

13. APPENDIX A: Placement 3 Tasks & Contact Time

Placement 3 Structured Task Proposals and Contact Time Increments

- Planning and delivery of lessons throughout placement 3 should show an increasing ability 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 3 can be found in section 2.7 of this handbook.**

Week Number	Suggested Teaching / observation hours ¹	Suggested tasks to cover each week	With the aim of meeting the SPR standards, over the duration of placement you could also:
Week 1	Up to 9hrs teaching & 8hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> • Gather unit overviews and teaching plans for the year groups you are teaching and try and discuss the rationale for curriculum design. • Upload your timetable to your PDP and keep your university Placement Tutor informed of any changes. 	<ul style="list-style-type: none"> • Keep an ongoing record of your school placement work in your PDP to evidence SPRs. The PDP is a work in progress document and has to be kept up to date. • Choose at least 2 readings to study over placement which are related to practice. Reflect on these in your PDP. Topics might include: Behaviour management; Group work; Differentiation; Assessment for Learning; Engaging Learners; Discussion; Inquiry learning.
Week 2	Up to 13.25hrs teaching & 4.25hrs observation of subject specialist teachers/sch	<ul style="list-style-type: none"> • Inclusion of all learners should start to be considered in your planning and delivery of lessons. • In your planning of lessons, you should be considering how you can find out about what pupils are actually learning in your classes, simple formative assessment strategies should be incorporated into lessons. 	<ul style="list-style-type: none"> • Complete the Professional Studies task. • Find and read relevant school policies. Summarise what they mean for you and your practice on placement. • Find out about Additional Support for Learning (ASL), who is responsible, what are the needs of

	ool community		your pupils, how are they supported, how can you be supported in meeting these need?
Week 3	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> From this week forward try to expand upon the forms of formative assessment strategies you use with your classes. Reflect on how pupil engaged with these and how it influenced your next steps when teaching that class. From this week forward, plan to focus on developing you questioning strategies and approaches in greater detail. This might include addressing lower order/ higher order questioning, for example. 	<ul style="list-style-type: none"> Where feasible, try to spend time in learning support, nurture bases or any other specialist part of the school that work to support learning and pupils needs. Discuss and make the arrangements, where possible, with the Regent to shadow a class or pupil for a day. Discuss with your regent or Supervising Teacher, the approaches used in your placement school to make links and transitions between primary and secondary education.
Week 4	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> By this week you should have gathered formative assessment information from all classes. You should be able to demonstrate and evidence how you can use this information to adapt your lessons. 	<ul style="list-style-type: none"> Be involved in whole school meetings, faculty/departmental meetings, extracurricular activities, parents/carer's evenings. Discuss with your Supervising Teacher, or other member of department staff about how the department and subject has developed over the last five years, and what has influenced these changes to teaching and learning.

Week 5/6	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> • Continue to consolidate, evaluate and reflect on all teaching skills and approaches to date. • Continue to consolidate, evaluate and reflect on all teaching skills and approaches to date. • Ensure PDP is fully updated by end of placement to allow Supervising Teacher and tutor to make final assessment judgements (if still outstanding by this stage) based on evidence, including that in the PDP. 	<ul style="list-style-type: none"> • 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. • As part of your timetable, you should demonstrate that you are accepting increasing responsibility and displaying growing independence in leading and delivering longer sequences of lessons with a range of different classes. This should build on your previous experiences in placement one and two. • Complete any tasks given by C & P tutor.
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¹The 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.