Phase 3 Preliminary Days – 28th – 29th April

The following guidance is to ensure that trainees and Teacher Mentors make a smooth transition into the placement and ensure that trainees know and understand the school policies and procedures whilst also building positive and professional relationships with the school staff and children.

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| **Trainee** | **Teacher Mentor** |
| **Provide your Teacher Mentor with:**- a copy of your End of Phase 2 CARD including responses to areas for development**Read key polices and documents:*** Safeguarding, Health and Safety and Critical Incidents Arrangements (e.g. fire procedures)
* School policies:
	+ - Behaviour Management
	+ - E-safety
	+ - Teaching and Learning
	+ - Inclusion (racial equality, diversity)
	+ - Any other polices you are provided with

 **Familiarise yourself with the school:*** Learn to navigate your way around the school
* Find out where shared resources are stored and the procedure to use these
* Begin to learn the names and responsibilities of staff in the school
* Find out how to use the photocopier and computer

**Familiarise yourself with your placement classroom:*** Draw a plan which notes seating arrangements for lessons (this may differ per subject)
* Find out where the resources available in the classroom to support teaching in each subject are stored.
* Find out how children access and use classroom resources

**Gather information on:*** School and class timetables
* Dates for any outings or visits that will happen during the placement
* Procedures for receiving children in the morning and releasing at the end of the day
* Procedures for registration, playtimes, lunchtime and snacks
* Class information (including needs of individual children and groupings)
* Class routines and behaviour management strategies
* Phonics approach/programme used by the school
* Medium term planning for the placement and which aspects of this you will be teaching. Familiarise yourself with any resources you may need

 **Become familiar with the children in the class:*** Learn the children’s names
* Support children with their learning as directed by your Teacher Mentor
* Take time to talk and listen to the children – playtimes and lunchtimes are great opportunities

 **Conduct Observations:*** Class routines
* Behaviour Management
* Role of other adults
* Assessment for learning techniques
* Modelling and scaffolding learning
* **You need at least five observations of your Teacher Mentor during the preliminary days**

 **Ensure the induction survey is completed** | **Provide the trainee with:*** school and class timetables
* dates for any outings or visits that will happen during the placement
* medium term plans for the summer term and which part of this the trainee will be teaching
* procedures for receiving children in the morning and releasing at the end of the day
* procedures for registration, playtimes, lunchtime and snacks
* class information (including needs of individual children and groupings)
* information about class routines and behaviour management strategies
* staff list with responsibilities

 **Support the trainee with:*** finding their way around the school
* location of key areas e.g. staffroom, toilets
* how to use the photocopier and computers
* where resources are stored in the school and classroom
* introduction to staff including Head Teacher(s)

**Model:*** behaviour management strategies
* teaching and learning strategies
* the planning process used by the school

**Provide opportunities:*** to discuss trainee’s observations of teaching
* to discuss the rationale for the curriculum in the school
* for trainee to support small groups of children with direction

**Ensure the induction survey is completed** |