Welcome to the Secondary PGCE & School Direct MFL course for 2017/2018. We look forward to working with you this year and supporting your development towards becoming successful teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. Through a programme which is both practically and intellectually challenging it is hoped that you will reflect and engage with your own particular views and philosophies about the nature of MFL teaching and learning, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

We are very pleased that for the last few years, nearly all our MFL trainees have been successful in securing teaching posts by the start of the new academic year. Our trainees generally choose to remain in Sussex at the end of the year, gaining teaching posts in the local area. Sussex’s strong commitment to School Direct has further cemented our partnership with schools in Sussex and our near counties: Surrey, Kent and Hampshire. Our employment rates indicate a mutual recognition between our schools and trainees of the quality of education that each provides and we have a developing teacher research network across Sussex with increasing numbers of ex-trainees choosing to return to Sussex to study for the MA in Education Studies.

The MFL handbook is designed to elaborate on the main PGCE handbook, giving subject-specific guidance to trainees. All elements of the secondary PGCE MFL course are devised to enable trainees to meet the professional ‘Standards’ for Qualified Teacher Status (Ofsted, 2012). The course is also organised to ensure that trainees have the opportunity to meet the Standards more than once, in both school and university-based elements.

Clare Stenning leads the Secondary MFL programme and is a full-time member of staff at the University of Sussex. Elise Dupuy works as an Associate Fellow one day a week at the University. Once you start the course, you will be allocated a tutor who will visit and observe you in schools, support you in preparing for assignments, mark your work and answer any queries about your school experience.

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<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1.1 Rationale for Sussex PGCE/ School Direct Modern Foreign Languages Courses</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1.2 Partnership</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1.3 Course Outline</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Professional Values and Expectations</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Monitoring Progress in Subject Knowledge</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>School Placements</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4.1 Trainee-Mentor Meeting Programme</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4.2 A Recommended Programme of Mentor Sessions in Professional Practice</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>4.3 On school placement</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>4.4 Curriculum Tutor School Visits</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>Organisation</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>5.1 File Everything</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>5.2 – Planning your time</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>5.3 – Useful stationery</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>5.4 Directed study days/weeks</td>
<td>17</td>
</tr>
<tr>
<td>6.</td>
<td>Virtual Learning Environment</td>
<td>17</td>
</tr>
<tr>
<td>7.</td>
<td>Subject Tasks</td>
<td>18</td>
</tr>
<tr>
<td>8.</td>
<td>Classroom Observations</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>8.1 Reading Lists</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>9. Reading Lists</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>9.1 Recommended Reading for TEACHING Modern Foreign Languages</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>9.2 MFL Reading List</td>
<td>26</td>
</tr>
<tr>
<td>10.</td>
<td>Know Your Acronyms</td>
<td>42</td>
</tr>
</tbody>
</table>
1. **INTRODUCTION**

1.1 Rationale for Sussex PGCE/ School Direct Modern Foreign Languages Courses

The aim of the course is to produce the highest calibre of MFL teachers, whose typical characteristics will include:

- strong levels of subject knowledge in two or more modern foreign languages
- an infectious enthusiasm for their subject and a determination to see young people attain the highest possible standards in MFL
- the skills required to create a positive MFL learning environment within which young people feel secure and best able to progress
- a commitment to inclusion and to promoting equal opportunities within schools and in the wider community
- a determination to continue their professional development throughout and beyond the course via reflection, self-evaluation, the sharing of good practice, experimentation and the reading of research methods and literature

1.2 Partnership

The idea of working together in partnership underpins all aspects of the course, and is central to the MFL programme. The Sussex PGCE and School Direct programmes are run by a partnership between the University of Sussex and many local schools: The Sussex Consortium for Teacher Education and Research. All the partners in the Consortium share responsibility for planning, evaluating and successfully running the programme, and remain closely in touch throughout the year. Planning for the MFL course is carried out jointly by mentors and the curriculum tutor at a series of mentor training meetings. Monitoring and evaluation also takes place in these meetings and informally during the year. Trainees are also encouraged to feedback their experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other. Therefore, work in the university and schools is designed to:

- be complementary and mutually reinforcing;
- ensure trainee progress throughout the year so that all trainees meet the Standards;
- provide scope for individually differentiated training needs, targets and review;
- offer additional enhancement of trainee experience.

Examples of the above are:

1. Complementary and reinforcing

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the Standards: see the calendar mentor sessions for Placements 1 and 2 in the main handbook.
- Trainees, mentors and university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review and assessment purposes.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of trainees’ experiences.
- Trainees are given tasks to complete in school, which are discussed in both mentor and curriculum sessions.
2. Trainee progress and differentiated training needs

- Trainees start to work on subject gaps, identified at interview, prior to the course and these feed into the directed tasks set during the course, and the subject audit, both of which are regularly reviewed throughout the course by mentors and curriculum tutors.
- Mentors review trainee progress weekly and more formally at the end of each school placement, prior to completion of the Professional Practice Profile. Mentors use the calendar of mentor training sessions to structure their training, but tailor this to the particular needs of their trainees. The Professional Practice Profile is started at the end of placement 1 and is passed to the second-placement mentor and professional tutor, who use it to plan a suitable timetable and mentor programme, ensuring that the trainees’ needs are met so that they can achieve the Standards at an appropriate level. The professional tutor and mentor complete this document at the end of second placement, reviewing all the accumulated evidence, in consultation with the trainee.
- Trainees keep records of their mentor-training sessions to provide an ongoing record of their progress in meeting targets and make these available to second-placement mentors and curriculum tutors.

3. Enhancement

Each year, we run a range of interesting curriculum sessions enhanced by outside speakers, topics or venues. We hope to run most of the following sessions this year:

- Additional training sessions led by visiting mentors with particular expertise in key areas of MFL teaching, e.g. differentiation for particular SEND, digital technology and Sixth Form teaching.
- A dedicated session on the primary MFL curriculum for KS2 and teaching methodologies at a local primary school.
- Visit to the Languages Show, London
- Joint Practice Development run by a Brighton and Hove MFL teacher.
- Enrichment week to include setting up an MFL residential trip to Brighton, enhanced observation experience at a Sixth Form or in a PRU/SEND setting, a trip to London to the Academie Française, Goethe Institut, Instituto Cervantes and the British Council.

1.3 Course Outline

You will see that the programme is quite tightly scheduled but there will always be time to address individual training needs, particularly once the placements have started. Attendance at all Professional Studies and Curriculum sessions is compulsory and you are expected to inform the ITE Convenor and your Curriculum Tutor if you need to be absent for any reason. Please let your mentor know if you are going to be absent from school as well as informing your Curriculum Tutor. For planned absence there is an absence form which needs to be completed at least 2 weeks in advance in the general ITE handbook and returned to your Curriculum Tutor.

The programme for Curriculum Studies in each term including induction will be posted on the VLE but an overview of the topics covered in these sessions include:

- The National Curriculum for Modern Foreign Languages
- MFL teaching methodologies
- Dominant learning theories and second language acquisition
- MFL resources and their effective use, including textbooks and authentic materials
- ICT Enhancement of MFL teaching and learning
- Lesson planning and micro-teaching
• Target Language
• Behaviour management within the context of language learning
• Motivation and its relevance to learners of MFL
• Differentiation, scaffolding and personalised learning
• Inclusion: teaching MFL to pupils with Special Educational Needs, EAL, Pupil Premium and Bilingual pupils
• Methodology for teaching the four skills, including teaching strategies for each skill.
• Methodology for teaching grammar
• Methodology for presenting and teaching vocabulary and how memory works
• Games and learning activities in MFL
• Transition from KS2-3, from 11-14+ and beyond
• Cross-curricular links with numeracy, literacy, ICT and citizenship (British Values)
• Inter-cultural development through MFL
• Monitoring, assessment, recording, reporting and accountability
• Integrating assessment into planning – formative and summative assessment
• Using a range of Assessment for Learning strategies
• Preparing pupils for external assessment
• Planning for progression – medium and long-term term planning
• Education theory and theories of language acquisition applied to the teaching and learning of MFL
• Applying for jobs / preparing for interviews
• The Teachers’ Standards and setting targets to achieve these
• The NQT year for teachers of MFL
• Preparing assignments that make links between theory and practice in MFL teaching

2. PROFESSIONAL VALUES AND EXPECTATIONS

As a trainee teacher, you will be regarded as a professional colleague by staff in the university and school, and should be treated as a member of staff by pupils in your school placement. There is therefore a requirement that you behave in a proper and professional manner at all times. You are on a professional course so punctuality, full attendance and completion of all tasks are essential on all aspects of the school and university components. This includes not only formal written assignments and presentations, but also readings, lesson observations, preparation of lessons and so on. It is also essential that you take responsibility for maintaining your teaching files in an orderly and up to date state. Failure to meet these requirements may put your progress on the course in jeopardy.

Please ensure that you understand your school’s policy on reporting absence in induction week, in the event of illness: whom 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 solely communicate absence by text or e-mail as your lessons need to be covered, so it is your responsibility to ensure that key teachers have this information early in the morning. You should always set work or give the school some idea of the content of the lesson, so that cover for your lesson can be arranged. As a trainee teacher, you will also broadly follow school holidays (see calendar in the main handbook), although note that half-terms are ‘directed study weeks’, allowing you to focus on assignments and school preparation and that you are sometimes required to attend university during this time. School holidays are long, compared with those of other professions, and so non-urgent dentist or other appointments must be arranged in these.
3. Monitoring Progress in Subject Knowledge

You need to keep your Subject Knowledge Audit (SKA) form updated to show your subject knowledge development. These records will be used for benchmarking so that you can review your perceived strengths and weaknesses and consider how you are addressing gaps in your knowledge, both practically and theoretically.

There will be regular opportunities for you to do this in Curriculum Studies discussions and you will record your progress in your reading journals, during Mentor meetings and on Review Days with your tutor. This might involve planning and teaching a topic about which you were unsure or making notes from a book or journal article which has informed your thinking.

Subject knowledge in the context of Initial Teacher Education means much more than native or degree level fluency in languages. During the course of your university and school-based training you will develop skills in pedagogy and methodology which help you to communicate clearly and to promote understanding so that your pupils make progress.

Your record of successful teaching approaches and helpful resources, which forms part of the Subject Knowledge audit, will become a valuable aide-mémoire for future reference. We therefore encourage you to keep a scrapbook as an additional file that you can refer to throughout the year and beyond as well as reference in the RPK assessment at the end of the year.
4. SCHOOL PLACEMENTS

4.1 Trainee-Mentor Meeting Programme

Trainees are entitled to one hour a week with their mentor and it is essential to make the most of this opportunity. Trainees must keep a detailed record of the meetings.

The following recommended programme for mentor sessions is provided as a guide and is designed to relate to the Professional Studies programme at University.

Trainees should prepare for each meeting in advance:

- Identifying the suggested focus for the week using the programme (below), and confirming agreement with their mentor. This programme is flexible and trainees or mentors can negotiate another focus to meet individual needs at any time.
- Reflecting on their progress against the Teachers’ Standards since the last mentor meeting using the Professional Practice Tracker.
- Reflecting on the overall school based training over the past week.
- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with their mentor in advance of the meeting.

During the meeting trainees should update their Professional Practice Tracker by:

- Highlighting the relevant, agreed upon statements that best reflect their progress against the Teachers’ Standards after discussing this with their mentor. Note where the evidence can be found that demonstrates the progress made.
- Keeping a summary of key discussion points.
- Identifying targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Complete a ‘To Do’ list as required.
- Share the Professional Practice Tracker with their mentor

After the meeting trainees should:

- Make additional comments on progress if requested.
- Ensure the on-line Professional Practice Tracker has been updated

After the meeting mentors should:

- Check that the notes taken during the meeting correspond to your understanding of the discussion.

4.2 A Recommended Programme of Mentor Sessions in Professional Practice 1 & 2

The indicative calendar below drawn up in conjunction with experienced mentors offers a framework for mentor meetings - recognising the individual needs of the trainee, the practicalities of school based teacher education and opportunities to develop a deeper understanding of the MFL curriculum. It is not a prescribed programme of sessions as this will vary depending on the needs and experience of the trainee and the various strengths of the department but it does provide a good framework from which to work. A number of
school based tasks are also included on the ‘Partners’ website and mentors may wish to use these as a focus in mentor meetings. Please see: www.sussex.ac.uk/education/partners for further information.

AUTUMN TERM 2017

Session 1 - Focus: Trainee's individual differentiated needs (TS Part One: 3, 7 & 8)
Trainees should be prepared to discuss their strengths and areas for development. For example:

- Prior experience
- Subject knowledge strengths and ‘gaps’; the reading carried out before the Course.
- Mentors should identify and suggest useful areas to research for subject gaps, where possible.
- Identify out of class opportunities were the trainee could contribute
- Set provisional targets for development
- Make available Schemes of Work and syllabuses for KS3, GCSE, A-level etc.

Deadlines: Trainees should have a provisional timetable by the end of the week.

Session 2 - Focus: Lesson planning and students’ individual needs inc. ICT (TS Part One: 2, 3, 4, 7 & 8)

- Preparing for joint planning – devising clear learning outcomes. (Lessons should be team-taught: trainee to take starter/other activities when ready; mentor to take the rest of the lessons).
- Discuss how the trainee might contribute to GCSE work.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught
- Identify pupils to be ‘followed’ for any observation tasks
- Who to contact in school SENCO etc.
- What ICT is used in the department? Does the trainee require some time for learning a new program etc.? Are copies of the software available for the trainee to use?

Session 3 - Focus: Behaviour management (TS Part One: 7)

- Strategies for creating an orderly and purposeful environment
- Establishing rules and routines
- Use of voice, body language and teacher ‘geography’ in the classroom
- Use of praise, rewards and sanctions

Deadlines: Trainees should be taking some responsibility (e.g. Starters)

Session 4 - Focus: Assessment (TS Part One: 6 & 8)

- Review of subject knowledge development and trainee progress
- Introducing department mark schemes
- Reporting assessment information to parents/guardians
- Identifying assessment opportunities – when might they occur/be planned for (inc. homework)?
- Agreeing preparation work for half-term and progress so far.
Deadline: Submission of PPPA (by Friday 20th October 2017)

HALF TERM

Session 5 - Focus: Differentiation and SEN (TS Part One: 5)

- Look at departmental strategies for different needs and abilities, especially SEN (inc. EAL)
- Planning differentiated tasks and lessons
- Pupil groupings and peer teaching/support
- Discussion about focus of Exploring Professional Knowledge assignment (if applicable) and Applying Professional Knowledge assignment
- Review of preparation work from before half-term inc. developing subject knowledge

Deadlines: Trainees should now be receiving at least one full lesson observation per week using the University schedule

Session 6 - Focus: Assessment for Learning and modelling (TS Part One: 6)

- Introduction to Assessment for Learning in school context
- Formative and summative assessment
- Use of modelling to promote student understanding - consider this as an observation focus

Session 7 - Focus: Working with Teaching Assistants and Questioning (TS Part One: 6, 8)

- (How) are Teaching Assistants are used in the department?
- Ideas for working effectively with Teaching Assistants
- How is questioning used? Consider this as a focus of an observation
- Types of questioning e.g. Closed/Open, High/Low order, Thinking time, involving all pupils
- Developing appropriate questions

Session 8 - Focus: Working with data and eLearning (TS Part One: 6)

- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught
- How is data used to inform planning, track progress and improve learning?
- What data is used in the school/department? - How to use this and local/national data
- Consider how digital technologies are used in the school and department
- Consider opportunities for using the school's Learning Platform to enhance student learning

Session 9 - Focus: Assessment for Learning – feedback and progression (TS Part One: 6)

- Developing assessment criteria
- Giving oral and written feedback
• Peer and self-assessment
• Assessing pupil progression in MFL

**Session 10 - Focus: Working with parents/guardians and preparing to complete PPP report (TS Part One: 8)**

• Parents’ evenings and open evenings including arrangements for participation
• When and how to phone home – what to say/not to say, school procedures etc.
• Issues around writing reports
• Completion of PPPB

**Session 11 - Focus: Open session and review of term**

• Review of trainee progress and target setting for Spring term
• Planning (requirements) for Spring term
• Discussion about progress of assignment – Applying Professional Knowledge

**Deadline: Submission of PPPB** (by Friday 15th December 2017)

**SPRING TERM 2018**

**Session 12 - Focus: Applying for Jobs (TS Part One: 8)**

• Review of targets for Spring term
• Writing a job application
• Interview techniques
• What would you look for in a candidate?

**Session 13 - Focus: Working with Primary Partners - Transition (TS Part One: 8)**

• Pupil transition in MFL between Key Stages/schools
• What links are made with primary schools?
• How well are pupils prepared for Key Stage 3 MFL?
• Could a one day visit be facilitated to a feeder primary?

**Session 14 - Focus: Challenges of new GCSE specifications (TS Part One: 3 & 6)**

• What GCSE specification has been adopted by the department?
• What are the challenges of the new specification?
• What assessment materials are available?
• How are pupils prepared for examinations?
• Could the trainee be involved in any forthcoming moderation events?

**Session 15 - Focus: Working with EAL pupils, Progression in MFL and A Level Languages (TS Part One: 2, 3, 5 & 8)**

• Successful strategies for working with EAL pupils
• How does language progression ‘work’ between Key Stage 3 and 4, and 4 and A Level?
• What provision is made for progression to A level Languages? What preparation for this is made in units of work etc.?
• Do extra-curricular groups have a role in progression?
Note: Trainees to attend the City-wide Joint Practice Development Day, date tbc in early 2018

Session 16 - Focus: Differentiation and Progress *(TS Part One: 5 & 6)*

- Planning differentiated tasks for those with special needs including those for the more linguistically experienced/able
- What information is available to trainees on different pupils?
- How do teachers evidence pupil progress in languages?
- Review of subject knowledge development and PPPC

Session 17 - Focus: Review of Progress and Open Session

- Review of progress, Portfolio and completion of PPPC

Deadline: Submission of PPPC *(by Friday 9th February 2018)*

HALF TERM

Professional Practice 2

Session 18 - Focus: Trainee's individual differentiated needs *(TS Part One: 8)*

- Discuss identified strengths and targets from first placement PP1 and agree action plan.
- Discuss timetable and in-school programme + ICT needs and experience.
- Schemes of work, assessment and syllabuses GCSE and A-level
- Identify subject knowledge strengths and any ‘gaps’.
- Identify out of class opportunities were the trainee could contribute

Deadlines: Trainees should have a timetable

Session 19 - Focus: Individual Needs Continued & Behaviour *(TS Part One: 7)*

Trainees should be prepared to discuss their strengths and areas for development as above but also focus on Behaviour Management Strategies & Departmental Policy and provided with SoW, textbooks, exam specifications

Session 20 - Focus: SEN, Working with data and Personalised Learning *(TS Part One: 5)*

- What information is available to trainees on different pupils?
- Relevant contacts in school SENCO etc.
- Information on pupils’ CATS/SATS scores, SEN info, IEPs etc. on classes to be taught
- What data is used in the dept?
- Strategies for managing the learning of pupils with specific disabilities
- Personalised Learning within the subject

Deadlines: Trainees should now be receiving at least one full lesson observation per week
Session 21 - Focus: Challenge to be Outstanding *(TS Part One: 1 & 2)*

- Use descriptors to identify trainee strengths and areas for development.
- What does an outstanding lesson in MFL look like?
- What does the trainee need to do in order to move towards Outstanding?
- What indicators are expected in pupil learning?

**Reminder:** Teaching load should be increasing to a maximum of 12 hours of lessons a week

Session 22 - Focus: Review of trainee progress

- Completion of PPPD
- Review progress, subject knowledge development, Portfolio and evidence

**Deadlines:** Submission of PPPD (by Thursday 29th March 2018)

**SUMMER TERM 2018**

(Continuation of Placement Two for PGCE or return to home school School Direct)

Session 23 - Focus: Review and Challenge to be Outstanding 2 - build on previous session. *(TS Part One: 1 & 2)*

- Review trainee progress
- Use descriptors to identify trainee strengths and areas for development.
- What does an outstanding lesson in Languages look like?
- What does the trainee need to do in order to move towards Outstanding?
- What indicators are expected in pupil learning?

Session 24 - Focus: Open session according to trainee need

Session 25 - Focus: Open session according to trainee need

Session 26 - Focus: Review of trainee progress

- Completion of PPPE
- Review progress, subject knowledge development, Portfolio and evidence
- Identifying targets for NQT Year

**Deadlines:** Submission of PPPE (by Friday 11th May 2018)

**4.3 On school placement**

There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated. Please contact your curriculum tutor by email or telephone if you are unable to attend a professional studies or curriculum session. If you have advance warning of an absence, then you should seek permission from the university or placement school. In either case, you should find out what you have missed and fill any gaps. Of course, illness and extreme personal difficulties afflict us all
from time to time, and university tutors and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

In school, do remember that teachers are constantly busy and work under immense pressure. Though your mentor is committed to your training and you can expect every support in accordance with the course requirements, do remember the obvious: choose appropriate moments to ask for help, always express thanks to colleagues, be helpful in the department and try to smile even when you are under pressure. Always thank teachers whose lessons you are observing and make a positive comment/s about a particularly effective or interesting aspect of the lesson: all of us find being observed a somewhat daunting experience!

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of MFL teaching with you. Much of this inevitably happens in teachers’ ‘free time’ and you can repay this goodwill in a number of ways. Always be ready to discuss whatever is on the agenda for a lesson or meetings, have lesson plans prepared in advance (you should have the week’s lesson plans ready to be checked by your mentor and teachers on the Monday of each week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about MFL education and may experience some new elements of practice that some teachers may not have had access to, so be prepared to share your insights with your colleagues.

Always be professional in your dealings with pupils. Be firm, fair and consistent with them, and make your expectations clear from the start. Never be sarcastic or derogatory to pupils, regardless of their behaviour and try to treat each lesson as a blank sheet, in terms of your expectations, welcoming and smiling at the class to start in a positive mode. Praise pupils whenever possible, but of course balance this by applying school sanctions for behaviour management, as appropriate.

Ensure that you are fully prepared to teach pupils, with well-planned lessons. Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. Discuss timings for returning pupils’ work with your mentor, but work should not usually be kept by you for longer than a week at the most. It is important that you gain formative feedback from your mentor/class teacher on your lesson plans. Our expectation is that you deliver your lesson plan 2 working days before you deliver the lesson. This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.

4.4 Curriculum Tutor School Visits

The curriculum tutor visits each MFL trainee with a minimum of one per placement. The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of school based files and the RPK portfolio. Additional visits can be arranged if necessary at the request of either trainees or mentors.

The purpose of a curriculum tutor visit is to provide the trainee with feedback on their progress, to identify strengths and to develop strategies for improving practice and moderate school based training. Curriculum tutor visits are therefore nearly always exclusively formative and should not be viewed as a kind of formal assessment of classroom practice.
• The curriculum tutor asks trainees to identify suitable visit dates from a list circulated early in the autumn term.
• In the interests of moderation and professional development it is essential to arrange a joint observation between the mentor and curriculum tutor.
• Once the date and time have been decided, the trainee is expected to notify the mentor and the professional tutor in school. Please note - trainees will not be visited without notice.
• On most school visits the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit trainees should prepare a lesson plan (using or based upon the MFL pro-forma), identify a suitable focus (linked to Teachers' Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival.
• Ideally it is helpful if there is time before the lesson to discuss this focus.
• Following the observation, the lesson is reviewed jointly with the mentor. The tutor will also check the trainee’s school files after the debrief.
• At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email their own evaluation to the tutor and keep a copy for their records.

5. ORGANISATION

5.1 File Everything

As with any professional training, there is a certain amount of paperwork generated during the course. It is essential that trainees establish a system for organisation from the beginning of the programme. View the folders you create as the start of your professional portfolio that will stay with you for the rest of your career.

To help with this organisation, there are a number of different files which we recommend for you to be set up:

• **Curriculum File** – this should contain session outlines, readings & handouts, your own notes and reflections on your curriculum sessions, as well as attempts to assess and develop your subject knowledge at the University.
• **Teaching File** – this should contain material from your professional practice including lesson plans, classroom resources, schemes of work, observation records, mentor minutes, copies of pupils marked work, mark books and other school assessment materials. Record here all other activities that you are involved in at school such as trips, shows, duties and parents evenings. Also keep a clear record of your attendance and punctuality for the year.
• **Professional Studies File** – this should contain your notes, handouts and documents issued as part of your general professional studies programme on wider school issues. In induction at both the university and the school you will be bombarded with papers, handbooks and other pieces of information. Put them somewhere safe. Start a professional folder; this will become the basis of your portfolio for the end of the course. The ITE Handbook will list all the things that need to go into this portfolio.
• **RPK Portfolio** – evidence that supports your critical reflections for each Teaching Standard in the RPK assessment will draw on all of the above files, as well as formal PGCE assessments (written assignments, observations and reports). You will therefore be collecting evidence for specific critical incidents during the course of both professional practice placements in this file which you will then use to support the presentation of your critical incidents.
Further details on the nature of these files and their importance can be found in the main ITE handbook.

There are many ways that you may want to structure your files and portfolios and we are not saying one way is better than another. However, some ways work better than others.

**As an electronic record**
Some trainees like to keep all their paperwork and evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but also has some disadvantages. Much of what you get as evidence is in a written paper form. This means that you will need to scan all this evidence in as you get it to store on a memory stick. This is time consuming and will be difficult to upkeep once you are teaching.

**As a paper only folder**
An advantage of this type of portfolio is that you can immediately file anything that you get into sections in your folders. You can annotate it after filing as well with more thoughts and evaluations. It is easy to bring pupils’ work into this type of portfolio. However, it is bulky and if you are taking public transport to your professional practice school you may not want to solely use paper versions of your evidence. It also means that you may need to print all of your evidence out that you may have in electronic form.

**A mixed-methods approach**
Many of the areas that we need to access lend themselves well to being stored electronically. Please be aware that if you choose electronic methods of storage that you will need to back all files up and ensure that you arrive to review tutorials and the RPK with a laptop that you can show your CT your evidence.

### 5.2 – Planning your time

Many teachers use a planner document like this:

These are really useful as they have a day per page for you to map out what you are doing in your lessons and help you plan ahead.

You can buy them online from:
http://www.edplanbooks.com/

You don’t have to buy them, but other trainees have found them really helpful in the past.

You may prefer to use an electronic diary on a tablet or laptop. The principle is the same - programme in all key events and deadlines.

- **Note the key dates for assignments** (proposals, drafts and deadlines etc.)
- **Note the key dates for assessments** (progress updates, professional practice profiles and cause for concern)
- **Note the days that you may be finishing late** (mentor meetings, open evenings, parents’ consultation evening)
- Make sure that you do not plan family/friend events at times that seem very busy on the calendar.
- **Build in time that is ‘holiday’** to ensure that you are not too tired throughout the year.
5.3 – Useful stationery

For you to use in lessons

- Board pens
- Highlighters
- Blu tac
- Stickers or stampers to use as rewards e.g. [http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSg-emkscCFUVltaodhD0Cug](http://www.superstickers.com/c/3768/products/stampers?gclid=CLrSg-emkscCFUVltaodhD0Cug) but there are other similar web sites

For your students

You will find it helpful to have a supply of cheap pens and pencils to lend to the less organized students in your class – it saves a lot of time and trouble in lessons but do check departmental policy on bringing equipment.

5.4 Directed study days/weeks

Directed study weeks will take place in school half-terms, allowing you to work on your school lesson planning, updating subject knowledge and completing university assignments. Curriculum tutors are available for tutorials during directed study weeks to review assignments or school experience. Please ensure that you book a set time for these with your tutor in advance. Tutors will also receive and give feedback on e-mail drafts of assignments.

6. Virtual Learning Environment

The MFL Virtual Learning Environment (VLE) has proved to be a valuable way of communicating and supporting trainees. Essentially the VLE provides a platform to enable different types of communication and learning to take place and includes the following facilities:

- help and discussion forums
- news items
- sharing resources
- subject mini-assignment submission
- feedback facilities
- sharing teaching ideas
- important forms
- a social space

The Sussex University VLE uses Moodle and is called ‘Study Direct’. It can be accessed directly at: [https://studydirect.sussex.ac.uk](https://studydirect.sussex.ac.uk). After logging in, the Study Direct home page will appear and you will see a list of Course Sites. Click on PGCE MFL 2016-17. This site is for both PGCE and SD trainees. Further information on the VLE will be given in a lecture and curriculum session. From time to time we will ask you to upload your informal assignments, good lesson ideas, your creative resources or specific notes relating to your Directed Tasks.

Study Direct is the primary method of communicating with subject groups when trainees are off campus. The central course VLE is called ‘Reflecting on Professional Knowledge’
and is used to send reminders and announcements and to host discussion forums. Study Direct plays a vital part in facilitating and supporting your learning both in the university and in school and is an important way to keep in contact with your peers. It is essential that you login in to Study Direct regularly, particularly when you are away from university in school placements.

7. **Subject Tasks**

Trainees are required to complete the following tasks in their induction week/s and those following. They must make notes on the tasks, all of which will be included as part of the Reflecting on Professional Knowledge Portfolio and presented during the Professional Dialogue at the end of the programme. The idea of these tasks is to enable trainees to develop their reflective skills, subject and pedagogic knowledge, and understanding through reading and focused observations. Trainees should be prepared to discuss their findings at university in curriculum sessions – dates for each of the directed tasks are given below. At times, we may also ask you to share your notes or comments on particular tasks on the MFL VLE. The MFL subject tasks are listed below:
**Induction Task 1: Getting to know your placement school**

| ✓ When you learn where you will be for your first school experience, using the internet research the school and its area:  
| ✓ Where is the school? Town or country? Transport links?  
| ✓ How many students on roll? Numbers of students with Special Needs and Free School Meals  
| ✓ The school day – start and finish, times of break and lunch, how many lessons a day?  
| ✓ Find the most recent Ofsted report and Data Dashboard, discover the school's priorities for the future.  
| Think of at least 3 intelligent questions for your mentor.  

**Deadline:**

- **Wednesday 20th September 2017** (For SD placements, this will be earlier)

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**Induction Task 2: Starters/plenaries**

| ✓ Plan and deliver a 5 minute starter/plenary **in your weaker language**, suitable for Year 7 beginners.  
| Be prepared to give and receive 3 stars and a wish feedback from the group.  

**Deadline:**

- **Thursday 21st September 2017**

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**Induction Task 3: Lesson Observation Task – Relating Reading to practice**

| ✓ Read and make notes on Chapter 7 of Cohen, L, Manion, L, and Morrison, K (2005) *A Guide to Teaching Practice*  
| ✓ Using the observation sheets at the back of the handbook, also  

**Deadline:**

- **Friday 6th October 2017**
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<tbody>
<tr>
<td>Task:</td>
<td>Read the Ellis (2005) paper. Research and find three suitable references (a journal, a book and a website). Write a minimum of three paragraphs that engages with the paper using theory, policy and practice. Include a minimum of three references at the end of the text (a journal, a book and a website).</td>
<td></td>
</tr>
</tbody>
</table>
| Induction Task 5: Grammar Teaching | ✓ Choose a grammar point from the Subject Knowledge Audit form  
✓ Plan a 5-10 minute teaching sequence to teach that grammar point to one of your classes either first or second MFL  
✓ Be prepared to give feedback from your mentor/classroom teacher back at University | Deadline:  
✓ Friday 10th November 2017 |
|---|---|---|
| Induction Task 6: Resource sharing session | ✓ Starter, plenary and game swap shop: Bring and share instructions for the best 3 activities you have tried or observed so far. Critically evaluate in terms of student learning and engagement. | Deadline:  
✓ Friday 8th December 2017 |
8. CLASSROOM OBSERVATIONS

In the first few weeks, you should observe lessons with an open mind. Just watch what the teacher does, the language they use and what the corresponding responses of pupils are. It is very important to note how they follow through particular policies such as the behaviour policy/target language management as you will be expected to do the same when you start to teach. Once you have noticed the basics of the lesson, it will be time to look for particular aspects of the lessons such as assessment and differentiation. On the MFL VLE you will find both a general observation proforma for observing other lessons (also featured below) as well as specific templates for particular observation foci.

In your first few weeks at school, you will also be encouraged to follow a pupil. Try to note how/if they are different in various lessons. If you are having difficulties with a particular group of pupils or an individual, go and see them in their other lessons. How do the other teachers handle them? This can be very powerful when the pupil comes back to you next day and you can tell them how great they were in Art and that you want to see the same in your lesson.

Once you start teaching it is easy to slip into routines of planning, teaching and marking and nothing else. Try not to do this. You are still in training and need to be observing other teachers as much as possible. Don’t just stick to MFL lessons either. We can learn so much from observing other lessons too – English, music, drama for instance – as well as other key features of the school day such as tutor time, assembly, duties and extra-curricular activities.
CLASSROOM OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>School type:</td>
<td>Class:</td>
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<tr>
<td>Subject:</td>
<td>Teacher:</td>
</tr>
<tr>
<td>Students: F:</td>
<td>M:</td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>

**Focus of observation:** (see below)

**Seating plan:** seats/ board/ teacher’s position/ observer’s position/ door/ windows etc.

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**Focus on lesson planning:**
- Identify the learning objectives
- Note the structure of the lesson – scaffolding and sequencing
- Which resources were used (e.g. handouts, worksheets and ICT; use of TA?)
- Teaching and learning strategies (including whole-class and group work, questions asked etc.), teacher talk v pupil talk, use of target language
- Differentiation (e.g. pupil groupings, differentiated tasks and worksheets)
- How the learning was consolidated (e.g. plenary session, homework).

Reflect on whether the learning objectives seemed to have been met by the majority of pupils, that is, whether most were able to access the lesson and develop their understanding of the topic. Identify particular strengths of the lesson, in relation to pupil achievement/understanding and motivation. Did the teacher use types of formative assessment to identify what pupils know, understand and can do, e.g. questioning, monitoring group or written work and peer or self-assessment?
<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Student activity</th>
<th>Observations/remarks</th>
</tr>
</thead>
</table>

**Your Post-lesson reflections**
9. READING LISTS

The following is a list of books recommended for each of the key topics taught in the university sessions. These may be supplemented by additional reading, in particular critical reading that needs to be done in advance of each university session. Further reading will be provided in the Professional Studies lectures and seminars. Always use your reading journal to make notes on key points raised by each article, book or website you read, making sure you keep a note of the reference.

9.1 Recommended Reading for TEACHING Modern Foreign Languages

The recommended reading below encourages you to get into good habits for reading, reflecting and developing your practice as an MFL teacher.

6 tips for reading and making sense of texts:

**Keep it in perspective(s).** When reading always keep in mind the author’s perspective. Are they a practising teacher, a journalist or an education scholar? Are they writing from a theoretical, practical or political perspective?

**Make it your own.** Read and learn from your perspective. You are a trainee teacher who is learning about language teaching. Note down the words and concepts that you don’t understand, write down your immediate thoughts (whether you agree with it or are sceptical about it) and make notes that help you understand the text and that organise your thoughts. Your perspective will change as you learn more and try things out, this is good.

**Collect quotes.** Often quotes encapsulate the ideas that the author is sharing. In your assignments you will be bringing together ideas from others. Note down quotes, when you do always note the exact reference and page number, so that you can trace it if you need it.

**Be critical.** Always think about the evidence base upon which claims are made. Is the source academically peer-reviewed? Is the piece evidence based? How generalised are the claims? How do they fit with your philosophy, ideas and perspective on teaching?

**Find frameworks and theories.** Educational theories at their simplest are frameworks in which to think about an aspect of teaching and learning. For example there is the 3 part lesson plan (starter, main and plenary), the 5E model for lesson planning, Bloom’s taxonomy for learning outcomes, Maslow’s hierarchy of needs. Just collect these, see if you can apply them when you observe lessons and when you plan and teach your own lessons. There are bigger overarching theories such as Piaget’s theory of learning and Vygotsky’s Zone of Proximal Development that you may use as your understanding and skills develop.

**Once is never enough.** Come back to texts throughout the course and beyond. As your experience changes, your understanding develops and you will find your perspective change. Aspects of the text will produce new meanings and deeper understanding.
9.2 MFL Reading List

The following is a list of books recommended for each of the key topics taught in the university sessions. These may be supplemented by additional reading, in particular critical reading that needs to be done in advance of each university session. Further reading will be provided in the Professional Studies lectures and seminars. Please make sure you are making notes of key articles/texts and the issues they raise in your reading journal through the course of the PGCE year.

General Recommended Texts


General Secondary Teaching Pedagogy

General: Teaching Secondary Languages

The Glossary of Educational Reform - Scaffolding – (see website for full article available at: [http://edglossary.org/scaffolding/](http://edglossary.org/scaffolding/))
Pachler, N. & Evans, M. & Lawes, S. *Modern Foreign Language Teaching 11-19*, Routledge

Assessment


Bower, J. & Thomas, P. L. (Eds.). (2016) *De-testing and De-grading Schools: Authentic Alternatives to Accountability and Standardization*, New York: Peter lang


Jones, J. & William, D. *Modern Foreign Languages Inside the Black Box*, DfE, GL Assessment, London


Electronic sources:

Cross-Curricular

Kapp, K.M. (2012) *The Gamification of Learning and Instruction: Case-Based Methods and Strategies for Training and Education*, New York: Pfeifer

Drama, Games and Songs

Grammar


Swan, M. (2008) Number of significant articles on teaching grammar to ELT students, Available at: https://www.mikeswan.co.uk/elt-applied-linguistics/


Electronic Sources:

https://conjuquemos.com/
http://www.language-gym.com/#/
ICT


Inclusion: SEND General Reading

Crombie, M., & Schneider, E. Dyslexia and Modern Foreign Languages, Routledge
DfE (2014) Children and Families Act
Dyson, A. (2001) ‘Special Needs in the twenty-first century: where we’ve been and where we’re going’ British Journal of Special Education
McKeown, S. *Meeting Special Needs in Modern Foreign Languages*, Routledge
Ofsted (2010), *The Special Educational Needs and Disability Review*

**Inclusion: Behaviour**

Rogers, B. (1997) *Cracking the Hard Class: Strategies for Managing the Harder than Average Class*, Paul Chapman

**Inclusion: Differentiation for Gifted and Talented**

Inclusion: Differentiation for Special Educational Needs Pupils


Electronic sources:

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
[www.widgit.com](http://www.widgit.com)
[www.supportingdyslexicpupils.org.uk/](http://www.supportingdyslexicpupils.org.uk/)
[http://www.autismeducationtrust.org.uk/about-aet.aspx](http://www.autismeducationtrust.org.uk/about-aet.aspx)

Inclusion: Ethnicity and EAL

CiLT *Postively Bilingual*, available at: [www.cilt.org.uk](http://www.cilt.org.uk)

Electronic sources:

The Collaborative Learning Project available at: http://www.collaborativelearning.org/sussex.html
National Association for Language Development In the Curriculum (NALDIC) available at: www.naldic.org.uk
The TES EAL Toolkit available at: https://www.tes.com/teaching-resource/eal-toolkit-6040879

Inclusion: Social Class


**Listening and Reading (Strategy Instruction)**

Barnes, A. & Powell, B. (1996) *Developing Advanced Reading Skills in Modern Foreign Languages*, MGP International
Conti, G. (2015) ‘So...how do we ‘teach’ listening?’ available at: https://gianfrancoconti.wordpress.com/
Grabe, W. (2013), *Key issues in Reading Development*, CELC Symposium
Harris, V. (1997), *Teaching Learners How to Learn: Training in the MFL Classroom*, CILT

Electronic Sources:

Conti, G. https://gianfrancoconti.wordpress.com/category/reading-instruction/
Professional Development Consortium in Modern Foreign Languages, University of Reading Institute of Education and University of Oxford Department of Education, available at: http://pdcinmfl.com

Second Language Acquisition – General

Ellis, R. Instructed Second Language Acquisition, Oxford: Blackwell
Lightbown, P.M. & Spada, N. (1999) How Languages are Learned, OUP

Second Language Acquisition - Specific (Background reading for assignments)

Suggested reading on grammar, linguistics and cognitive processes involved in language development:

Electronic Sources:
https://gianfrancoconti.wordpress.com (author of The Language Gym and Nine Research Facts about L2 Phonology Teaching and Learning that every Teacher should know)

Speaking and Collaborative Learning

Bennett & Dunne (1992) Managing Classroom Groups, Hemel Hempstead, Simon & Schuster


Harris, V. Burch, J. Jones, B. Darcy, J. (2001) Something to say? Promoting spontaneous classroom talk, CILT


Jones, B. Halliwell, S. & Holmes, B. (2002) You Speak, they Speak. Focus on Target Language Use, Pathfinder 1, CILT


Target Language


Knopp, C. (2014) Increasing Use of the Target Language in Classroom Interactions, Ohio Department of Education


9.3 General Websites:

University of Sussex, Department of Education Initial Teacher Education: http://www.sussex.ac.uk/education/ite

Department for Education www.education.gov.uk/

The Guardian https://teachers.theguardian.com

Times Educational Supplement: www.tes.co.uk

BBC Education: www.bbc.co.uk/learning/

National Foundation for Education Research: www.nfer.ac.uk

National Union of Teachers: www.teachers.org.uk
Ofsted: www.ofsted.gov.uk
The following have useful information but can now only be accessed via the National Archives: www.nationalarchives.gov.uk/education/
Teacher Training Resource Bank: http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/
Citizenship: www.citized.info
English as an Additional Language: www.naldic.org.uk/eal-initial-teacher-education/resources
Evidence for Policy and Practice Information and Co-ordinating Centre - EPPI-Centre - (produces reviews of recent research literature on topics in education): www.eppi.ioe.ac.uk

9.4 MFL Websites

https://www.thisislanguage.com/
http://www.frenchteacher.net/
http://www.armoredpenguin.com/
http://www.thefrenchexperiment.com/
http://maryglasgowplus.com/
http://www.mamalisa.com/?t=eh
http://ips13.free.fr/
https://www.tes.com/teaching-resources/hub/secondary/languages
http://www.mflresources.org.uk/
http://www.sunderlandschools.org/mfl-sunderland/
http://teachitlanguages.co.uk
www.fluentU.com
www.languagenut.com
www.joedale.typepad.com
www.languagesresources.co.uk
www.frenchteacher.net
www.mflresources.org.uk

Reading sources / News:
http://www.newseum.org/
http://newsmap.jp/
http://worldstories.org.uk/
https://lyricstraining.com/

Utilities:
http://www.onlineocr.net/ Convert text in a picture to a .doc file
http://text-to-speech.imtranslator.net/ Convert text to speech, reads out in French, Spanish.
www.memorizenow.com Make flashcards for learning vocab
www.cueprompter.com Make an autocue from text
http://popplet.com/ Create mindmaps
https://bubbl.us/ Mindmapping / presentations
https://www.studystack.com Languages flashcards
https://quizlet.com Language learning and vocab drilling
https://getkahoot.com/ Interactive whole class quiz
https://www.memrise.com Memory recall – flashcard
Ashcombe School Surrey – 80 video clips (Fr/De/Sp/It) interactive self-marking quizzes
Good for French – www.bonjourdefrance.com – differentiated materials with tasks, vocabulary support and explanation of grammar points
www.euronews.net – authentic video/audio clips with summaries and transcripts
Steve Smith’s blog www.Frenchteacher.net
10. KNOW YOUR ACRONYMS (KYA)

Education is littered with acronyms. Here are a few to start you off.

ADHD – Attention Deficit Disorder
AEN – Additional Educational Need
AFL – Assessment for Learning
AHT – Assistant Headteacher
ALL – Association of Language Learning
ASD – Autistic Spectrum Disorder
APS – Average Point Score
ASD – Autistic Spectrum Disorder
ATL – Association of Teachers and Lecturers
AUP – Acceptable Use Policy
BFL – Behaviour for Learning
BSD – Behavioural and Social Difficulties
C4C – Cause for Concern
CAMHS – Child and Adolescent Mental Health Services
CATs – Cognitive Ability Tests
CLA – Children Looked After (replaces LAC – Looked after Child)
CP – Child Protection
CPD – Continuing Professional Development
CS – Curriculum Studies
CT – Curriculum Tutor
DfE – Department for Education
DHT – Deputy Headteacher
DST – Directed Study Time
EAL – English as an Additional Language
EBD – Emotional and behavioural difficulties
EBI – Even Better If
EWO – Education Welfare Officer
FFT – Fischer Family Trust
HAPs – Higher Ability Leaners
HI – Hearing Impairment
HLTA – Higher Level Teaching Assistant
HoD – Head of Department
HoY – Head of Year
ITT – Initial Teacher Training
LAPs – Lower Ability Leaners
MAPs – Middle Ability Leaners
MLD – Mild Learning Difficulties
NASUWT – National Association of Schoolmasters and Union of Women Teachers
NEET – Not in Education, Employment and Training
NUT – National Union of Teachers
PP – Pupil Premium (previously FSM – Free School Meals)
PPA – Planning, Preparation and Assessment (on a teacher’s timetable)
PPP – Professional Practice Profile (terminal professional practice assessments written by schools)
PS – Professional Studies
PUR – Progress Update Report
RAISE – Reporting and Analysis for Improvement through Self Evaluation
REV – Review Time
ROE – Record of Evidence
RPK – Reflecting on Professional Practice
SATs – Standard Attainment Tests
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>SEF</td>
<td>School Evaluation Form</td>
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<tr>
<td>SENCO</td>
<td>Special Educational Need Co-ordinator</td>
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<tr>
<td>SEND</td>
<td>Special Educational Needs and Disability</td>
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<tr>
<td>SIMS</td>
<td>Schools Information Management System</td>
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<tr>
<td>SK</td>
<td>Subject Knowledge</td>
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<tr>
<td>SLT</td>
<td>Senior Leadership Team (SMT – School Management Team)</td>
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<tr>
<td>SpLD</td>
<td>Specific Learning Difficulty</td>
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<tr>
<td>TA</td>
<td>Teaching Assistant</td>
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<tr>
<td>TT - Timetable</td>
<td></td>
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<tr>
<td>VLE</td>
<td>Virtual Learning Environment</td>
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<tr>
<td>WWW</td>
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www.sussex.ac.uk/education

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