

Initial Teacher Training Form ITT 03

Primary applicants only pre-course primary School Experience report

This form should be discussed with the class teacher and/or senior staff at the START of the School Experience.

PLEASE NOTE: all of the requested information is required. If you need to add additional information, please enclose a separate sheet. If the form is incomplete, or if it is not completed to a satisfactory standard, it will be returned to you; consequently the School Experience condition of your offer will not have been met and you risk your offer being withdrawn.

Name of Applicant:	Application for FS/KS1? (Please tick)	Application for KS1/KS2? (Please tick)
UCAS ID Number:		

Name of School:
Address:
.....
Post Code: Tel:

Exact dates of School Experience: from / / to / /
How many full days have you spent in this school?
Please state the age range of pupils that you have worked with in this school:
If you have additional experience planned, please include dates:
.....

Notes for applicants:

- Applicants should negotiate with the school to undertake all of the required tasks.
- Applicants should complete sections A and B as fully as possible.
- Section C should be completed by your school mentor.
- Applicants should record experience undertaken in more than one school by completing multiple copies of this SER form.
- All school experience undertaken post successful interview (but just prior to the receipt of this form) will be taken into account.
- When completed, this form should be uploaded to your Student Portal by FRIDAY 24 JULY 2020. If that is not possible, the form should be emailed to teachertraining@glos.ac.uk

Candidate's current email address (in case of queries please):
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Section A: required tasks

Please note that we would like you to focus on the action points you identify below over the course of the summer. This will be a positive way in which you can begin to prepare for potential entry to the course. All action points should be succinct and manageable and related to your needs as an aspiring teacher.

English

Task A: arrange to observe the teaching of phonics and early reading. Record any questions/comments for discussion with the class teacher. You should then collaboratively plan to teach a phonics session yourself for a small group of children. Please evaluate your experience in the space below and identify a related action point focusing on the development of your own knowledge and skills.

Task B: please plan to read or tell a story to the whole class. Evaluate the story session in the space below. Think about what you did to develop the children's comprehension skills. Discuss with the class teacher how stories can be used in the teaching of comprehension and then identify a related action point for your own development.

Mathematics

Task C: please assist a group with a maths activity. What were the intended learning outcomes? What was your role? How did the children respond to the activity? Think about how you can encourage positive attitudes towards maths and identify a related action point for yourself.

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Behaviour management

Task D: locate and read the school's behaviour management policy. Please discuss with the class teacher how this was developed and how it is used to support appropriate behaviour for learning.

Individual needs

Task E: in collaboration with the class teacher, please identify one child and discuss their individual needs (which may or may not include SEND). Observe how the teacher caters for the needs of this throughout the day and make notes about approaches and strategies below. Identify a related action point for your professional development.

Other experiences

Task F: please use this box to record any other experiences that have had an impact on you during your time in this school. For example, these can include observations about the teaching of other curriculum subjects or thoughts about the wider responsibilities of primary teachers.

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Section B: required enhancement tasks for all applicants - foundation stage

In order to understand the foundations that are being built upon throughout primary education, it would be beneficial for ALL potential students to spend two days in a Foundation Stage classroom (Reception/Nursery) during the five days pre-course experience.

The following tasks relate to the three prime areas of the Early Years Foundation Stage curriculum and involve observing children and staff. Please make sure that you maintain confidentiality. The names of children and/or adults should not appear in your notes.

Personal, social and emotional development task

Please observe and make notes about the ways in which staff support children in:

- Making relationships
- Developing self-confidence and self-awareness
- Managing feelings and behaviour.

It is likely that much of what you observe will be implicit so you will need to observe and analyse carefully. Discuss your observations with a member of staff.

Notes:

Communication and language task

Consider and make notes about the sorts of activities and exchanges that the children are engaged in, in order to lay the foundations for learning to read and write. These may be adult-led activities, child-initiated activities, or a combination of both. Please discuss your observations with a member of staff.

Notes:

Physical development task

Observe the movement development of two contrasting children in relation to some, or all of, the following:

- Body control - walking; running; jumping; hopping; throwing
- Manual Control - self-help skills (eating, dressing); construction skills; holding grips (writing and drawing)
- Bimanual Control - where two hands make different movements in a coordinated and complementary manner
- Control of Limb Movements - in a range of tasks when the body is stable and unstable (noting the rhythm and timing; the use of space; precision and control).

Please compare the characteristics of each child's development in relation to the observations you have made, and discuss this with a member of staff. Your notes should be kept safe as they will be referred to during induction week, and your first PE session, if you subsequently enrol.

Notes:

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Section C: report from the school

Name of Applicant (please print):

Personal qualities:

Please comment on relationships with staff/children; enthusiasm, commitment, initiative and willingness to learn.

Activities undertaken:

Please comment on how well the required tasks were carried out by the applicant.

Particular strengths:

Please comment on apparent strengths eg subject knowledge, communication skills, class management.

Suitability for initial teacher training (please tick):

Highly recommended Recommended Borderline Not recommended

Potential as a future teacher (please tick):

Excellent Good Satisfactory

Would you consider offering a placement to this applicant in the future? YES NO

Is your school currently working in partnership with the University of Gloucestershire? YES NO

Signature: Please print name:

Role in school: Date:

Thank you for taking the time to complete this report. Your views and opinions are greatly valued.
Please discuss with the applicant the content of this report before it is returned to us. Thank you.