



**University
of Worcester**

Institute of Education

School Experience Reflective Portfolio

Primary PGCE

Name _____

Year of Entry _____

Organisation of the Reflective Portfolio

You will continue to make contributions to the RP throughout all 3 School Experiences. Set up your RP as follows and use this as a checklist to ensure you have organised the SE file correctly.

Section 1: Generic Information	Checklist
Rationale	
Personal contact details	
UW letter confirming DBS clearance	
Code of Conduct form/Signed declaration	
Section 2: School Experience Information	
Record of School Experience	
School information sheet	
SE attendance form	
Mid-point review	
Final SE report	
Section 3: Making Progress towards the Teachers' Standards	
Reflection – how and why we do it	
Evidence – what can I include?	
Meeting the Teachers' Standards booklet	
Making progress –overview of evidence for meeting the Teachers' Standards	
8 divided sections containing packages of evidence for each Teachers' Standard & Part 2	
Forms, guidance and exemplar materials are available on Blackboard	



Institute of Education

Section 1: Generic Information

Rationale

Personal contact details

UW letter confirming DBS clearance

Code of Conduct form/Signed Declaration

Personal contact details

Emergency contact details for trainee teachers on school experience

Name: _____

Course: _____

Year
Group: _____

Dates
in school: _____

In case of emergency I would like you to contact:

Name: _____

Address: _____

Telephone
Number: _____

If you cannot contact the person above, please try:

Name: _____

Address: _____

Telephone
Number: _____

Medical conditions that you should be aware of:

A copy of this form should be submitted to the school office of the placement setting and a copy should be kept at the front of your SE file.

Code of Conduct form

University of Worcester Primary Initial Teacher Training Programmes

Code of Professional Conduct

It is expected that all trainees who are on a programme leading to a recommendation of Qualified Teacher Status (QTS) at the University of Worcester conduct themselves in a professional manner. The Teachers' Standards (2012) clearly reflect the expectations that must be met by those in the teaching profession both in terms of teaching competence and behaviour. This code has been drawn up taking account of these and professional values as stated in the handbook for your course.

Your professionalism will be commented on in your University reference.

Professionalism will be demonstrated by:

- **Professional behaviour and respect for others** including all university and school staff, other trainees, children and parents.
- **Regular attendance** including adherence to the procedures for notification of absence from both university sessions and school placements. Your overall attendance will be monitored closely.
- **Punctuality** for lectures and tutorials at university and as required by placement schools. Whilst on placement, you are expected to adhere to the times required according to the SE Handbook.
- **Appropriate use of internet facilities** including email and social networking sites. Please refer to your Course Handbook for further details.
- **Taking responsibility for your own learning including the ability to listen to and act on advice from others.** This includes engaging in modules, completing tasks, attending tutorials and taking responsibility for addressing areas of improvement by discussing concerns with university tutors and school mentors.
- **Not taking personal telephone calls, texting, emailing or using the internet**, unless directed, during university sessions or during teaching sessions whilst on school placements.
- **Not turning up to school or university sessions under the influence of drugs or alcohol**
- **Maintaining an appropriate standard of dress and appearance when on school placement** – this will vary from school to school and it is the student's responsibility to ensure they are fully informed of the school's expectations and dress accordingly.
- **Not taking photographs, videos and other images of children** without prior consent and adhering to school policy when on placement.
- **Respecting the confidentiality** of school resources, staff and children.

A breach of one or more terms of the Code of Conduct may have implications for your continued professional development and award of Qualified Teacher Status.

I declare that I acknowledge acceptance of this Code of Conduct as a trainee teacher of a programme of Primary Initial Teacher Training at the University of Worcester.

Name:

Student Number:

PGCE Primary

Date:

PPP Tutor:

Please sign and return this page, keeping the above signed copy in section 1 of your Reflective Portfolio.

**University of Worcester
Primary Initial Teacher Training Programmes**

Code of Conduct

I declare that I acknowledge acceptance of this Code of Conduct as a trainee teacher at the University of Worcester.

Name: _____ Student Number: _____

Date: _____ PPP Tutor: _____



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Section 2: School Experience Information

Record of School Experience

Curriculum Audit

School information sheets

SE attendance forms

Mid-point reviews

Final SE reports

Primary PGCE Mid-Course Curriculum Audit

Please record, when you have had an opportunity to teach the subjects, using the following key:

SE1S (series of lessons) **SE1I** (individual lesson) **SE2S** (series of lessons) **SE2I** (individual lesson) **NYT** (not yet taught)

Full Name:

Pathway (please highlight): 3-7 5-11 PE Mathematics

Subject/Phase	Maths	English/ Phonics	PSHE	Languages	Science	Geography	History	Music	Computing	DT	PE*	Art	RE
<i>Example</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE2I</i>	<i>NYT</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE1I</i>	<i>SE2I</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE2I</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE1S</i> <i>SE2S</i>	<i>SE1I</i>
EYFS													
KS1													
KS2													

* If you are on the PE Specialist Pathway please indicate below which aspects of PE you have had the opportunity to teach e.g. gymnastics:

School Information Sheet

Trainee's name:	Trainee contact details:
SE Tutor:	Tutor contact details:
PPP/PACT tutor:	School Experience: SE1 SE2 SE3

General Information about the school

Name of School:	Head Teacher:
School Address and Telephone number:	No. of children on roll: No. of classes:
Lead Mentor:	Who to contact regarding illness or absence:
Named first aider:	Time school starts:
Have you read the Safeguarding Policy?	Designated Senior Teacher (DST):
Have you read the Assessment Policy?	Have you read the Marking Policy?
Have you read the Health and Safety Policy?	Have you read the Behaviour Policy?
Assembly times and staffing:	Dress code, including that for PE:
Playground Duties:	Fire Procedures/ Accidents or Emergencies
Staff Room Procedures (tea/coffee money/ notice boards/ seats, etc)	Staff Meetings/ T.E Days – are you expected to attend?



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Section 3: Making Progress towards the Teachers' Standards

Meeting the Teachers' Standards booklets

Making progress – overview of evidence for meeting the Teachers' Standards

Packages of evidence for each Standard (Please use file dividers to put your evidence for each Standard in a clearly marked section)



Providing evidence towards the Teachers' Standards

SE1 / SE2 / SE3 (please circle)

Overview of evidence for meeting the Teachers' Standards

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

	Contents of Package of Evidence
<p>a. Establish a safe and stimulating environment for pupils rooted in mutual respect</p>	
<p>b. Set goals that stretch and challenge pupils of all backgrounds abilities and dispositions</p>	
<p>c. Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.</p>	
<p><u>Reflective summary</u></p>	

SE1 / SE2 / SE3 (please circle)

Overview of evidence for meeting the Teachers' Standards

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

	Contents of Package of Evidence
a. Be accountable for pupils' attainment, progress and outcomes.	
b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	
c. Guide pupils to reflect on the progress they have made and their emerging needs.	
d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	
e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.	
Reflective summary	

Overview of evidence for meeting the Teachers' Standards

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

	Contents of Package of Evidence
<p>a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</p>	
<p>b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p>	
<p>c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>	
<p>d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	
<p>e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	
<p>Reflective summary</p>	

Overview of evidence for meeting the Teachers' Standards

4. PLAN AND TEACH WELL-STRUCTURED LESSONS

	Contents of Package of Evidence
a. Impart knowledge and develop understanding through effective use of lesson time.	
b. Promote a love of learning and children's intellectual curiosity.	
c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	
d. Reflect systematically on the effectiveness of lessons and approaches to teaching.	
e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	
Reflective summary	

Overview of evidence for meeting the Teachers' Standards

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

	Contents of Package of Evidence
<p>a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p>	
<p>b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p>	
<p>c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.</p>	
<p>d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p>Reflective summary</p>	

Overview of evidence for meeting the Teachers' Standards

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

	Contents of Package of Evidence
<p>a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p>	
<p>b. Make use of formative and summative assessment to secure pupils' progress.</p>	
<p>c. Use relevant data to monitor progress, set targets, and plan subsequent lessons.</p>	
<p>d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	
<p>Reflective summary</p>	

Overview of evidence for meeting the Teachers' Standards

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

	Contents of Package of Evidence
<p>a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p>	
<p>b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	
<p>c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	
<p>d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
<p>Reflective summary</p>	

Overview of evidence for meeting the Teachers' Standards

8. FULFILL WIDER PROFESSIONAL RESPONSIBILITIES

	Contents of Package of Evidence
a. Make a positive contribution to the wider life and ethos of the school.	
b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	
c. Deploy support staff effectively.	
d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
e. Communicate effectively with parents with regard to pupils' achievements and well-being.	
Reflective summary	

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

SCOPE	GENERAL POINTS TO CONSIDER	POSSIBLE EVIDENCE	Please include evidence of Part 2 for your RP (dated)
<p>9) Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.</p> <p>9a) Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position</p> <p>9b) Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</p> <p>9c) Showing tolerance of and respect for the rights of others</p>	<p>How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?</p> <p>How can you demonstrate safeguarding and well-being of children?</p> <p>Can you demonstrate through your course and SE experience an awareness of legislation governing the teaching profession e.g Safeguarding children in education and linked Local Authority guidance?</p> <p>How might you recognise the possible signs of neglect, physical, emotional and sexual abuse?</p>	<p>Professional development</p> <p>Updated pupil records</p> <p>Response to possible incidents (safeguarding and child protection)</p> <p>Communications with colleagues</p>	

<p>9d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>9e) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p>	<p>How would you pass on any concerns you had about an individual?</p> <p>How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality/whistle blowing/health and safety.</p> <p>How do you liaise effectively with key people in your workplace?</p> <p>Do you know who the appropriate colleagues are who provide/can access specialist support?</p> <p>Is your teaching impartial and reflective of national and school policy and procedures? e.g. PSHE/Multiculturalism/British Values</p>	<p>Contributions to meetings</p> <p>Lesson observation</p> <p>Learner feedback</p> <p>Child Protection training</p> <p>Safeguarding training</p> <p>Record of having read school policies and other key documents</p>	
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SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>10) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</p>	<p>How do you demonstrate and promote the school's ethos, policies and practices?</p> <p>Does your attendance and punctuality meet the expectations of the school?</p>	<p>Professional development contributions to meetings.</p> <p>Communication with colleagues</p> <p>Attendance records</p> <p>Meeting minutes</p> <p>Homework diaries</p> <p>Parent/carer/learner feedback</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>11) Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.</p>	<p>How can you demonstrate your practice and awareness of the statutory frameworks e.g Teachers Standards/NC/EYFS/ new SEND code?</p>	<p>Parent/carer/learner feedback</p> <p>Professional development</p> <p>Contribution to meetings</p> <p>Communications with colleagues</p> <p>Meeting minutes</p>	

