time to work on your RPK submissions.</p> <p>Module 16200X</p>

wc 22-April-24 (wk10 Semester 2)		wc 29-April-24 (wk11 Semester 2)	
<u>Visit to Bee In The Woods Forest School Pre-School</u>		How to approach job applications/interviews and placement target support	
Module 16200X Field trip to fully outdoor nursery setting. Preparation, prior reading and trip details will be available on Canvas.		We will spend the first hour of the session talking about job applications and interviews, and the second part of the session will focus on supporting areas of practice that you have been set as targets, or areas of practice where you feel you'd like some additional support/input. Modules 16800X, 16300X and 16900X <u>Data Analysis - introductory ideas and approaches with Jacqueline Young</u> KEY READING: Thomas, G. (2013) (2 nd ed.) <i>How To Do Your Research Project</i> , Sage, London, Chap 8. pp. 235-244. Cohen, L., Manion, L. & Morrison, K. (2011) (7 th ed.) <i>Research Methods in Education</i> , Routledge, London, Chap. 28, pp.537-558. In this session you will be introduced to ideas of qualitative data analysis that spring from your action research. This will be an introductory session to enable each practitioner/researcher to develop his or her own data analysis approaches to present as part of their dissertation assessment on 26 June 2017. Further references for data analysis will be provided and opportunities for exploring these will be made available in the 'dissertation doctoral surgeries' Module 16200X	
PP2 and EPP Support		<u>RPK preparation</u>	
<u>Placement Module Support with Deborah Brown</u> Module 16300X Or <u>EPP portfolio support with Fliss Bull</u> Module 16900X And reps meeting		Time to work on your RPK assignments and see tutors if support required.	

Placement Days

Expectations and Professionalism

A significant part of the learning on this course takes place in work placements in a variety of Early Years settings. Regardless of your route (employment or graduate), you will be regarded as a professional colleague by staff in the University and various settings you encounter and should be treated as a member of staff by children in these settings. There is thus a requirement that you behave in a professional manner at all times. **Punctuality, full attendance and completion of tasks** are essential on all aspects of the course. This includes not only formal written assignments and presentations, but also reading, lesson observations, preparation of lessons and so on. It is also essential that you keep teaching files up to date and orderly. Failure to meet these requirements may put your progress towards EYTS in jeopardy.

Absence

Please read and understand the policy on reporting absence for each setting you attend as soon as you can. In the event of illness, you need to know who to contact, by which time in the morning and at which point a doctor's certificate would be required. It is essential that you do **not** just communicate absence by text or email, as ratios may need to be covered. It is your responsibility to ensure that key staff have this information early in the morning.

Student practitioners on the graduate route will broadly follow state school holidays (see calendar in the main handbook). Do note that half terms and other breaks are actually 'directed study weeks', allowing you to focus on assignments and teaching preparation. State maintained school holidays are long, compared with those of other professions, and so non-urgent dentist or other appointments for graduate route students should be arranged within these.

See instructions on page eight regarding notification of absence to the University.

The following pages provide sample timetables, suggested topics for mentor meetings and a suggestion of tasks to complete to support your development as an early years teacher. Please use these as a guide but feel free to customise meetings, tasks and timetables to fit your own and your setting's needs.

Example timetable 1 (Oct-Dec)

By Christmas you should be teaching a 50% timetable. This could translate to four half-day sessions (when in main placement four days) or five half-day sessions (when in main placement five days). This will build slowly over the term.

Key: Contact hours, when directly engaging with children in the setting

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session 08:30-08:45	Help set up learning environment for the day.	University-based sessions	Help set up learning environment for the day.	Help set up learning environment for the day.	Help set up learning environment for the day.
08:45-10:30	08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Interacting with free play. 10:00-10:30 Teach phonics or communication and language activity (Small/large group).		08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 10:00-10:30 Teach phonics or communication and language activity (Small/large group).	8:45-10:30 Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.	10:50-12:30 Observe in other age ranges in the setting.
Break time	Snack duty		Snack duty		
10:50-12:30	10:50 -12:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc) .		10:50-12:00 Interacting with free play. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).	10:50-12:30 Observe in other age ranges in the setting.	Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.
Lunch time	Lunch duty		Lunch duty		
Afternoon session 13:30-14:30	Research, planning and resource preparation.		Observe specific small group interventions that may take place in the setting.	Deliver an adult-led activity and follow-up activities that enrich continuous provision.	Interacting with free play.
14:30-15:00	Observe in other age ranges in the setting.		Research, planning and resource preparation.	Lead whole cohort session (music/rhyme/story time etc).	Deliver an adult-led activity and follow-up activities that enrich continuous provision.
After hours	Pack away resources at the end of the day. Attend staff meeting		Pack away resources at the end of the day. Research, planning and resource preparation.	Pack away resources at the end of the day. Mentor meeting	Pack away resources at the end of the day.

Please note: Expected hours are 8:00am-5:00pm on each placement day (or equivalent hours if setting session times vary).

Mentor Meeting Guide – Main Placement

Oct-Dec 2022

Date:	wc 2 nd October 2023
Recommended focus for mentor meeting :	<p>All trainees: Discuss:</p> <ul style="list-style-type: none"> • ICT – set up log-ins and access to folders for the student. • Talk through what makes an enabling environment and how this is set up to maximise learning opportunities within this setting. <p>Begin to go through the rest of this mentor meeting timetable to book in key dates and observation opportunities. Useful materials: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers_Standards.pdf https://www.gov.uk/government/publications/development-matters--2 https://birthto5matters.org.uk</p> <ul style="list-style-type: none"> • Trainees to discuss the knowledge and skills they currently have and areas that they feel they might need support with. <p>Graduate route trainees only: Complete the Induction Checklist 1 (Appendix 1). Discuss Safeguarding procedures at the setting. Key Supporting Documents and Resources</p> <ul style="list-style-type: none"> • Setting policy documents as appropriate • Setting's own induction pack if appropriate
Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> • Make a scrapbook page on the setting environment. Gather photographs of learning environments and reflect on the kinds of learning that emerges in different areas of the environment. Whilst observing, consider how frequently the material environment alters, and in response to what. How are the children's interests represented? Do the children have input into how the environment changes and develops? How is controlled risk managed across all environments? How are all children encouraged to embrace risk? • Access 'Child Psychology Lecture 1' with Robin Banerjee before next weeks sessions. <p>Subject Knowledge focus: S 3 and 4</p>

	<p>Employment Route only:</p> <ul style="list-style-type: none"> Discuss your setting's procedures for the induction of staff new to the setting. Talk to staff recently new to setting. Was their induction sufficient? What else do they think would have been helpful? Review induction materials in Appendix 1 and compare to induction materials in your own setting. Is there anything that could be adopted? Do you have anything better to share with your tutor group next week in tutor time? <p>Graduate Route:</p> <ul style="list-style-type: none"> Induction to placement Meet with a teacher or manager from the setting and complete Induction checklist 1 (Appendix 1) for the new setting.
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Date:	wc 9 th October 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <p>Discuss:</p> <ul style="list-style-type: none"> Talk through the needs of the children in their setting EAL, SEN etc. and how behaviour is supported or managed. Finish going through the rest of this mentor meeting timetable to book in key dates. Get hold of a copy of the setting's most recent OFSTED report to talk through next week. Planning: look at what long-, medium- and short-term planning looks like at your setting and share a University planner you have worked on. Discuss how the characteristics of effective learning are planned for within the environment. Talk with your mentor and discuss some informal feedback on how you are getting on with supporting interactions and teaching in your setting. Watch Child Psychology Lecture 2' with Robin Banerjee before next week's university session. <p>Graduate route trainees only:</p> <ul style="list-style-type: none"> Complete the second section of the induction material in Appendix 1. Arrange observations for this week and next week around the setting to see how communication, language and literacy environments are developed and how phonics is delivered in this setting, in preparation for phonics training after half term. Discuss with your mentor ways that you could start to take a role in supporting interactions and teaching within your setting. Sessions could be supporting mark making, mathematics, story sharing, role play, reading, speaking and listening etc.
Suggested tasks for the week:	<p>All trainees:</p> <p>Subject Knowledge focus: S4</p> <ul style="list-style-type: none"> Map out retrospectively a learning event or lesson onto a University planner, to begin to understand how the planner works

Date:	wc 16 th October 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Discuss the most recent OFSTED report for the setting and priorities in terms of the setting development plan. • Discuss with the teacher how assessments are collected and collated in the setting. • Identify six tracked key children with your mentor. It is recommended that you choose six children from a range of attainment groups/ developmental stages. • Ask for informal feedback on your interactions with the children so far when delivering experiences planned by your mentor. What are you doing well? What do you need to work on? • Prepare for first observation after half term by planning and devising an activity together that will be delivered after half term, with clear learning outcomes. At this point your plan may well be collaborative with your mentor and strongly modelled. TS4 • Discuss trainee's progress so far. Fill in Form 2 (Pre-Report Check-In) and send off to University.
Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> • What information can you gather about your six tracked children that the setting already has? Spend some time with your tracked children this week getting to know them better and consider their needs when you plan an activity to deliver after half term. • Make a narrative observation of each of your 6 key children this week, looking for next steps and linking what you see to the Characteristics of Effective Learning ': 'Playing and Exploring'. • Set up a file to collect information about your six children. This folder should be ongoing and is essential for meeting Teacher Standard 6 (assessment) and to draw in in your RPK assignment later in the year.S 6 <p>TS6</p> <p>Graduate route only:</p> <ul style="list-style-type: none"> • Deliver experiences this week that have been planned by your mentor/teacher. Sessions could be supporting mark making, mathematics, story sharing, role play, reading, speaking and listening etc.

Wc 23rd October 2023 HALF TERM – Graduate route student practitioners will take ONE week as directed study time.

Date:	wc 30thOctober 2023
Recommend ed focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Share your areas of interest and ask what the developmental needs of the setting might be. Discuss your initial ideas for the focus for your essay assignment with your mentor. • Discuss first formal observation. Formal targets should be set this week to review next week. New targets are set on a 2-week cycle. Look at the curriculum-based progress descriptors for January together (see PPR form), so you are both aware what expectations need to be met to pass your placement. • Create a timetable for teaching and non-contact time for the next week. <p>Formal lesson observations begin and weekly observation continue every week from now on.</p>
Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> • Create a scrapbook page for your reflections on the six phonics phases. Observe how adults support the development of children's phonological awareness and/or teach phonics. Observe the teaching of phonics in your new setting (may well be phase 1 phonics) , using the forms in Appendix 5 (if appropriate). How is phonics fed into play in the setting? <p>S3</p> <p>Graduate route only:</p> <ul style="list-style-type: none"> • Continue delivering experiences this week that have been planned by your mentor/teacher alongside one session planned by yourself with support from your mentor.. Sessions could be supporting mark making, mathematics, story sharing, role play, reading, speaking and listening etc. <p>S 2, 4</p>

Date:	wc 6 th November 2023
Recommend ed focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Regular feedback of observed session began last week. Target setting should occur in a biweekly cycle with observations each week. This week you will still have an observation but feedback discussions will be around how you are progressing towards the targets that were set last week. • Create a timetable for teaching and non-contact time for the next week. <p>S 5</p> <p>Focus: Communication and Language</p> <ul style="list-style-type: none"> • Are there any children in your class that you need to discuss, particularly in relation to communication and language development? What additional needs are there to be considered? What different interventions are in place across the setting? <p>S 3 and 5</p> <ul style="list-style-type: none"> • Talk through your plans to build an 'evidence bundle'. The theme for this bundle will be supporting children in the characteristic of effective learning 'Playing and Exploring'. <p>S 2, 4, 6</p>

Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> Track one of your six tracked key children for a day or a part of a day and reflect on their ability to use communication, the environment, resources and people within it to further self-initiate learning. S 5 6 Observe children in groups. How do they communicate with each other (verbal, non-verbal)? Do they work together? How is communication facilitated by the environment, resources and/or staff? Note down all opportunities that the learners have to communicate. TS 3 Complete talk observation proforma to identify different types of talk taking place (Appendix 5). TS 3 Observe some phonics/how pre-phonics communication and language acquisition is supported and taught if possible. How do these activities support the characteristic of effective learning 'Playing and Exploring'? TS 3 Check through your planning for your next observed teaching session in the light of the tasks above.
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Date:	Wc 13 th November 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <p>Focus: teaching of maths in the setting</p> <ul style="list-style-type: none"> Discuss with the teacher how mathematics is planned for in the setting, in preparation for/ response to session on the teaching of maths. Identify a maths lesson to observe and make note on. S 3 Agree a meeting time with the setting SENDCO to discuss learning support systems and EHC plans if there are any. Discuss general SEND provision across the setting and how it is mapped and planned for.
Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> Observe a maths session using the general observation form in Appendix 5. Take photographs and create a scrapbook page on mathematics in the setting. Look for opportunities in the environment to extend children's mathematical understanding through the environment, adult interactions and any taught sessions. Work through the flipped learning activity on sustained shared thinking and create a scrapbook page ready for the session on supporting play next week. <p>S1, 2, 3 and 4</p>

Date:	wc 20 th November 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Discuss assessment procedures in the setting including formative and summative assessment and how this informs planning. Plan for opportunities to observe your tracked children in the environment and discuss and review record keeping for the tracked children. TS 6 • Review the phonics audits with your mentor and plan for opportunities for you to deliver some phonics or pre-phonics adult led sessions, if you haven't already done so. TS 3 • Book in time to begin to complete the PPR January and review deadline for submission to the University. Think through the planned evidence bundle. What needs to come next?
Suggested tasks for the week:	<p>All trainees:</p> <p>Play:</p> <ul style="list-style-type: none"> • Observe how your setting creates a safe learning environment and the ways that the setting promotes and models positive values, attitudes and behaviours. How do staff support children to express, manage and recognise their own emotions? • How does your setting create opportunities for children to develop their skills through play? What do adults do to support and enrich play? Talk to the other adults in the setting about their attitudes to play. How is play perceived in the setting? Collect examples over a week of adult led and child led learning and reflect on the difference between them. Create a scrapbook page on your University session about play and plan and resource a play activity to support a key skill. • Think about the Makaton training you have had this week. How could you build Makaton effectively into your teaching to support communication? Identify a few key signs to introduce and use this week in your practice. <p>S1, 2, 7 and 8</p>

Date:	Wc 27 th November 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Review mathematics and phonics audits with your mentors. • Review how your children are responding to your inputs around the characteristic of effective learning 'Playing and Exploring'? What evidence can you collect that your inputs/learning events are having an impact on your tracked children? S 5, 6, 8 • Begin preparing your PPR (January submission)
Suggested tasks for the week:	<p>All trainees – PD:</p> <ul style="list-style-type: none"> • How does your setting support the gross and fine motor development of children? Collect photos of activities/stimulus provided by the setting. Create a scrap book page of your findings and the information on physical development from your University session. Plan an activity

	<p>(Christmas-themed?) to enhance fine motor development.</p> <ul style="list-style-type: none"> • Work on the flipped learning materials about developmental schemas in preparation for next week's session on campus. • Plan and resource a variety of activities that respond to different weather conditions and set up weather boxes to contain these. Monitor and record the ways in which children respond to these activities. Make sure you have adequate outdoor clothing to continue working outside whatever the weather. • Work on your MA assignment to make sure you can have a break over Christmas. <p>S1, 2, 3, 4, 5 and 7</p>
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Date:	wc 4 th December 2023
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Discuss arrangements for Enhancing Placement after Christmas and which days you will be in the main setting • Discuss key dates for next half term (Mentor training on Wednesday 11^{0h} January and your mentor visiting you in your enhancing placement in wc 29^h January. • Share the written assignment that you have been working on this term with your mentor. This is to keep them informed of your developing areas of interest and there is no expectation that your mentor will provide feedback.
Suggested tasks for the week:	<p>S 2, 3, 4, 5</p> <p>All trainees – Equalities and Difference</p> <ul style="list-style-type: none"> • How do staff and parents/carers reinforce/challenge gender, class, dis/ability and racial stereotypes? Discuss this with your mentor and reflect on how well you think this is paid attention to. How else could ideas of equalities/difference be addressed? • Bullying: e-bullying, homophobic, transgender and racial bullying. Consider what bullying may be taking place in your setting. How can you support children to be prepared to deal with bullying? Do you know what to do if there is an issue of bullying in the setting? Who should you refer to if issues arise? How does your setting handle issues of gender and racial tolerance? <p>All trainees – 'Pupil premium and Disadvantage:</p> <ul style="list-style-type: none"> • What does disadvantage look like in your setting? Talk through how your setting thinks about disadvantage and how the setting supports children to minimise attainment gaps. <p>S 5, 8</p> <p>Create a scrapbook reflection page. S1, 5, 7 and 8</p>

Date:	wc 11 th December 2023
Recommended focus for	<p>All trainees:</p> <p>No formal observation this week.</p>

mentor meeting:	<ul style="list-style-type: none"> • Go through your bundle with your mentor and fully write up your PPR Form (January submission). • Concentrate on your contribution to activities in the setting at this busy time of year and how they support your evidence for meeting standard 8.
Suggested tasks for the week:	<p>All trainees – EAD:</p> <ul style="list-style-type: none"> • How is role play supported within the setting? Are opportunities to mark-make/engage with number incorporated into the role play areas? Are children involved in the planning and development of role play areas? • Plan and create a role play area with the children, incorporating opportunities for mark making and maths. • Check through Week by Week Guide for tasks that have been missed out and catch up. <p>S 3,4</p> <ul style="list-style-type: none"> • Remember to upload your completed assignments before the early January deadline. • Send in first PPR University report to your University tutor before you break up for Christmas • Make sure your mentor knows which day your setting opens after Christmas, and what check planning you need to do over the Christmas break. • Check through Week by Week Guide for tasks that have been missed out and catch up.

Merry Christmas! Enjoy a break over the festive period.

Example timetable 2 (Jan-Feb)

You should be teaching a 50% timetable on days you are in your main setting. Enhancing placement guidance available separately.

Key: Contact hours, when directly engaging with children in the setting.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session 08:30-08:45	Help set up learning environment for the day.	University based day.	Help set up learning environment for the day.	Help set up learning environment for the day.	Help set up learning environment for the day.
08:45-10:30	08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Interacting with free play. 10:00-10:30 Teach phonics (small/large group).		08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 10:00-10:30 Teach phonics (small/large group).	8:45-10:30 Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.	10:50-12:30 Observe in other age ranges in the setting.
Break time	Snack duty		Snack duty		
10:50-12:30	10:50-12:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).		10:50-12:00 Interacting with free play. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).	Observe in other age ranges in the setting.	Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.
Lunch time	Lunch duty		Lunch duty	Lunch duty	
Afternoon session 13:30-14:30	Observe and support specific small group interventions that may take place in the setting.		Observe and support specific small group interventions that may take place in the setting.	Deliver an adult-led activity and follow-up activities that enrich continuous provision.	Interacting with free play.
14:30-15:00	Research, planning and resource preparation.		Research, planning and resource preparation.	Lead whole cohort session (music/rhyme/story time etc).	Deliver an adult-led activity and follow-up activities that enrich continuous provision.
After hours	Pack away resources at the end of the day. Research, planning and resource preparation.		Pack away resources at the end of the day. Research, planning and resource preparation.	Pack away resources at the end of the day. Mentor meeting	Pack away resources at the end of the day.

Please note: Expected hours are 8:00am-5:00pm on each placement day (or equivalent hours if setting session times vary).

Mentor Meeting Guide Jan-Feb 2023

Enhancing Placement

The Enhancing Placement is an opportunity for you to engage with an age range in contrast to your main experience. The expectation is that – after a short induction period – you should build your practice to engage with contact teaching for around 50% of the time that you are on placement, whilst observing expert practice and planning for their sessions for the other 50% of the time. **You are expected to meet the February progress indicator statements supplied in the progress indicator tool by Feb half term to pass this placement.**

The Enhancing Placement is sixteen days in total for graduate route and employment route students. You will have informal observations and feedback from a member of staff during this placement, and your mentor from your main placement will visit and observe you towards the end of the placement.

The enhancing placement begins immediately after Christmas, and we recommend you spend 2 or 3 days a week in your Enhancing Placement and 1 or 2 days a week in your main placement or place of work. Over the course of this half term, you should be observed five times: four times in your enhancing setting (3 with informal observations with verbal feedback and one formally written up observation from a joint observation with your main mentor and whoever has been looking after you in your Enhancing Placement). In the last week of this half term your main placement mentor should observe you back in your main setting, utilising or applying knowledges/learning from your Enhancing Placement. When you are in your Enhancing Placement you should continue to meet briefly with your main placement mentor on the day/s you are in your main placement, to discuss ideas for activities/things you have learnt and how you are addressing any informal feedback/targets that have been set from the Enhancing Placement. Please record these meetings on a Form 1b.

Regardless of route, you will need to work through and complete the Enhancing Placement Workbook. Your mentor from your main placement will prepare your PPR report for this half term, using information from both your main and enhancing setting experiences. The Enhancing Placement staff will be asked to comment on what progress has been made and what the areas of strength and areas for development (targets) have been during the placement.

The Enhancing Placement Workbook – provided separately to this document – contains a list of activities to work through during your placement. Feel free to change the order of the activities to customise this programme to the requirements and opportunities at the school you are placed in.

Date:	wc 1 st , 8 th , 15 th , 22 nd , 29 th January 2024
Recommended focus for mentor meeting:	<p>All trainees: Continue to meet with your <i>main placement</i> mentor weekly to discuss progress in the Enhancing Placement.</p> <ul style="list-style-type: none"> • Review teaching timetable to ensure you are teaching/leading at least one large group/carpet input and one small group session each day that you are in the main setting. • Discuss ongoing targets and how these might adjust to the age range expectations of your new placement.
Suggested tasks for the week	<p>See Enhancing Placement booklet.</p> <p>Please note:</p> <ul style="list-style-type: none"> - Your mentor will visit you to observe you in your Enhancing Placement in wc 329^h January 20234 - You will need to plan and be observed teaching back in your main placement in the last week before half term, showcasing or applying knowledges/learning from the Enhancing Placement in your own setting.

Date:	wc 5 th February 2024
Recommend ed focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • This term's evidence bundle consists of your enhancing placement evidence and an observation back in your main placement in the final week of this half term. Discuss your evidence and feedback from the final observation back in the main setting before submitting your PPR update. <p>Reminder: Mentor training is this week.</p>
Suggested tasks for the week:	<ul style="list-style-type: none"> • Make sure you are observed back in your main placement this week.

HALF TERM

Different education authorities may have allocated different weeks for half term. Graduate route student practitioners will take ONE week as directed study time.


Please adjust dates of meeting etc accordingly.

Example timetable 3 (Feb-March)

Your timetable should build to look like this by Easter. 50% contact hours. This could translate to four half-day sessions working with the children in a four-day week. You should build to leadership role for one session a week. Expected hours are 8:00am-5:00pm on each placement day (or equivalent hours if setting session times vary).

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session 08:30-08:45	Help set up learning environment for the day.	University based day.	Help set up learning environment for the day.	Help set up learning environment for the day.	Help set up learning environment for the day.
08:45-10:30	08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Interacting with free play. 10:00-10:30 Teach phonics (small/large group).		08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 10:00-10:30 Teach phonics (small/large group).	8:45-10:30 Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.	10:50-12:30 Observe in other age ranges in the setting.
Break time	Snack duty		Snack duty		
10:50-12:30	10:50-12:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).		10:50-12:00 Interacting with free play. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).	Observe in other age ranges in the setting.	Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.
Lunch time	Lunch duty		Lunch duty	Lunch duty	
Afternoon session 13:30-14:30	Observe and support specific small group interventions that may take place in the setting.		Observe and support specific small group interventions that may take place in the setting.	Deliver an adult-led activity and follow-up activities that enrich continuous provision	Interacting with free play.
14:30-15:00	Research, planning and resource preparation.		Research, planning and resource preparation.	Lead whole cohort session (music/rhyme/story time etc).	Deliver an adult-led activity and follow-up activities that enrich continuous provision.
After hours	Pack away resources at the end of the day. Research, planning and resource preparation.		Pack away resources at the end of the day. Research, planning and resource preparation.	Pack away resources at the end of the day. Mentor meeting	Pack away resources at the end of the day.

Key:  Contact hours, when directly engaging with children in the setting

 Student acts as lead Early Years Teacher

Mentor Meeting Guide Feb-March 2024

Date:	wc 19 th February 2024
Recommended focus for mentor meeting:	<p>Trainees should now be back in their main placements four days a week until the last 2 weeks of term, when they attend their School Placement.</p> <p>All trainees:</p> <ul style="list-style-type: none"> Review planning and teaching expectations for this half term. You should be becoming increasingly independent over the term, planning and teaching independently both small and large groups. Discuss plans to build up to stepping into the role of lead Early Years teacher for at least half day a week, as soon as you are able to, if this hasn't yet happened, increasing to a full day a week by Easter, TS 8 Discuss your experience in your enhancing setting. How has your experience impacted on your overall practice? Discuss how curriculum is generated and interpreted in your setting and how this contrasts or chimes with your experiences in your enhancing placement. Your evidence bundle this term will focus on the characteristic of effective learning 'creating and thinking critically'. <p>All standards</p>
Suggested tasks for the week:	<p>All trainees:</p> <ul style="list-style-type: none"> Observe music-making sessions using the form in Appendix 5. Look at music-making provision across the setting. Add to your scrapbook pages. How do the soundscape and music-making experiences in your setting underpin provision? Are links made explicit and built upon to support and develop Phase 1 phonic provision? Are there barriers for some children in accessing and experiencing this area of the curriculum? Why? How can these potential barriers be overcome/negotiated? Create a scrapbook page. <p>TS1, 2, 3 and 4</p>

Date:	wc 26 th February 2024
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> Discuss this week's observation and plan next week's observation. Look through the Early Years teachers standards together and discuss which parts of the standards you have already met, and what you are working on meeting next. Colour code bits of the standards you have already met in green. What might you need to focus on next to make sure you meet the standards by April if possible and by May at the latest? Discuss the theme for the next evidence bundle, the characteristic of effective learning 'Creating and thinking critically'. S6 Review mathematics and phonics audits with your mentors. S 3 Discuss your plans for your dissertation with your mentor.

Suggested tasks for the week:	<p>All trainees:</p> <p>Citizenship</p> <ul style="list-style-type: none"> • Arrange to meet with the co-ordinator responsible for citizenship if you are in a state-maintained setting. What syllabus do you follow in the school? What issues do you need to consider when teaching citizenship? • If one of your placements is not in a state-maintained setting, how is citizenship integrated into the curriculum? <p>TS 2, 3, 7, 8</p> <p>Parents</p> <ul style="list-style-type: none"> • How are parents generally supported and engaged in the setting? T • How are parents of EAL children and parents supported in your setting? How do they contribute to planning for and assessing children? What measures could be taken to improve this interaction? <p>Reflect on this in your scrapbook</p> <ul style="list-style-type: none"> • Think about the Makaton training you have had this year. Can you build and add in more opportunities to expand your use of Makaton to support language development in your setting? <p>TS 5</p>
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Date:	wc 4 th March 2024
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Discuss this week's observation and plan next week's, updating your highlighted standards • What opportunities might need to be planned after Easter to ensure the student makes maximum progress and meets the Early Years Teacher standards by April if possible and by May at the latest? Discuss plans for student to increasingly step into the role of Early Years teacher on return from the school placement, so they are leading there are of the setting for full days and leading for a full week by at least the end the end of the course, and as soon as possible if they are ready. How and when will they get there? • Review the evidence bundle and begin to prepare for the April PPR update. • Discuss how transitions are handled in the setting and key differences the student can expect to see in their KS1 placement. • Discuss planning expectation on your return to the main setting after Easter. • Arrange an opportunity to shadow someone who supports children's individual needs, eg EAL teacher, language intervention, physiotherapist etc. S 5, 8 • setting after Easter S 8 • Discuss arrangements for KS1 placement before the Easter break.

Suggested tasks for the week:	<p>TS 2, 3, 4, 5</p> <p>All trainees: UTW and creative curriculums</p> <ul style="list-style-type: none"> • In what ways are the children in your setting enabled to 'Create and think critically'? How is learning set up to encourage children to have their own ideas, make links and choosing ways to do things? In what ways do you demonstrate and embody creativity and creative thinking? Make a mind map in your scrap book of how you've built this into your teaching over the term and consider how this will feed into the focus of this term's evidence bundle. • What opportunities in your setting are there for developing children's understanding of the world? How does the setting help the youngest children to develop a sense of their own family and their place within their community? • How is curiosity about the features of the immediate environment and how environments develop deepened? Are children's interests picked up on and developed? What opportunities are there to make observations of animals and plants, explain why some things occur, and talk about changes? Take photographs and create a scrapbook page. • Plan and implement opportunities to work with children to deepen their understanding of the world. <p>S 2, 3, 4, 8</p>
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Date:	wc 11 th March 2024 OR 8 th April
Recommended focus for mentor meeting:	<p>EASTER BREAK MAY BE AT DIFFERENT TIMES DEPENDING ON YOUR LEA. You will spend 2 weeks in your school placement before the break. This may mean the school placement starts this week or next week, depending on your LEA.</p> <p>You will be in your main placement for one of these weeks and, you should still have a mentor meeting.</p> <p>All trainees:</p> <ul style="list-style-type: none"> • Discuss this week's observation and plan next week's, updating your highlighted standards • Discuss how transitions are handled in the setting and key differences the student can expect to see or saw in the School placement. • Discuss planning expectation on your return to the main setting after Easter. <p>Reminder: –Mentor training is this week.</p>
Suggested tasks for the week:	<p>All trainees: SST and supporting children</p> <p>Look for examples of activities that encourage shared sustained thinking in the setting (or placement and in your own practice. Consider these questions:</p> <ul style="list-style-type: none"> - Do you create enough opportunities for children to encounter challenges and solve their own problems? - What is the role of shared sustained thinking in conveying an ethos

	<p>that values persistence and resilience?</p> <ul style="list-style-type: none"> - How could SST support narrative and storytelling opportunities in your setting? <p>If you are still in your main placement, look through the Week-by-week Guide for any missed activities to catch up on.</p>
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School Placement

The School Placement is an opportunity for you to engage with an age range in contrast to your main experience and gives you an idea of the continuum of education that you are preparing children to access. The expectation is that – after a short induction period – you should build your practice to engage with contact teaching for around 50% of the time that you are on placement (teaching small groups and parts of a lesson), whilst observing expert practice and planning for their sessions for the other 50% of the time.

The the objective of this placement is to **engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 (and 2)**, and to spend time observing the routines and practices of a Reception class.

The School Placement is eight days in total for graduate route and employment route students. The placement begins on 20th March 2023. Regardless of route, you will need to complete the School Placement Workbook whilst at this placement. A class teacher from the placement will be asked to comment on what progress has been made and what the areas of strength and areas for development (targets) have been during the placement. They will be asked to consider the following aspects of your work: professional conduct and role modelling; attendance and punctuality; contribution to the provision of a stimulating learning environment; participation in classroom activities; helpfulness to the teacher; rapport with the children and ability to support social and emotional development; ability to support children's learning and achievement within KS1 and contribute to evaluations; rapport with adults including parents, specialist teachers and support staff; and attention to health & safety, safeguarding and welfare of children.

The School Placement Workbook – provided separately to this document – contains a list of activities to work through during your placement. Feel free to change the order of the activities to 43ustomize this programme to the requirements and opportunities at the school you are placed in.

Date:	wc 11 th and 18 th March OR wc 18 th and 25 th March (depending on LEA and timing of Easter holidays)
Recommend ed focus for mentor meeting:	See School placement booklet for activities and timetable.

Different education authorities may have allocated different weeks for the Easter vacation. Graduate route student/practitioners will take TWO weeks out of the setting. One is directed study time and one week is holiday.


Happy Easter! Have a break and make sure you are clear about your academic assignment and teaching expectations when you return after Easter. Use your time wisely over the next two weeks and don't eat too much chocolate!

Example timetable 4 (April-May)

Your timetable should build to look like this by May. 80% contact hours. This could translate to three half-day sessions working with the children and one whole day ad Early Years lead teacher in a four-day week. Expected hours are 8:00am-5:00pm on each placement day (or equivalent hours if setting session times vary).

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning session 08:30-08:45	Help set up learning environment for the day.	University based day.	Help set up learning environment for the day.	Help set up learning environment for the day.	Help set up learning environment for the day.
08:45-10:30	08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Interacting with free play. 10:00-10:30 Teach phonics (small/large group).		08:45-09:00 Meet, greet and settle the children. 9:00-10:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 10:00-10:30 Teach phonics (small/large group).	8:45-10:30 Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.	10:50-12:30 Observe in other age ranges in the setting or other practitioners supporting children.
Break time	Snack duty		Snack duty		
10:50-12:30	10:50-12:00 Deliver an adult-led activity and follow-up activities that enrich continuous provision. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).		10:50-12:00 Interacting with free play. 12:00-12:30 Lead whole cohort session (music/rhyme/story time etc).	Observe in other age ranges in the setting.	Planned observation time to observe your tracked children. Work on learning journals/assessment records and next steps for your tracked children.
Lunch time	Lunch duty		Lunch duty	Lunch duty	Lunch duty
Afternoon session 13:30-14:30	Observe and support specific small group interventions that may take place in the setting.		Observe and support specific small group interventions that may take place in the setting.	Deliver an adult-led activity and follow-up activities that enrich continuous provision	Interacting with free play.
14:30-15:00	Research, planning and resource preparation.		Research, planning and resource preparation.	Lead whole cohort session (music/rhyme/story time etc).	Deliver an adult-led activity and follow-up activities that enrich continuous provision.
After hours	Pack away resources at the end of the day. Research, planning and resource preparation.		Pack away resources at the end of the day. Research, planning and resource preparation.	Pack away resources at the end of the day. Mentor meeting	Pack away resources at the end of the day.

Key:  Contact hours, when directly engaging with children in the setting

 Student acts as lead Early Years Teacher

Mentor Meeting Guide April–May 2024

Revisit your learning around shared sustained thinking and audit how you are using it in your teaching, particularly when supporting language development. Either revisit your scrapbook page and update or make a scrapbook page if you haven't already done so.

How could this contribute to your evidence bundle for this half term?

TS 2

See earlier information for activities for wc 8th April, if you have returned to your main placement by this date.

Date:	wc 16 th April 2024
Recommended focus for mentor meeting:	<ul style="list-style-type: none"> Discuss school placement experience and share booklet and evidence gathered. Review how you have updated your mathematics and phonics audits (during your school placement) with your mentors. Discuss planning and leadership expectations on your return to the main setting. You are expected to lead for one full day a week from now onwards, building to acting as the lead teacher whenever you are in contact with the children by the end of the course - and sooner if you are ready (eg for the full week excluding your non-contact time). If your mentor has concerns about you meeting the Early Years Teacher Standards by May, including the above leadership expectations, they should contact the University to trigger a support plan now. The theme for your final evidence bundle this half term is 'active learning', but you might also want to strengthen or fill particular gaps in your EY Teaching Standards. Discuss and plan this with your mentor. <p>S 3, 6, 8</p>
Suggested tasks for the week:	<p>All trainees - assessment:</p> <ul style="list-style-type: none"> Review the assessment material you have collected on your six tracked key children and reflect on what this may or may not say about a child's progress since September. This may help you decide on focus areas for your upcoming RPK assignment. Write a 100-word summary for each child. Share in your next mentor meeting. <p>All trainees – inclusion:</p> <ul style="list-style-type: none"> Create a scrap book page on inclusion in your setting. What methods are used to support children with individual needs? How is access to all areas of the curriculum ensured for all children? <p>All trainees – PSED:</p> <ul style="list-style-type: none"> Continue to look at PSED and create a scrapbook page about relationships in the EYFS context. You could look at attachment, interpersonal adult relationships and leadership and sensitive interactions in the context of supporting children's needs to in turn support behaviour. <p>TS1, 2, 3, 4 and 6</p>

Date:	wc 22 nd April 2024
Recommended focus for mentor meeting:	<p>All trainees:</p> <ul style="list-style-type: none"> • Discuss this week's observation and plan next week's. Update your Progress Indicator Tool with your mentor. • Discuss your progress towards leading your area of the setting for days and half days. Set targets with your mentor to continue to build your general leadership capabilities.
Suggested tasks for the week:	<p>All trainees: EAD</p> <ul style="list-style-type: none"> • Over a week track how children are encouraged to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Create a scrapbook page reflecting on your findings, adding these to the scrapbook pages you created during the EAD campus session in March. <p>All trainees: Outdoor Learning</p> <ul style="list-style-type: none"> • Create a scrap book page about the Forest School fieldtrip and engage with the outdoor learning Padlet. Think through how your learning on this day could be applied to your setting. • Create a scrap book page about how we respond to the unique nature of the outdoors. Do the activities on offer at your setting make the most of this? In what ways? How does the outdoors also build upon and link to activities that are initiated indoors? How do different children respond to being outdoors? Do their responses have implications for planning? Are there weather/season-specific activities available for the children to experience? How has provision been adapted for winter weather? How might this link to the themes of your evidence bundle? <ul style="list-style-type: none"> • Work on your RPK reflections.

Date:	wc 29 th April 2024
Recommended focus for mentor meeting:	<ul style="list-style-type: none"> • Discuss this week's observation and plan next week's. Update your highlighted Early Years standards with your mentor. • Discuss your progress towards leading your area of the setting for days and half days. Continue to review and set targets with your mentor to continue to build your general leadership capabilities. • Discuss plans for your final PPR
Suggested tasks for the week:	<ul style="list-style-type: none"> • Catch up with any tasks/scrapbook pages or reflections you missed from earlier weeks. • Work on your RPK reflections.

Date:	wc 8 th May 2024
Recommended	All trainees:

focus for mentor meeting:	<ul style="list-style-type: none"> Discuss your final PPR Update and send your PPR by Thursday of this week.
Suggested tasks for the week:	<ul style="list-style-type: none"> Catch up with any tasks/scrapbook pages or reflections you missed from earlier weeks. Work on your RPK reflections.

Date:	wc 13 th May 2024
Recommended focus for mentor meeting:	All trainees: <ul style="list-style-type: none"> Observations stop, but teaching and informal meetings to discuss planning continue. TS 6, 4
Suggested tasks for the week:	<ul style="list-style-type: none"> Prepare for RPK interview.

Date:	wc 20 th May 2024
Recommended focus for mentor meeting:	All trainees: <ul style="list-style-type: none"> Observations stop, but teaching and informal meetings to discuss planning continue. TS 6, 4
Suggested tasks for the week:	All trainees: <ul style="list-style-type: none"> Prepare for RPK interview Enjoy your last week with the children in your placement!

Appendices



University of Sussex
Education & Social Work



Appendix 1: Induction Checklists

With thanks to The Meadows Nursery School, Langney, Eastbourne.

Name:

Placement:

This document is to help support your induction in the placement setting.



Induction Checklist 1

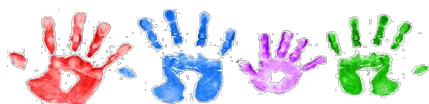


Areas to be covered	Tick and mentor initials
Advise who is to be mentor and explain their role.	
<u>Knowing key people in the setting:</u> Headteacher/Manager/Deputy manager/anyone who is part of the setting leadership team and their role Safeguarding officer Health and safety officer SENCO	
Provide a copy of Keeping Children Safe in Education	
Provide an identity pass.	
Arrange building access. Provide a map (if appropriate) and walk around – introduce groups and staff, show toilets, place for personal belongings, kitchen, cupboards, garden and outbuildings.	
Outline etiquette in setting, eg. photocopier, times to arrive, use of mobile phones, dress code. Discuss start and finish times, lunch break,	

allocated group and key children. Focus: induction to setting and staff.	
Identify evacuation exits, fire alarms, fire blankets and show fire drill procedures.	
Introduce policies and procedures (confidential) and employee's handbook. Provide the staff behaviour policy (sometimes called a code of conduct), setting behaviour policy/outline any child protection issues. Allow time for questions and feedback.	
Cover Health and Safety in detail – legal obligations, HASAWA poster, and risk assessments in room – use of PPE (gloves/goggles), correct lifting and asking for help. Allergy and medical action plans.	
Show and look at the records that are kept – accident/illness/medicine/arrival and incident books; registers; rota duties; and notice boards for staff, parents and training.	
List of first aiders and what to do in event of accident or injury to self/child.	
Location and use of cleaning materials and cloths.	
Location of keys, window locks and alarm bell switches.	
Procedures for entering a room/change of room/going in the garden.	
Cover curriculum, planning, evaluations and theme folders.	
Introduce daily activities (routines) and group teaching practices.	
Assign access to wireless.	
Please note any setting specific induction information below.	

Induction Checklist 1 – Procedures (as appropriate to setting)

Area	Tick and mentor initials
Nappy change	
Breaks	
Washing up	
Kitchen deep clean	
Set-up tables/lunch	
Set up garden	
Cleaning routines	
Please note any setting-specific procedure or routine information below:	



Induction Checklist 2 – Observation, Planning and Assessment

Area	Tick
<u>Key person/key worker system:</u> What is their role as the key person? Who is the key worker? What is the key person list? What is the key person record sheet?	
<u>Contact books:</u> What are they and how do they work? Making comments – keeping them positive and informative	
<u>The profile:</u> The initial starts form and initial start judgements – PSED, PD, CL Summative assessment form	
<u>Learning journeys:</u> What is included WOW bubbles/good news/parental voice	
<u>Monthly development records:</u> How do they work? When do they get filled out? Setting a target How do I use the information?	
<u>Observations:</u> Holistic observations Observation clipboard – the support sheet and the methods of recording them, in particular the reference to ‘I can...’ bubbles Referencing observations?	
<u>Data:</u> Group tracking data form Tracking data form How does the information get used?	
<u>Other points:</u> Setting up tables for activities	



Induction Checklist 2 - Points for discussion

Area	Date	Signature
Using data and observations within our planning		
Planning for our individual children		
Making learning 'flow' – planned activities within the flow of the room		
Encouraging independence		
Open questioning and questions that encourage critical thinking		
Considering the effective characteristics of learning		

NB: This information and all other information about your class is confidential to the school.

Appendix 2: The Early Years Teaching Plans

This planning tool has been developed by former trainees, mentors and professional tutors. Initially, we would expect you to plan all your lessons/focused interactions on this proforma. As the placement progresses and your teaching workload increases, you can discuss with you mentor when some of your lessons can be planned using the proforma of your setting. All formal lesson observations must use this Early Years Teaching Plan. Settings have often developed their own detailed continuous provision plan and therefore, in discussion with your tutor, those plans might be used alongside University planning formats.

Early Years Teaching Plan

Name of Trainee:	Children's Age Range:	Name of Setting:	Time and Date:
Learning Focus			
Information about the Children: What do you know about the prior attainment/next steps/additional needs of the children you will be working with in this session?			
Prior Learning: How is this following on from previous learning or the children's interests? How have you taken account of the 'unique child'?			
Learning Objectives: (What the children will learn in this lesson – learning <u>not</u> task)	Area of EYFS: Aspect of Learning: Main outcome from 'Early Years Outcomes' document:		
Differentiated Possibilities: <i>(fill in as appropriate from 'Early Years Outcomes' document)</i>			
Working towards:	Working at:	Exceeding:	
Notes on specific children:	Notes on specific children:	Notes on specific children:	
Which professional targets (from last week's observation) are you working on in this session? Areas identified here will be a focus of attention during lessons observed by your mentor and/or curriculum tutor			

Time:	Trainee Teacher's Role: How will you teach this lesson or lead this activity?	Children's Role: What might the children be doing in response to your teaching?	Additional Adults' Role: What will other adults be doing to support your lesson?
	<u>Resources needed:</u>	<u>Resources needed:</u>	<u>Resources needed:</u>
<p>What assessment opportunities do you plan to take advantage of during the session?</p> <p>Identify key questions you will use to guide and extend the children's learning during the lesson:</p>			

Risk assessment: (age of children, resources in the environment, allergies, specific needs of the children etc)		
Highlight the Characteristics of Effective Learning you aim to support in this lesson.		
Playing and Exploring - children investigate and experience things, and 'have a go'	Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Contribution to continuous provision/child-led activity enhancements		
How do you plan to link this lesson to continuous provision in your setting?	<u>Indoors</u>	<u>Outdoors</u>
Areas to consider: Role play Sand/water Malleable/messy Book sharing Experimentation with mark making Exploration and investigation Construction Mud kitchen Small world Finger gym Music/musical instruments Opportunities for varied physical play (fine/gross)		

Reflection:

<p><u>Children:</u> What was the learning in this interaction? How were the children's interests, needs and development met? How did the children use what was provided? Was there a preference for indoors/ outdoors? How did the children respond to the learning opportunities?</p>	
<p><u>Children:</u> What is next? How does what you have found out influence what you will do next? What needs to be developed/ adapted/ introduced or planned for?</p>	
<p><u>Trainee:</u> Comment on your subject knowledge for this area (TS 3): Is there anything you need to work on?</p>	
<p><u>Trainee:</u> Self-evaluate your progress against the targets you set for your professional development: Is there any theory or research that has shaped your response in this interaction?</p>	

Reflection:

Retrospective reflection on sensitive interactions

Practitioner Name:

Interaction Date:

Time:

Child's Name:

Context (Physical and Emotional environment):

Narrative

Write down here what the child was doing and saying and your response:

Interpretations

Area of learning:

PSED

CL

PD

L

M

UW

EAD

Characteristics of Effective Learning

Playing and exploring

- children investigate and experience things, and 'have a go

Active learning

- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - thinking

- children have and develop their own ideas, make links between ideas, and develop strategies for doing things

<p><u>Children:</u> What was the learning in this interaction? How were the children's interests, needs and development met? How did the children use what was provided? Was there a preference for indoors/ outdoors? How did the children respond to the learning opportunities?</p>	
<p><u>Children:</u> What is next? How does what you have found out influence what you will do next? What needs to be developed/ adapted/ introduced or planned for?</p>	
<p><u>Trainee:</u> Comment on your subject knowledge for this area (TS 3): Is there anything you need to work on?</p>	
<p><u>Trainee:</u> Self-evaluate your progress against the targets you set for your professional development: Is there any theory or research that has shaped your response in this interaction?</p>	

Appendix 3: Weekly to do tick list

• Plan a session on a formal planner	
• Write up any retrospective planning for a sensitive interaction	
• Evaluate any written plans	
• Have a mentor observation	
• Have a mentor meeting	
• Observe or evaluate the learning of any of your tracked children	
• Check the handbook for suggested tasks	
What tasks are you going to complete this week? Create your own checklist here...	
• Create at last one scrapbook page	
• Fill in your tracker	
• Check canvas to see what preparation is required for any taught sessions	
• Complete the preparation for the taught sessions	
• Consider what you are going to do for any upcoming assignments this week?	
List below any other tasks relevant to you	

Appendix 4: Observing Communication, Language and Literacy

When you have the opportunity to observe communication, language and literacy teaching across the age ranges, we would like you to use the following sheet to support your observations. You should aim to complete one for each age group. You should use the information gathered as a basis for discussions with your mentor and also the literacy co-ordinator in the setting or school.

Observing 30-50 months and 40-60 months: Communication, Language and Literacy

Setting: Group/Class:		Date:
No of children:		No of adults:
Aspect	Prompt	Comment
Quality of teaching and learning	<p>How does the teacher facilitate Phase 1 phonics within the environment?</p> <p>How are speaking and listening skills encouraged and promoted (non-verbal cues, such as Makaton/sign, widget, facial expressions, tone of voice) within the setting?</p> <p>Note whether there is a discrete session of phonics teaching every day, which programme or materials are being used, and any grouping arrangements</p> <p>Note at which phase of the phonic progression the session is being pitched</p> <p>What do you notice about the articulation of phonemes?</p> <p>How are the children being taught to blend and segment?</p> <p>How does the teacher demonstrate understanding of the elements within the teaching sequence?</p> <p>What activities are planned for the 'apply' section?</p> <p>Is the session multi-sensory but tightly focused on the learning goal, giving children opportunities to apply new learning?</p> <p>How are the children engaged in the session?</p>	
Application of phonic skills and knowledge	<p>Evidence of a singing culture (nursery rhymes, counting songs)</p> <p>Evidence that the children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities, across the areas of learning</p> <p>How is a love of reading promoted and encouraged?</p> <p>Evidence of differentiation, eg through group work, adult support or differentiated activities</p> <p>Adult-led activities are well balanced with those that are freely chosen</p>	
Assessment for	Differentiation within the discrete phonic session	

learning	How are assessment opportunities built into the discrete phonic session?	
<p>Setting environment</p> <p>Is the setting well organised, stimulating and inviting to walk into?</p> <p>Are resources and working areas clearly labelled?</p> <p>Do the resources reflect the range of families and cultures in Britain?</p> <p>Are greetings/days of the week displayed in English and other languages and scripts?</p> <p>Is there an attractive pictorial alphabet frieze displayed at child height?</p> <p>Are high-frequency words displayed at child height?</p> <p>Are poems, songs, children's writing and extracts from shared texts displayed?</p> <p>Does the teacher read and refer to the print that is displayed around the classroom?</p> <p>Do displays include typed and handwritten text and captions from adults and children?</p> <p>Are children encouraged and supported to 'read around the room'?</p>		
<p>Shared, guided and independent reading</p> <p>Is the big book/text easily seen by all children during shared reading?</p> <p>Is there a range of appropriate texts (including interactive texts) for shared reading?</p> <p>Do children take an active role in shared reading?</p> <p>Are children building a good bank of known texts/rhymes?</p> <p>Do the books for reading have text that includes the repetition of high-frequency words?</p> <p>Do the books for reading include a good proportion of words children can decode using their phonic skills?</p>		
<p>Books and literacy areas</p> <p>Are big books, class books, favourite and new books and phonics games available for independent use?</p> <p>Do the books in the book corner match the needs and interests of the children?</p> <p>Are the books of appropriate quality, quantity and variety (hard cover, soft cover, fiction, non-fiction, rhymes)?</p> <p>Is there an inviting listening post with a variety of stories and rhymes on tape/CD/iPod?</p> <p>Are books included in displays and available resources related to other areas of the curriculum?</p> <p>Are there opportunities (outside of literacy session) for adults to read to or share books either with the whole class or small groups?</p>		
<p>Writing</p> <p>Do the children see adults reading and writing for different purposes and in different contexts?</p> <p>Is there an appealing writing area that includes writing materials, high-frequency word cards, interactive displays, messages and examples of children's writing available for independent use?</p> <p>Are puppets, props and small world available for role play?</p> <p>Do children have access to a computer and are there suitable reading and writing software programs in use?</p> <p>Is there is an interactive whiteboard? Is it accessible to the children and are they taught how it is used?</p>		
<p>Resources for phonics teaching</p> <p>What resources are provided for the children, including whiteboards and pens, letter fans, magnetic letters and boards, and yes/no cards?</p>		

Do the teacher resources include puppets for demonstration, large clearly visible whiteboards, sticky notes, cards of each phoneme, magnetic letters, and cards for games and activities?

Does the teacher have a well organised selection of phonics resources to draw on (fans, mini-whiteboards, etc) for direct teaching sessions?

Space for additonal reflection:

Appendix 5: Phonics Progress Tracking Sheet

Please use the phonics phases tracking sheet for a group of children in your class. You should aim to complete the first section (Autumn first half term) just before the October half term.

Phonic Progress Tracking Sheet

Class:							
Teacher/Practitioner:							
Progression		Autumn		Spring		Summer	
Phase 1 continuous through Phase 2-6. Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	Phase 6 (Yr 2) Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences. Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.						Y2
	Phase 5 (Yr 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.						Y1
	Phase 4 (YR/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.						YR/Y1
	Phase 3 (YR) Working on: Knowing one grapheme for each of the 43 phonemes. Working on: Reading and spelling CVC words using a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x						
	Phase 2 Working on: Using common consonants and vowels and blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p						
Phase 1 (7 Aspects) Working on: Showing awareness of rhyme and alliteration. Distinguishing between different sounds in the environment and phonemes. Exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.							

Appendix 6: Observing Teaching

We have developed the following observation sheets to support your observations and reflections on teaching across the year groups. It would be helpful to complete one for every age range.

Whole Class/Large Group Session Observation

Class/Age Range:

Strategy		Comments
<u>Start of session</u> How does the teacher get the group in and settled? Does the routine include a recap, setting aims and expectations? Does the teacher relate the session to prior learning? How are the children showing engagement?		
<u>Middle</u> How does the teacher maintain pace? Are there varied tasks? Does the session involve all children? Are there opportunities for play? How are the children working collaboratively?		
Time:	Adult Focus:	Children's Learning: what are the children doing?
<u>Behaviour management</u> How does the teacher praise and encourage children? How does the teacher use sanctions?		
<u>Differentiation</u> Task Outcome Support Other		
<u>End of session</u> Plenary (What have we learned and examples of learning) Exit/new activity routine		
<u>Pupils' progress made in</u> Knowledge Understanding Skills		

General Observation Form

Date: Set: Area of learning: Comments		Ages of children: Period:	
How does the teacher begin the lesson?			
Is a link made with previous learning?			
Do you/they understand the activity/tasks set?			
How much interest do the children show?			
Are they active? Do they work collaboratively?			
Which activity/activities do they respond the best to?			
What did they actually learn?			
Do you think the tasks were too hard, about right or too easy for some of the children? A lot of them? Most of them?			
How was the children's interaction with each other/the teacher/you? (polite/aggressive/patient/sociable)			
What was the learning environment like? (environment, ambience, displays)			

Learning Environment Management Observation

Ages of children:

Date:

<p>Start</p> <p>How do the children arrive into the activity? How does the teacher settle them? Are there any routines in evidence?</p>
<p>During the lesson</p> <p>How does the teacher use his/her voice to manage the class? How effectively does the teacher use his or her physical presence and the whole classroom to manage the class? How are transitions between activity/tasks managed?</p>
<p>Dealing with incidents</p> <p>Do children behave in ways that require the teacher to intervene to manage behaviour? What happens before this behaviour starts? What does the teacher do? How do pupils respond?</p>
<p>End of lesson</p> <p>How does the teacher signal the end of the session? How do pupils respond?</p>
<p>Overall</p> <p>What was the balance between praise and negative comments? How engaged were the children? How many children were well/poorly behaved? How did the teacher's planning help with classroom management?</p>

Observation of Questioning Techniques

Ages of children:

Date:

Types of questions

How many closed questions are asked and how many open questions? Record some examples.

Children's responses

How many children respond to questions? What is the quality of responses to closed questions? What is the quality of responses to open questions? Do children discuss answers?

Timings

How long do children have to respond to the teacher's questions? How does the teacher respond if no one answers a question or answers it incorrectly?

Follow-up

How often does the teacher rephrase an answer? How often does the teacher reflect the answer back to class for another response? How does the teacher deal with 'wrong' answers?

The children's questions

Are children encouraged to ask questions of the teacher? Of each other?

Observation of interactions

Ages of children:

Date:

How long does the teacher talk and why?

Record how long the teacher spends on the following activities:

- (a) Giving instructions
- (b) Giving information
- (c) Leading purposeful play interactions, eg asking questions and dealing with the answers
- (d) Intervening to manage behaviour in the setting

Child talk

What type of talk do the children engage in?

- (a) When do children talk to others? Do they talk at length?
- (b) How much time do the children spend talking in pairs or small groups?
- (c) How much of the children's talk is focused on their play/activity? How much of the children's talk is social or off-task?

Quality of talk in the setting

How much of the talk is descriptive and factual? Give examples.

How much of the talk is analytical or evaluative? Give examples.

Do you think the use of 'talk' has been planned as part of this lesson? How did it relate to the objectives?

Observing Teaching Across the Age Ranges

Please use this proforma to observe lessons across unfamiliar age ranges. Use it to reflect upon key pedagogical elements.

School: _____ Date: _____
Year group: _____ No of pupils: _____
No of adults: _____

Aspect	Prompt	Personal Reflection
Opportunities for pupils to develop creative skills	<p>Note down opportunities for pupils to do the following:</p> <ul style="list-style-type: none"> * Group work and collaboration – what opportunities are there for working that require the members of the group to achieve the task? * Questioning and challenging – asking questions, such as ‘why does it happen this way?’; ‘what if we tried it that way?’, and responding to tasks or problems in an unusual way, showing independent thinking. * Making connections and seeing relationships – using analogies, making unusual connections, applying knowledge and experience in a new context. * Envisaging what might be – seeing new possibilities, looking at things in different ways, asking ‘what if?’ or ‘what else?’ * Exploring ideas, keeping options open – exploring, experimenting, trying fresh approaches, anticipating and overcoming difficulties. * Reflecting critically on ideas, actions and outcomes – reviewing progress, inviting feedback and acting on it, putting forward constructive comments, ideas and ways of doing things. <p><i>Creativity: Find It, Promote It, 2003.</i></p>	

<p>Teaching and Learning</p>	<p>How are pupils organised to ensure focused teaching?</p> <p>What do you notice about the grouping of pupils?</p> <p>How interactive is the session?</p> <p>What subject knowledge does the teacher require to teach the lesson?</p> <p>What activities are planned to enable children to apply their learning?</p> <p>What multi-sensory opportunities are the pupils given?</p> <p>How do the other adults contribute to the pupil's learning?</p> <p>What different teaching strategies are used?</p>	
<p>Lesson Planning</p>	<p>What evidence for differentiation can you see? For example, group work, questioning, outcome, adult support, differentiated activities etc.</p> <p>How are other subject links made?</p> <p>If you are observing in KS1, what can you define about the principles of learning in KS1? How do you think these principles may differ from EYFS?</p> <p>If you are observing in the foundation stage, how are adult-led activities balanced with free choice activities?</p> <p>How does KS1/2 planning differ from EYTS?</p>	

Management of pupil behaviour	<p>What systems and strategies are in place to support behaviour?</p> <p>What do you notice about the relationship between adults and pupils?</p> <p>How are difficult situations dealt with?</p> <p>How are positive behaviour strategies used?</p>	
Assessment for learning	<p>How do teachers ensure there is an appropriate level of challenge for pupils?</p> <p>What assessment opportunities are built into the lesson?</p> <p>How does the teacher use marking to inform pupils?</p> <p>Other than formal marking, what other forms of assessment can you identify?</p> <p>How is the plenary used to make judgments and feed into future lessons?</p>	
Inclusion: provision for special needs, including gifted and talented	<p>Can you identify which pupils have special needs?</p> <p>How does the provision vary for these children?</p> <p>What can you identify about progress for these pupils in the lesson?</p>	

Appendix 7: Guidance for Filing and Teaching Files Checklists

Information for trainees, mentors, professional tutors and curriculum tutors

University of Sussex trainees on the Early Years Education with EYTS MA need the following files:

Teaching file: refer to checklists on the following pages for guidance on contents.

Curriculum files: this should be your notes etc from lectures or seminars, and labelled as PS Lectures, Tutor Time or PK sessions. You should include any lecture notes, additional reading etc.

MA lecture files: this should be your notes etc from CR or RM lectures and seminars. You should include any lecture notes, additional reading etc.

Scrapbook: this forms part of the RPK portfolio.

Enhancing/KS1 placement reflections: this forms part of the RPK portfolio.

Phonics audit: this forms part of the RPK portfolio.

Mathematics audit: this forms part of the RPK portfolio.

RPK Portfolio: evidence bundles.

The trainees' Teaching Files should always be in the setting and available for the class teacher, mentor, or University tutor.



University of Sussex

TEACHING FILES CHECKLIST

Trainees are expected to organise their files using the format listed below.

What you should have	Check	Action
Three files with dividers: 1. A CURRICULUM PLANNING FILE containing:		
a) Copy of the teacher's half term plan		
b) Copy of one of the teacher's previous weekly plans		
c) Completed proforma from observation of lessons		
d) Week planners and session plans		
e) Lesson evaluations		
f) Setting assessment data, eg attainment data (NC levels, Early Years Outcomes and standardised test results)		
g) Monitoring and assessment data, using school system for recording evidence of attainment, and any annotated samples of pupils work (six tracked children)		
h) Copies of reports submitted to the University by your settings.		
2. A MANAGEMENT FILE containing:		
a) Information/address page		
b) Setting information (ie collection of the information required in the Setting Information Checklist, eg policy documents and safety procedures)		
c) Setting induction document		
d) Standards to be Assessed – Guidance for Trainees		
3. A TIME MANAGEMENT SECTION containing		
a) The setting timetable (giving an outline of the structure of a normal week)		
b) Class details and groups		
c) Week by week planner		
d) Curriculum map		

Appendix 8: Planning for other adults

INFORMATION AND FEEDBACK SHEET FOR ADULTS IN SETTING	
Name of adult :	
Age range:	Date:
Support during introduction:	
Child objectives: 1. 2. 3.	
Activity/activities:	
Equipment to be used:	

Children's names	Comments (did the children meet the intended objectives? What are the ways forward)

External Contacts

Record here:

Main setting

Setting name:

Setting telephone number:

Mentor email address:

Contact number for absence:

Enhancing placement setting

Setting name:

Setting telephone number:

Main contact email address:

Contact number for absence:

School setting

Setting name:

Setting telephone number:

Main contact email address:

Contact number for absence:

If lost, please return to:

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