

## 1. APPENDIX A: Placement 2 Tasks & Contact Time

### Placement 2 Structured Task Proposals and Contact Time Increments.

- Planning and delivery of lessons throughout placement 2 should show build from the experience of placement 1 and independence and confidence to consider the needs of all learners, integrate formative assessment, and the use of a wide variety of pedagogical approaches, including individual and collaborative approaches.
- This task structure proposal gives an overview of key tasks, **however the full list of expected standards/main features/indicators for placement 2 can be found in section 2.6 of this handbook.**

Week Number	Suggested Teaching / observation hours <sup>1</sup>	Suggested tasks to cover each week which will allow you to demonstrate evidence towards meeting the SPRs. Evidence of these tasks and reflections on them should be included in your PDP.	In addition to normal teaching activities and observation, over the duration of placement and in order to demonstrate evidence for the SPRs you should also:
Week 1	Up to 5 hours teaching and up to 10.25 hours observation	<p>Day one of placement should include students familiarising themselves with health and safety procedures, and relevant school policies.</p> <ul style="list-style-type: none"><li>• Find and read relevant school policies. Summarise what they mean for you, and you practice on placement. (5 bullet points for example and record this in your PDP).</li><li>• You should be using a weekly target plan to develop areas identified in placement 2 and in your support plan and discuss these with your Supervising Teacher.</li></ul>	<ul style="list-style-type: none"><li>• Gather pupil feedback and opinions on your teaching/lessons from some of your classes by using simple questionnaires/post-it responses from week 3 onwards.</li><li>• Choose at least 2 readings to study over placement which will inform practice. Reflect on these in your PDP and demonstrate how these will inform your practice. Topics might include: Behaviour management; Group work; Differentiation; Assessment for Learning;</li></ul>

		<ul style="list-style-type: none"> <li>Gather unit overviews and teaching plans for the year groups you are teaching; plan and deliver your first 7 hours of lessons and reflect on these.</li> <li>Inclusion of all learners should start to be considered in your planning and delivery of lessons and this will include observation and gathering information about the learners in each class.</li> </ul>	<p>Engaging Learners; Discussion; Inquiry learning.</p> <ul style="list-style-type: none"> <li>As part of your timetable, plan for and teach a series of connected lessons with the same class.</li> </ul>
Week 2	<p>Up to 9 hrs teaching</p> <p>Up to 6.25hrs observation</p>	<ul style="list-style-type: none"> <li>Find out about approaches to the <b>responsibilities for all</b> within your department and across the school (Literacy, Numeracy and Health and Well-being, Learning for Sustainability) You should be making links to these in your lesson plans and lessons and reflecting on the implications.</li> <li>In your planning of lessons, you should be incorporating ways of finding out about what pupils are actually learning in your classes and using this information to inform future planning through a range of formative assessment approaches.</li> <li>You should be developing your ability to meet the needs of all learners through developing inclusive practices.</li> </ul>	<ul style="list-style-type: none"> <li>Trial teaching and impact gathering methods for your practitioner inquiry to inform your proposal.</li> <li>Discuss and make the arrangements, where possible, with the Regent to shadow a class or pupil for a day especially if you have not done this during placement 1</li> <li>Be involved in whole school meetings, faculty/departmental meetings, extracurricular activities.</li> </ul>
Week 3	<p>Up to 11 hrs teaching</p> <p>Up to 4.25 hrs observation</p>	<ul style="list-style-type: none"> <li>By this week you should have gathered formative assessment information from all classes. You should be able to demonstrate and evidence how you have used this information to adapt your lessons.</li> <li>You should be increasing the range of approaches to your teaching repertoire. For example, both individual and group activities where</li> </ul>	<ul style="list-style-type: none"> <li>Expressive Arts and PE Students Undertake a 2 day primary observation visit. See C + handbook for further details.</li> </ul>

		this is appropriate; using technology when and if this is possible; creating a range of ways of explaining and a range of pupil tasks.	
Week 4	Up to 11 hrs Teaching  Up to 4.25 hrs observation	<ul style="list-style-type: none"> <li>Continue to plan responsively, using information gathered about student learning. You should be using a range of assessment strategies.</li> <li>If possible, arrange a reciprocal observation with another student teacher in the school and give each other feedback.</li> </ul>	
Week 5	Up to 13.25hrs Teaching  Up to 2 hours of Observation	<ul style="list-style-type: none"> <li>Continue to develop teaching approaches, evaluate and reflect on all teaching skills and approaches to date.</li> <li>Find out about how the school and department respond to and plan <b>for changes in education</b> and reflect on these in your PDP.</li> </ul>	
Week 6	13.25 hours teaching  Up to 2 hours of Observation	<ul style="list-style-type: none"> <li>Continue to develop teaching approaches, evaluate and reflect on all teaching skills and approaches to date.</li> <li>Ensure PDP is fully updated by end of placement to allow the Supervising Teacher and tutor to make final assessment judgements based on evidence, including that in the PDP.</li> </ul>	

<sup>1</sup>The hours indicated here are for guidance only. Some students may choose to progress at a faster or slower pace depending on their needs, confidence or prior experience. Contact hour increments will also depend on the needs of individual classes in respect to such issues as continuity, consistency and progression.