



# Southbury Primary School

## Student Placements: Protocol for Class Teachers

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Southbury is a partnership school for Middlesex University and regularly takes a significant number of students on teaching practice. Some are pursuing undergraduate courses, others the PGCE. Most classes in the school are taught by a student at some point during the year. The organisation in school is designed to both support the students and to ensure that the pupils are benefiting from the experience, and that it is not detrimental to their progress and learning.

### Mentors

Senior mentor supporting other mentors

- Angie Taylor

### Mentors

- Kim Pinwill (Early Years)
- Helena Mehmet
- Rosie Kierans
- Debbie Connolly
- Carly Cinotti
- Gemma Glynn



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Mentors have responsibility for:

- liaising with the Headteacher, class teacher and college tutor
- checking the student's files
- observing once a week and giving constructive feedback
- filling in mid-point and end of practice reports
- ensuring that weaknesses are clearly identified to the student and appropriate support given.

## Class teachers

Class teachers need to ensure a balance between time spent in the classroom and carrying out other duties. Even when the student is seen to be in charge of the class and leading a session, the class teacher will often be present too. Class teachers must fill in a brief daily log to show how their time has been spent throughout the week. Time can be allocated in the week for subject coordination.

## Supporting the Student Teacher:

- Recognise that the student is in a learning environment and that they are still developing their skills.
- Explain routines and aspects of organisation in detail during preparatory visits by the student to ensure continuity of approach for the children.
- Check that lesson plans contain all the relevant information and correct structure. Give input to ensure quality of delivery to pupils.
- Take an active part in year group planning sessions; do not leave sole responsibility to the student. Encourage the student to look at upcoming learning objectives before the meeting and to be as pro-active as possible in the planning discussions.



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- Be a visible presence to parents and children on the playground at the beginning and end of the school day. Actively help to settle the class in the classroom at 8.55am and dismiss at 3.15pm. Be seen to be still in overall charge of the class.
- Always be present and take the lead in any parental discussions.
- Regularly check children's books for learning outcomes and quality of marking etc.
- Observe lessons at least twice a week and give constructive feedback. Set achievable targets for future development.
- Ensure that concerns are shared promptly with the mentor.

## Supporting the pupils

Apart from when class teachers are required to cover other classes, there is an expectation that they will use the majority of their time to support the learning of the pupils in their class.

This should include:

- Working in the classroom in a supportive role whilst the student is leading the lesson. (eg working with a target group)
- Working with individual children/small groups to address identified areas of weakness or misconception in Literacy and Maths.
- Working with individual children/small groups to address IEP targets.
- Work with a group of more able pupils to develop their problem-solving skills and provide the opportunity for them to pursue their own areas of interest.
- Work with individual children/small groups to promote positive behaviour and social skills.
- Conferencing with individual pupils about their learning.



# Southbury Primary School

Monday	am 1.
	am 2.
	am 3. (Reading)
	pm 1.
	pm 2.
Tuesday	am 1.
	am 2.
	am 3. (Reading)
	pm 1.
	pm 2.
Wednesday	am 1.
	am 2.
	am 3. (Reading)
	pm 1.
	pm 2.
Thursday	am 1.
	am 2.
	am 3. (Reading)
	pm 1.
	pm 2.
Friday	am 1.
	am 2.



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	am 3. (Reading)
	pm 1.
	pm 2.

Responsible Committee	
Reviewed and ratified	
Review date	
Legal Requirement	