



In partnership with
**Leeds Trinity
University**

PRIMARY UG (QTS)

School Experience Expectations & Weekly Breakdown

Stage 3

Early Years and Later Years 2024-2025

UG Stage 3	Induction days x2: w/c 13 January 2025 Training Dates: 3 February – 2 May 2025
-------------------	---

All documents and pro formas can be found at:

[Primary School Experience Documents - Study - Leeds Trinity University](#)

Contact Details:

UG Stage 3 School Experience Lead is Melanie Moore m.moore@leedstrinity.ac.uk
UG Stage 3 Centre-based Lead is Sarah Cummins s.cummins@leedstrinity.ac.uk

This document is primarily for Trainees, School Mentors, ITT Coordinators and Lead Mentors. It provides guidance on School Experience for Trainees on the Primary Undergraduate Programme. All information is subject to amends if DfE or Government policy changes during the academic year.

Primary UG Stage 3 Expectations and School-based Tasks

Introduction

This Booklet provides an overview of the expectations for School Experience and will act as the link between content delivered at the centre and professional practice in school.

Whilst the Trainee will be expected to take the lead in organising their own professional learning, we ask that School Mentors, Class teachers and Lead Mentors engage in the process through the facilitation of observations and dialogue, ensuring access to relevant resources and monitoring engagement with the tasks and reflections.

The tasks have been co-constructed to reflect the key knowledge that Trainees need at each specific stage of the programme. They relate to the entitlements of the Core Content and Early Years Career Framework and the LTU Core Competencies.

How to Use this Booklet

The content of the booklet provides:

- the big question
- expectations for Trainees, Class teachers, School Mentors and Lead Mentors
- a series of school-based tasks.

The content will be supported by an accompanying weekly **Curriculum Connections video** that will review expectations and provide a summary of the evidence that underpins training. These will also pick up on anything additional that will need to be addressed during that week.

The **Big Questions** are framed to encourage Trainees to think reflectively about their professional practice and should be used to guide the weekly entry made in their Development Record. The school-based tasks which will support this reflection, should be completed during their CPD time or times when they are not directly involved in leading or supporting learning.

Trainees should identify where there are gaps in their knowledge and experience and use their CPD time to fill these gaps. Where possible, Trainees should observe the teaching and learning in a Key Stage where they are not completing their School Experience. For example, all 5-11 Trainees should spend at least one day in Early Years Foundation stage (EYFS). All 3-7 Trainees should spend one full day in Key Stage 2. This can be planned for in CPD time.

UG Stage 3 Expectations

The UG Stage 3 School Experience is designed to enable Trainees to build independence and take on more responsibility in the role of class teacher. During UG Stage 3 it is expected that the Trainee begins to adopt the role of the class teacher. This should also take into consideration wider school responsibilities.

During UG Stage 3 School Experience, Trainees will **plan sequences of learning, taking responsibility for the planning of a wider range of subjects or areas of learning and for most pupils in the class.**

Trainees placed in Foundation Stage will be expected to further develop their skills across all areas of learning and development (including Physical Development) and in managing the learning environment.

NB: Where there are pupils with individual learning pathways, these should continue to be planned by the teacher.

Within the Development Record, there is a curriculum tracking document which covers FS, KS1 and KS2 subjects to track whether these areas of the curriculum have been observed, co-taught and taught.

Planning

Initially, the Trainee will complete lesson planning alongside the class teacher. As School Experience progresses, the Trainee should develop independence in planning across all subject areas. **However, ALL planning continues to be reviewed by the class teacher.**

Trainees should use the school's weekly planning proforma for all subjects during UG Stage 3. Where schools teach lessons from pre-existing sequences of learning, there is an expectation that Trainees will use these as a starting point and adapt appropriately. At any point where the requirements for planning are not being maintained, Trainees will revert to writing individual lesson plans.

Trainees should also plan on the individual lesson proforma when they are planning for the weekly observed lessons and Record of Performance Development lessons (RoPD). These should be uploaded onto Abyasa along with the lesson feedback.

As School Experience progresses, and at the discretion of the class teacher/School Mentor, Trainees may lead learning without the constant presence of the class teacher, providing there are additional school staff in the classroom to support. *All Trainees must have a qualified teacher/practitioner present when teaching PE.*

Systematic Synthetic phonics and Early Reading

All Trainees on all programmes are **required** to plan and teach phonics (SSP) at each stage of training. If Trainees are placed in Key Stage 2, they should teach phonics to groups of pupils (as part of an intervention programme) or to a small group outside their age phase. In this case, Trainees should teach phonics across at least 2 weeks of that School Experience

Trainees on all programmes should have a formal observation of their teaching of SSP for each block of School Experience.

Pupil Progress

Trainees should be using formative assessment procedures for all the pupils they are working with and recording this assessment **in line with school policy**.

In addition to this, Trainees should use summative assessment processes and gather and record information to reflect the impact their teaching has had on pupil progress. All data should be monitored in-line with school policy. Where appropriate, Trainees will be expected to build upon their understanding of summative assessment with the guidance of the Class teacher and School Mentor.

Trainees take on the responsibility for monitoring the progress of the **whole class in maths and English/SSP**. They should gather data when they start School Experience as a baseline, then track pupils' progress using formative and summative processes throughout the placement. Evidence of which will be submitted to Abyasa at the end of School Experience.

For Trainees in EYFS: observe how staff record children's responses for assessment purposes. As the placement progresses, following the weekly guidance and advice from the School Mentor, use the setting's systems to assess children in your focus group and use key assessment information in your planning.

Towards the end of the placement, Trainees will conduct a pupil progress meeting with their School Mentor, supported by their tracking documentation, evidencing the impact **their** planning and teaching has had upon their pupils' progress in phonics, English and maths.

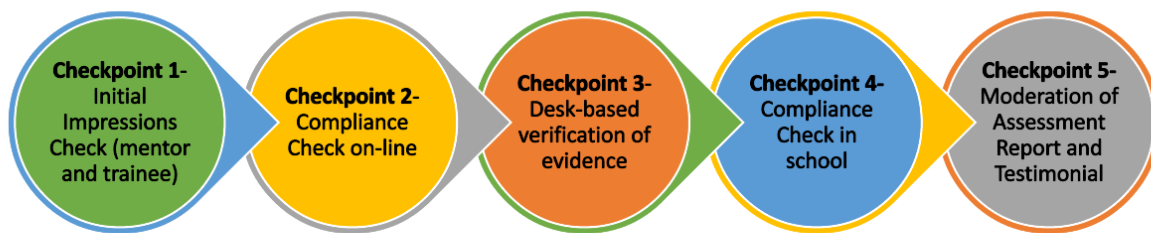
Trainees should play an active role in Pupil Progress meetings and be able to identify where pupils have made progress.

Wider Responsibilities

Trainees should begin to actively participate in the wider school environment and responsibilities in UG Stage 3 and become more involved outside the classroom, for example, accompanying classes on Educational Visits, delivering intervention materials, supporting a breakfast club.

During their School Experience, Trainees are expected to attend additional continual professional development opportunities which are available to other staff members. This includes weekly staff meetings and training days or events.

Overview of Compliance and Quality Assurance



Weekly Observation Schedule of YOUR (Trainee) practice:

Wk 1 - General observations of your practice. No recorded observation.

Wk 2 - School Mentor/Class teacher Lesson Observation - complete on Lesson Observation proforma - **Trainee uploads to Abyasa.**

Wk 3 - School Mentor Record of Performance & Development (RoPD) Observation - **School Mentor uploads to Abyasa.** *Possible - Lead Mentor Virtual (Teams) Quality Assurance meeting*

Wk 4 - School Mentor/Class Teacher Lesson Observation- **Trainee uploads to Abyasa.** *Possible - Lead Mentor Virtual (Teams) Quality Assurance meeting*

Wk 5 - School Mentor Record of Performance Development (RoPD) Observation – **School Mentor uploads to Abyasa.**

Wk 6 - School Mentor/Class Teacher Lesson Observatio - complete on Lesson Observation proforma - **Trainee uploads to Abyasa**

Wk 7 - School Mentor Record of Performance Development (RoPD) Observation - **School Mentor uploads to Abyasa.** *Possible - Lead Mentor Quality Assurance visit*

Wk 8 - School Mentor/Class Teacher Lesson Observation - complete on Lesson Observation proforma – **Trainee uploads to Abyasa.** *Possible - Lead Mentor Quality Assurance visit*

Wk 9 - School Mentor Record of Performance Development (RoPD) Observation - **School Mentor uploads to Abyasa**

Wk 10 - All documents pertaining to lesson observations (including planning) are successfully uploaded onto Abyasa.

Weekly Breakdown of Undergraduate Stage 3

Each week the Trainee timetable should include:	
PPA Planning, Preparation and Development Time	Trainees are entitled to <u>one half day per week</u> of PPA, where possible with the class teacher . This could be divided into shorter sessions across the week. Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week.
CPD Continual Professional Development Time	Trainees are entitled to <u>one half day per week</u> and should be focussed upon the completion of administrative tasks. Trainees should also observe teaching and learning in the key stages where they are not completing School Placement. Trainees should not use CPD time as additional PPA hours.

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
Induction Days x 2 w/c 13.01.24	<p>Observe and support groups in the classroom, build relationships with pupils and colleagues, reflect and evaluate.</p> <p>Foundation Stage: Using the teacher's planning, teach a minimum one activity. In addition, you should engage in meaningful interactions that scaffold children's learning.</p> <p>Key Stages 1 and 2: Using the teacher's planning, teach and evaluate a minimum of one whole class lesson.</p> <p>Begin to complete the School Induction Task booklet.</p> <p>Discuss and share your university-based Development Record and what content you have covered at centre this year.</p> <p>All proformas should be downloaded from LTU website and be in your OneDrive folder. Share link with Lead Mentor and School Mentor.</p>	<p>Model effective teaching and learning.</p> <p>Informally observe Trainee and provide informal feedback.</p> <p>Make available all existing school resources to the Trainee. This includes access to IT software and resources used for teaching.</p> <p>Guide the Trainee on the objectives and content of the curriculum they will be teaching.</p> <p>Share with the Trainee pupil details such as assessment, SEN, SEMH issues and discuss how these are managed in class.</p> <p>Remind the Trainee to share their OneDrive links with you.</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
Wk1 Big Question	What do I need to know to be successful in my final School Experience?	
03.02.25	<p>Gathering information and class data, including a discussion on pupils' current attainment for maths & English- add to One Drive.</p> <p>Foundation Stage: Each day this week, you will plan one activity. In addition, you should engage in meaningful interactions that scaffold children's learning and contribute to the recording of "teachable moments".</p> <p>Key Stages 1 and 2: Plan, teach and evaluate a minimum of one whole class lesson each day.</p> <p>Planning, resources and assessment data added to your OneDrive folders.</p> <p>Trainee to complete their Development Record Weekly, adding Targets - following observation and weekly School Mentor meeting.</p> <p>Trainee to complete/upload onto Abyasa: - Safeguarding and Child Protection Awareness - School Induction Task booklet (School-based Tasks).</p>	<p>Ensure that the Trainee has shared their OneDrive folder and you have access to Abyasa.</p> <p>Give Trainees access to the documentation and IT resources they need.</p> <p>Support Trainees with their reflections on practice. Review their Development Record.</p> <p>Ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to schemes/planning.</p> <p>Complete written feedback and ensure that targets have been discussed with the Trainee in the weekly meeting.</p> <p>Agreeing the teaching timetable including CPD and PPA.</p>
Lead Mentor	<p>Weekly email to Trainee to check in. Trainee to have shared OneDrive link-folders prepped.</p>	<p>Lead Mentor contacts school to check on Trainee's start and to arrange Quality Assurance meeting dates; first meeting online (Teams).</p>
Wk2 Big Question	What does learning look like in my classroom or setting across ALL subjects of the curriculum?	

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
10.02.25	<p>Foundation Stage: You will plan (either using the LTU weekly planning proforma or the school's planning process), resource, lead and evaluate two adult focused activities per day.</p> <p>Key Stage 1 and 2: Plan (either using the LTU weekly planning proforma or the school's planning process), teach and evaluate at least twice a day. One or both lessons should be part of a sequence of learning.</p> <p>Observation of Expert Colleagues - Across the week, observe a minimum of two lessons delivered by an expert colleague. Use the Structured Observation form to help you notice and reflect strategies including:</p> <ul style="list-style-type: none"> ○ Retrieval Practice, ○ Worked examples, ○ Dual Coding, ○ Pre-teaching, ○ Modelling, ○ Analogies, ○ Comparing and contrasting, ○ WAGOLLS. <p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Structured Observations to be added to OneDrive.</p> <p>Trainee to complete on Abyasa: - Initial Impressions Check - Upload observation feedback along with the lesson plan</p>	<p>The School Mentor/Class teacher should carry out a weekly observation this week which should be uploaded by the Trainee to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the observation.</p> <p>School Mentors to talk to Trainees about the strategies that they have observed and agree which aspects they can embed in their teaching.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record.</p> <p>Please ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning/resources.</p> <p>Continue to support and model your planning process with the Trainee.</p> <p>School Mentor and Trainee to complete the Initial Impressions Check (IIC) on Abyasa by the end of week 2.</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
Lead Mentor	Weekly email to Trainee to check in. Check OneDrive evidence	Checkpoint 1 - ICC and Safeguarding
17.02.25 – Half-term		
Wk3 Big Question	What are the most powerful strategies teachers employ to ensure that ALL children can successfully access new learning?	
24.02.25	<p>All Trainees: Plan and teach for a complete morning or afternoon for three days this week. These lessons should be part of a sequence of learning.</p> <p>Planning completed by Trainee with support from the class teacher.</p> <p>Observation of Expert Colleagues</p> <p>Become familiar with the PE/physical development curricula and resources for the school.</p> <p>Observe a PE session using the Structured Observation proforma.</p> <p>Make a note the different strategies that are used to support learning.</p> <p>Spend time reflecting on health and safety in this area of the curriculum. Use the link to help your reflections. IPESN PESSN <u>Safety in Physical Education and Sport.188303724.doc (live.com)</u></p> <p>Trainee to complete their weekly Development Record Targets following observation and weekly School meeting.</p> <p>PE Structured Observation added to OneDrive.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload planning from RoPD observation to Abyasa.</p>	<p>Trainee to share their planning in advance with School Mentor/class teacher for discussion and edits/support.</p> <p>Observation completed by the School Mentor and recorded on the Record of Performance and Development (RoPD) form, then uploaded to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the observation.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record.</p> <p>Please ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to planning/resources.</p> <p>The Lead Mentor may conduct a virtual (Teams) compliance check this week.</p> <p><i>The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee's professional conduct or performance.</i></p>
Lead Mentor	Weekly email to Trainee to check in.	Complete Checkpoint 2
Wk4 Big Question	What does high quality SEND look like?	
03.03.25	All Trainees: Plan and teach for a complete morning or afternoon each day. Planning	The School Mentor/Class teacher should carry out a weekly observation this week

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
<p>Ramadan 28.02- 30.03.25</p>	<p>completed by Trainee with support from the class teacher.</p> <p>Questions to support conversations with expert colleagues to support the Big Question.</p> <p>How does the knowledge of what pupils already know and are able to do inform activities and resources? How is this informed by EHCs/ IEPs, language assessments etc?</p> <p>In what way do lessons provide appropriate challenge and support for all?</p> <p>How does planning refer to individuals and groups of pupils' learning needs?</p> <p>How do pupils know what is expected of them?</p> <p>What does success look like? How is the impact of adaptations and interventions monitored?</p> <p>How are pupils' physical needs met in PE/ PD activities?</p> <p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload observation, along with the lesson plan, to Abyasa.</p>	<p>which should be uploaded by the Trainee to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the formal observation.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record.</p> <p>Please ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to planning/resources.</p> <p>The Lead Mentor may conduct a virtual (Teams) compliance check this week.</p> <p><i>The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee's professional conduct or performance.</i></p>
<p>Lead Mentor</p>	<p>Weekly email to Trainee to check in.</p>	<p>Complete Checkpoint 2</p>
<p>Wk5 Big Question</p>	<p>How are routines, relationships and rules used to manage behaviour both inside and outside the classroom?</p>	
<p>10.03.25</p>	<p>All Trainees: Plan and teach for a complete morning or afternoon each day. Where appropriate and with the support of expert colleagues, your plans need to show evidence that TAs and other adults supporting your children in the classroom have been planned for. Planning completed</p>	<p>Trainee to share their planning in advance with School Mentor/class teacher for discussion and edits/support.</p> <p>Observation completed by the School Mentor and recorded on the Record of Performance and Development (RoPD) form, then uploaded to Abyasa.</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
	<p>by Trainee and reviewed by the class teacher prior to teaching.</p> <p>Observation of Expert Colleagues with an emphasis on positive behaviour management strategies</p> <p>Questions to support conversations with expert colleagues to support the Big Question.</p> <ul style="list-style-type: none"> ○ What are the perceived challenges of managing behaviour whilst teaching? ○ What part does behaviour management play in the selection of learning activities, resources and organising groups? ○ How is the school's behaviour management system reflected in day-to-day practice? <p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Structured Observation with a focus on positive behaviour management strategies added to OneDrive.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload planning from RoPD observation to Abyasa.</p>	<p>Weekly meeting with the School Mentor to include feedback from the observation.</p> <p><u>This is the half-way point. Reflect on the Core Competencies with the Trainee.</u></p> <p>Identify gaps and ways to give the Trainee opportunity and guidance to evidence this.</p> <p>Check Trainee's tracking of pupil progress and discuss how the Trainee is identifying progress.</p> <p>The Lead Mentor may conduct the Desk-based task this week.</p> <p><i>The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee's professional conduct or performance.</i></p>
Lead Mentor	View contents of Trainee's OneDrive and uploaded Abyasa documentation.	Complete Checkpoint 3
Wk6 Big Question	To what extent is my classroom a predictable and secure environment for all learners?	
17.03.25	<p>All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting.</p> <p>With the support of expert colleagues, they will be expected to plan, resource and take leadership with a <i>growing</i> independence making sure that all areas of the learning environment are well resourced and prepared for children daily.</p>	<p>The School Mentor/Class teacher should carry out a weekly observation this week which should be uploaded by the Trainee to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the formal observation.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record.</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
	<p>Managing Space There are three major factors to consider when thinking about creating safe and secure spaces:</p> <ul style="list-style-type: none"> ○ Physical Space: Deciding how the educational environment is physically laid out and designed to support pupils' safety and learning. ○ Psychological Space: Creating a trusting educational environment that allows pupils to participate, ask questions, take risks, and receive constructive feedback. ○ Emotional Space: Celebrating diversity, self-expression, and Trainees' achievements. <p>As you begin to assume more responsibility for teaching, consider the ways in which you manage these spaces to create an effective climate of learning in your classroom or setting.</p> <p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload observation, along with the lesson plan, to Abyasa.</p>	<p>Please ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to planning/resources.</p> <p>The Lead Mentor may conduct the Desk-based task this week.</p> <p><i>The School Mentor should contact the Lead Mentor if there are significant concerns about a Trainee's professional conduct or performance.</i></p>
Lead Mentor	View contents of Trainee's OneDrive and uploaded Abyasa documentation.	Complete Checkpoint 3
Wk7 Big Question	In what way is your teaching supporting high quality talk, to support pupils' articulate key ideas and consolidate understanding?	
24.03.25	<p>All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting.</p> <p>With the support of expert colleagues, they will be expected to plan, resource and take leadership with a <i>growing</i> independence making sure that all areas of the learning environment are well resourced and prepared for children daily.</p> <p><u>Trainee to meet with a member of SLT to discuss:</u></p>	<p>Observation completed by the School Mentor and recorded on the Record of Performance and Development (RoPD) form, then uploaded to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the observation.</p> <p>Check Trainee's tracking of pupil progress and discuss how the Trainee is identifying progress</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
	<p>Where appropriate, the Trainee should meet with a member of the Senior Leadership Team to discuss:</p> <ol style="list-style-type: none"> Protocols for looking around a prospective school. The content of a strong personal statement. Interview questions and techniques, <p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload planning from observed lesson to Abyasa.</p>	<p>Trainee to meet with a member of SLT to discuss how to successfully apply for ECT positions.</p> <p>The Lead Mentor may conduct a school visit this week. The second Quality Assurance Compliance check.</p> <p><i>By this stage, the Trainee should be on a supported trajectory towards a pass. Any concerns must be raised with the Lead Mentor.</i></p>
Lead Mentor	Check Development Record is up to date and ongoing evidence of pupil assessment.	Complete Checkpoint 4 - school visit
Wk8 Big Question	What methods of assessment have you use to evaluate the academic progress of your class? How have these methods impacted on the way you teach?	
31.03.25 Eid-ul-Fitr 30.03 - 31.03.25	<p>All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting.</p> <p>With the support of expert colleagues, they will be expected to plan, resource and take leadership with a <i>growing</i> independence making sure that all areas of the learning environment are well resourced and prepared for children daily.</p> <p>Trainees will conduct a pupil progress meeting with their School Mentor, supported by their tracking documentation, evidencing the impact their planning and teaching has had upon their pupils' progress in phonics, English and maths.</p> <p>Where applicable, Trainees should play an active role in Pupil Progress meetings and be able to identify where pupils have made progress.</p>	<p>Observation completed by the School Mentor and recorded on the Record of Performance and Development (RoPD) form, then uploaded to Abyasa.</p> <p>Weekly meeting with the School Mentor to include feedback from the observation.</p> <p>Check Trainee's tracking of pupil progress and discuss how the Trainee is identifying if progress has been made against the Learning Outcome what strategies they have used to improve and positively impact progress across the ability ranges.</p> <p>The Lead Mentor may conduct a school visit this week. The second Quality Assurance Compliance check.</p> <p><i>By this stage, the Trainee should be on a supported trajectory towards a pass. Any concerns must be raised with the Lead Mentor.</i></p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
	<p>Trainee to complete their weekly Development Record Targets following observation and weekly School Mentor meeting.</p> <p>Continue to assess Pupil Progress of the maths and English lessons you have planned and taught.</p> <p>Trainee to upload planning from the observed lesson to Abyasa.</p>	
Lead Mentor	Check Development Record is up to date and ongoing evidence of pupil assessment	Complete Checkpoint 4 - school visit
07.04.25 – Easter Holiday		
14.04.25 – Easter Holiday		
Wk 9 Big Question	How do schools report progress to parents and caregivers?	
21.04.25	<p>All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting.</p> <p>With the support of expert colleagues, they will be expected to plan, resource and take leadership with a <i>growing</i> independence making sure that all areas of the learning environment are well resourced and prepared for children daily.</p> <p>Questions to support discussions with expert colleagues:</p> <ol style="list-style-type: none"> 1. Talk to your Class teacher/School Mentor about how they report progress to parents/ caregivers. 2. Look at the end of year school reports/ profiles that might be available for a selection of your pupils. What do they tell you about where they were? 3. With the guidance of your class teacher (and if appropriate), write a draft report for a small sample of your pupils, following your schools' template <p>Trainee Abyasa Checklist:</p> <ul style="list-style-type: none"> - Uploaded weekly observations and planning - RoPDs x4 (uploaded by School Mentor) - Uploaded the completed Development Record 	<p>The Final Assessment Report is to be completed on Abyasa by the end of this week and assessment will be against the Teachers Standards. Please note that School Mentor comments are used to inform the Trainee's reference.</p> <p>School Mentors need to arrange to meet with the Trainee to review evidence against each of the Teachers' Standards and identify strengths and areas for development.</p> <p>Extra tailored CPD opportunities identified for Trainee during the following week to develop wider professional skills related to transition to ECT.</p> <p>Ensure that the Trainee is aware of what they will be expected to teach in the following week.</p> <p>Please complete the School Experience Evaluation.</p> <p>The Lead Mentor will review the Assessment Report, adding their testimonial.</p>

Week	Breakdown Trainee Tasks	School Mentor/Class Teacher Expectations
	- Uploaded evidence of continued assessment of Pupil Progress in maths and English	
Lead Mentor	Weekly email to check in Evidence checks on Abyasa and OneDrive in preparation for Checkpoint 5	Complete Checkpoint 5 - Assessment Report
Wk 10 Big Question	What strategies have you employed to establish positive and effective working relationships with key colleagues across the school community?	
28.04.25	<p>All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting.</p> <p>With the support of expert colleagues, they will be expected to plan, resource and take leadership with a <i>growing</i> independence making sure that all areas of the learning environment are well resourced and prepared for children daily.</p> <p>Work on target specific target areas identified in the previous week.</p> <p>Trainees should evaluate their involvement with the wider school and consider the importance and impact this has had on their professional development as well as how this contributes to positive outcomes of the school and the children in it.</p> <p>Trainee Abyasa Checklist:</p> <ul style="list-style-type: none"> - Uploaded weekly observations and planning - RoPDs x4 (uploaded by School Mentor) - Uploaded the completed Development Record - Uploaded evidence of continued assessment of Pupil Progress in maths and English 	Please ensure that the Trainee has completed all aspects of their School Experience Tasks and that the documentation is completed and uploaded onto Abyasa.
Lead Mentor	Weekly email to check in Evidence checks on Abyasa and OneDrive in preparation for Checkpoint 5	Complete Checkpoint 5 - Assessment Report