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The Placement Overview for each year group is in the Appendices.

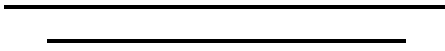
- The School Based Educator will be introduced to the University Based Educator via an email sent by the student on the 1st day of the school experience placement. If this is not forthcoming, the School Based Educator should communicate with the student as a prompt to ask them to send the introductory communication as per university expectations.
- Following the introductory email from the student to the University Based Educator the School Based Educator should then receive an email from the School Based Educator as a point of introduction. It will invite the School Based Educator to keep in contact if they have any queries and to inform them that the University Based Educator will be shortly back in touch to see how things are going over the course of the placement and to agree when it is convenient to undertake the visit.
- The next communication to the School Based Educator from the University Based Educator should be to co-

visit. It would be useful for the School Based Educator to remind the student to ensure they have regularly uploaded their ,

feedback to the student should be.

- Feedback on the lesson observation should then be provided to the student. It would be excellent practice for both the School Based Educator and University Based Educator to jointly provide feedback to the student. This may not always





In year 2, students have two placements in the same school, one for 4 weeks, the other for 6 weeks.

- Plan, teach and evaluate individual group lessons in literacy and numeracy
- Plan, teach and evaluate single lessons in literacy and numeracy
- Plan, teach and evaluate a series of lessons in literacy and numeracy (small group or whole class as appropriate for the stage of the placement).
- Have regular experiences of planning, teaching and evaluating lessons in Expressive Arts (or another curricular area *if* unable to teach Expressive Arts).
- Plan for diverse learners, making use of and adapting individual lesson plans where appropriate.
- Use different ways to formatively assess learning, identifying next steps and different, varied ways of recording your findings.
- Where possible, students are encouraged to incorporate digital technology and outdoor learning into their planning

Week !

	Days	Days	Single Days	Consecutive Days	Total
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- Plan, teach and assess 4 full, consecutive days.
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and work on their community education experiences.

student is required to inform the school and the University should they be unable to attend their placement on any given day. Students should:

- Contact the placement school, the Placement & Partnership Officer and report all absences via the Student Portal in the usual way
- If absent for more than one day students should contact both the placement school and the Placement & Partnership Officer on each day of absence
- If absent for more than 5 working days students must submit a medical certificate to the Student Portal and to ITEPlacements@gmu.ac.uk
- When students return to school they should advise the Placement & Partnership Officer, via ITEPlacements@gmu.ac.uk
- Any days missed due to absence must be made up at the end of the placement if the school is in agreement or by undertaking an additional

clearly indicated to the student and examples

[university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness](#)

The Mid Way Review takes the form of a discussion between students and the School

with practical and specific suggestions and evidence required from the student to demonstrate further achievement), providing evidence-based examples based on observed practice that highlight actual strengths and weaknesses of modifiable behaviours that have been observed to the SPR.



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Student Information	
Student Name:	
Date Completed:	Stage / Class:
Student Signature:	SBE Signature:

Students are asked to complete the midway review form with their School Based Educator (SBE) and submit it to the university by the required deadline. Please list a maximum of three key strengths and three key areas of development.

1(a) My areas of strength are:

1(b) These strengths can be further developed by

2(a) My areas for development are:

2(b) My next steps are:

Additional comments

The final report form should be completed by the School Based Educator at least one day before the end of the school experience and discussed with the student. This provides the student with the opportunity to review the report with the School-Based

<ul style="list-style-type: none"> • Embracing the values of social justice • Trust and Respect • Integrity 	
<ul style="list-style-type: none"> • Developing deep knowledge of learning and teaching • Critically examining how our teaching impacts on learners • Using evidence collaboratively to inform teacher judgement and next steps for learners 	
<ul style="list-style-type: none"> • Learning for Sustainability • Leadership of and for learning • Engaging with the Standard to demonstrate developing professionalism 	

<ul style="list-style-type: none"> • Build positive, rights respecting relationships for learning 	
<ul style="list-style-type: none"> • Engage critically with literature, research, and policy • Engage in reflective practice to develop and advance career long professional learning and expertise 	

Written

Satisfactory

Unsatisfactory

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#&"

Students can be absent up to _____ before they are required to make up the time. This equates to _____ for a total of 10 weeks of School Placement.

If students are absent for longer than 5 days across 10 weeks of school placement, they are required to make up for absent time.

- o The set dates for retrieval placements are determined by ITEPlacements@gmu.ac.uk

Retrieval placement dates must first be confirmed by ITEPlacements@gmu.ac.uk

Retrieval placement arrangements should then be discussed with both your School Based Educator and University Based Educator to agree a plan.

If a student is absent, they must remember to log any absence via the Student Portal and email ITEPlacements@gmu.ac.uk. This email should



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A cause for concern may be triggered by:

- A pattern of absence and/or lateness
- Lack of thorough preparation for lessons
- Inability and/or unwillingness to act upon advice/feedback given
- Unprofessional conduct including inappropriate interaction with staff, pupils and members of the wider school community
- Unusual pressures and/or burdens on the student

This is not an exhaustive list. Please highlight any circumstances that may have a
lete and return to the UBE.

